



## Curriculum Framework 2016

We have designed our curriculum as a response to the new National Curriculum that became statutory in September 2014. We have worked in partnership, consulting with all staff and pupils. We reviewed and updated this framework in **April 2016**.

### Rationale

*We want to teach the children through topics that are integrated so that the learning is meaningful to them. We want there to be a progression through the National Curriculum so that the children develop valuable skills. We want the topics to build on and develop children's interests.*

### Aims:

Our curriculum should:

- be child centred and based on children's interests, allowing them to direct the learning where appropriate. Children attend PPA sessions and talk to their teachers about what and how they would like to learn.
- prepare children for an ever changing world
- include many opportunities for children to use and develop their ICT skills across different subjects
- help children to become independent learners
- enable children to lead a fulfilling and healthy life
- allow children to solve their own problems
- be cross curricular and make links between different subjects- particularly in Literacy
- allow opportunities to use and apply skills
- explicitly teach key skills
- build upon children's knowledge and skills through a series of lessons
- use the rich local environment as a basis for learning and educational visits
- provide opportunities for outdoor learning and fieldwork
- be flexible and allow us to respond to personal, local and national events
- have a strong focus on Literacy with key texts identified, including opportunities to speak, read and write across a range of styles and subjects.
- include opportunities for children to carry out project based learning at home
- involve workshops and visitors to enhance the curriculum
- use a range of approaches including practical activities and discussions
- allow presentation in a range of ways including working walls, ICT, assemblies and role play areas
- include SMSC, citizenship and British Values

### **(These aims were agreed through INSET, April 2014)**

Our Curriculum has been carefully planned to ensure coverage of the new National Curriculum (DFE 2013). Teachers will plan to ensure that there is progression between different year groups. See the attached appendix (National Curriculum) for coverage in each year group and links to each topic.

Individual subjects may be 'blocked' to support teaching and learning.

Children complete meaningful 'homework projects' that help to engage them in the topic.

### HISTORY

All classes (from Year 1- Year 6) will display a **timeline** to help pupils to develop a sense of chronology. As part of our history studies we will look at '**communities**' through the different periods.

## Early Years Foundation Stage and Rainbow Class

The curriculum will be taught in a two year cycle to enable Nursery and Reception teams to work and plan together. For further information about planning and teaching in the EYFS, please see separate policies. (Learning and Teaching policy, EYFS policy etc.) Children in Rainbow Class who are not integrating into mainstream will also follow this cycle (with different topics identified below).

### Cycle 1 (2014-15, 2016-17)

Term	Topic	Possible starting points, texts, trips and visits. These will be developed depending on the interests and needs of each cohort.
Autumn 1	Nursery Rhymes and Poems	<i>Rhymes and rhyming words, puppets of different characters, building different settings for characters, solving maths problems- how many sheep? How to fix humpty dumpty? Clocks, time, sequencing events, Gardens- designing. Positional language (up, down, around). Texts: Humpty Dumpty, Baa Baa Black sheep, Little Bo peep, Little Miss Muffet, Incey Wincey, Grand old duke of York, Jack and Jill, Hey diddle diddle, Hickory Dickory dock, Mary Mary, Round and Round the garden...Mother Goose Books</i>
Autumn 2	Celebrations	<i>Birthdays, religious celebrations, food stories, cooking, singing, costumes, parties and places of worship. Visitors to talk about different celebrations. Writing invitations. Christmas performance for parents. Cards and calendars. Texts: So Much, Giraffes can't dance, Pass the jam Jim, Samira's Eid, Kipper's Birthday, Lima's Red Hot Chilli, etc. Christmas cooking.</i>
Spring 1	Traditional Tales	<i>Let's pretend, library visits, role play, retelling stories, theatre trips, Cinderella ball- parent involvement, teddy bear picnic. Making houses. Story maps. Invitations. Behaviour of characters in stories: right and wrong. Texts: The Three Bears, The Three Pigs, Cinderella etc. Talking tables, retelling stories and making up own. Make a class book- traditional tale, filming and acting out stories, Fables- tortoise and the hare.</i>
Spring 2	Food- ourselves and healthy living	<i>Growing food, healthy eating, food from different cultures, where does food come from? Tasting different food. Observational drawing of fruit. Planting. Food in stories: The Little Red Hen, The Enormous Turnip, The enormous watermelon, I will not ever never eat a tomato, Handa's Surprise, Oliver's Vegetables, non fiction texts etc. Trips- local café, pizza express. Fruit symmetry- printing. Make- fruit salad, butter, salt dough. Writing recipes, instructions, menus. Measuring – cooking, money- shopping.</i>
Summer 1	Changes	<i>Materials- melting/ boiling/ freezing/ cooking, malleable materials. Past/ present/ future changes: toys, ourselves, homes. Recycling. Transition to Rec/ Y1. Flower dying, food colouring in milk, mentos in coke, wax melting, sugar, changes in fruit and veg. Texts: Lucy and Tom go to School, Room on the Broom, The Hungry Caterpillar, the Tiny seed etc.</i>
Summer 2	Water	<i>Under the sea, pirates, transport- boats and submarines, aquarium trip, Thames foreshore trip. Rivers and Oceans. Rockpools and ponds. Ice- melting, boiling water- steam, bubbles and bubble painting. Floating and sinking, measures and problem solving. Crabs/ lobsters/ tadpoles and frogs. Stories set under the sea- Rainbow Fish, Commotion in the Ocean, The Snail and the Whale, The Big Bad Sea, Tiddler, Finding Nemo etc.</i>

Cycle 2 (2015-16, 2017-18)

Term	Topic	Possible starting points, texts, trips and visits. These will be developed depending on the interests and needs of each cohort.
Autumn 1	Ourselves- and toys and games	All about me! Cultures, celebrations, families, Stories about families, starting school. Baby and family pictures, when we grow up, Texts: Big Bear, little Brother, Starting School, Peepo! A Squash and a squeeze, Guess how much I love you, Owl babies, etc. Making own toys and games, past and present/ old and new, Museum of childhood. Outdoor games and board games. Rules for different games, making own games. Design a dolls house, peg dolls. Design a race track for a toy car. Scoring different games- e.g. throw bean bags. Surveys- favourite toys and games. Show and tell- favourite toy. Texts: Not a Box, Just Imagine, Knuffle Bunny etc.
Autumn 2	Stories and Storytelling	Story boxes, story maps, authors and illustrators, characters and settings, traditional tales, drama, instruments, library visits, discovery (Stratford), Author study (Julia Donaldson). Invite different adults to tell their favourite stories (include parents) Stories from different cultures. Traditional stories and stories linked to celebrations (Rama and Sita etc.) Texts: Gruffalo, Gruffalo's Child, Snail and the Whale, Scarecrows bride, Stick Man, room on the broom, Rapunzel, Hansel and Gretel, Red Riding Hood, Jack and the beanstalk, Each Peach Pear Plum, Tell me a story etc.
Spring 1	People who help us	Who helps us? In class, in school, at home, the wider world. Helping each other, families, people in school and their roles. Visitors- police, firefighters, nurses and doctors, dentists, RSPCA, pet shop, vet, builders. Lots of role play opportunities- making equipment for role play. Writing prescriptions, incident reports etc. Making own class book- people who help us. Local area walks- how to keep safe. Visit to hospital/ fire station. Labelling pictures of different vehicles- ambulance/ police car etc. Texts: The Naughty Bus, On the Road, Doctor Dog, Information texts, Powerpoints etc.
Spring 2	Animals (Rainbow – Toys and Games- see Autumn 1)	Day/ night, jungle, safari, endangered animals, pets. Animal food. Animals and religion. Visit from Reptiles. Moving like different animals. Small world play. Creating different habitats. Texts: Walking through the Jungle, Handa's Surprise, Bear hunt, All about Dinosaurs, Brown Bear, Brown Bear what do you see? Penguin, Owl Babies, Dear Zoo, Slinky Malinky, Rumble in the Jungle, Lion hunt, Six Dinner Sid, Tiger who came to Tea, etc.
Summer 1	Minibeasts (Rainbow- Animals and Minibeasts- see Spring 2)	Visits to the garden, making homes/ shelters, what do minibeasts eat? Lifecycles, facts books, minibeast hunts. Minibeast maps. Comparing different minibeasts: how many wings, legs etc. Minibeasts in the pond. Minibeasts by the sea. Texts: Hungry Caterpillar, Busy Spider, Angry Ladybird, non fiction- lifecycle books, mad about minibeast, incy wincy spider, greedy bee,
Summer 2	Going Places	Transport, journeys. Buildings, maps, travel. Space adventures. Transition to Year 1/ Rec. Holidays, what would you pack- making a list? Packing for a character in a story. Postcards home. Making own maps. Journey to school. Sorting places- similarities and differences- looking at photos/ postcards. Weather. Designing different types of transport. Car survey/ tallies. Texts: We're going on a bear hunt, Walking through the Jungle, The Gruffalo, Around the world with Ant and Bee, Whatever Next, Rosie's Walk, etc.

## Key Stage 1

Most teaching will occur through half termly topics outlined below. Please refer to the National Curriculum for further details to ensure coverage. Some subjects will be taught through cross curricular topics, others will be taught separately, where links cannot be made, such as Music, PE and RE. Where statements are highlighted in bold, this is the only coverage within the Key Stage.

## Year 1

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn 1	People	Possible texts: Poetry, Me and you, <b>The Jolly Postman, Burglar Bill</b> , etc. Local studies- our school and community. Portraits- National Portrait Gallery. Seasonal Art- link to Science- Artist study. Visit from Doctor, firefighters, police, parents to talk about their jobs Healthy lifestyles. Personal timelines, family photos, SMSC- who is it safe to ask for help?	<b>Art</b> - looking at a range of work by artists, <b>craft makers and designers</b> describing differences and similarities <b>DT</b> - Cooking and Nutrition- healthy lifestyles <b>Geography</b> - <b>Use field work to study geography of our school and grounds, key features of local area and geographical vocabulary</b> , weather charts. Use maps and atlases to identify UK. Use compass directions, directional language. Use aerial photos/ plans and devise maps. Use simple fieldwork skills- geography of school grounds and surrounding area. <b>History</b> - awareness of the past, chronology, vocabulary etc. Changes within living memory. – Changes to ourselves and changes in local area.
Autumn 2	Animals (and Farms)	Possible Texts: Billy's Bucket, The Gigantic turnip, <b>Little Red Hen, Monkey Puzzle, Lost and Found</b> etc. Trip to City Farm, Farmers' Markets, reptile visit. Making Factfiles- different animals. Comparing where different animals live- geographical features. Animal masks, Tiger Tiger painting (Rousseau), shoebox habitats. What food comes from a farm? Visit to Farm (Surrey Docks) Comparing farms in different places- developing vocabulary.	<b>DT</b> - Cooking and Nutrition- what grows on a farm? Where does milk come from? Etc. <b>Geography</b> - Develop place knowledge – including comparison to a farm in a non- European country. Animals from different countries- human and physical features. Develop key vocabulary- farm, soil, vegetation etc. Identify weather patterns and hot and cold areas of the world. Use maps and atlases to identify UK.
Spring	Adventures and Fairytales	Possible texts: <b>Goldilocks, Princess and giant, Peter Pan, Pinocchio, Puss in Boots, 3 pigs, Me and You, Jack and the Beanstalk, Jim and the Beanstalk, Hansel and Gretel</b> Trip to Museum of Childhood, Drama workshop, Peter Pan playground. Designing and making project- moving parts. Changes in toys over time. Children sort and compare existing toys. 3 pigs houses, Drawing and making homes and houses. Homes over time. Vocabulary to describe buildings. Creating furniture from junk. Discuss effective materials – plan and make furniture for dolls house. Morals of characters in stories. Food and nutrition food hygiene – making bread. SMSC: gender stereotypes/ morals in fairytales	<b>Art</b> - Using a range of materials to design and make products. Use drawing, to develop and share their ideas, experiences and imagination. Developing a range of techniques. <b>DT</b> - Design and Make project- Design- Make- Evaluate- Develop. Technical knowledge- moving parts etc. houses- Develop Technical knowledge- structures and mechanisms <b>DT</b> - Cooking and Nutrition <b>History</b> -Develop awareness of the past and key vocabulary/ sources, Victorian toys- similarities and differences. Victorian houses- similarities and differences <b>Geography</b> - develop key vocabulary e.g. house, office, shop etc.
Summer 1	Monsters	Possible Texts: Where the wild things are, <b>Yeti and the bird, Beegu, Gruffalo</b> , Monster Poems, We're Going on a Bear Hunt. Paint and make a flanimal, where do Yeti's come from? – develop geographical knowledge- climate, Make a healthy snack to take on a bear hunt. Monsters can be kind- how do we treat people who are different.	<b>Art</b> - Using a range of materials to design and make products. Use printing, to develop and share their ideas, experiences and imagination, Developing a range of techniques. <b>DT</b> - Design and Make project- Design- Make- Evaluate- Develop Technical knowledge- structures and mechanisms. <b>DT</b> - Cooking and Nutrition
Summer 2	Aliens/ Our World	Possible texts: Aliens love underpants, Bob the man on the moon, Not Now Bernard, 10 things I can do to help my world, Stanley's Stick. Local trips and walks- river, park etc. Build a London building/ new bridge for the river- develop technical knowledge- how to improve. Local environment models.	<b>DT</b> - Cooking and Nutrition <b>Geography</b> - <b>Name and locate continents and oceans, countries and cities in UK</b> . Further develop geographical skills and fieldwork including: <b>directional language</b> . Identify weather patterns and hot and cold areas of the world. Developing geographical vocabulary. Use maps and atlases to identify UK. Use compass directions, directional language. Use aerial photos/ plans and devise maps. Use simple fieldwork skills- geography of school grounds and surrounding area.

## Year 2

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn	Transport & Travel	<p>Texts: <b>Into the Forest, Don't let the pigeon drive the bus, The day the crayons quit</b>, Naughty Bus, The Magic Bed, <b>Rosie Revere, engineer</b>, The highway rat, Room on the Broom</p> <p>Traffic surveys, Using local transport, Leaflets, instructions. Making long boats, rockets, buses, air balloons. How transport has changed</p> <p>Trips to Science Museum, Transport Museum, transport trip</p>	<p><b>Art</b>- Making transport- using materials to create products. Making pictures with different textured materials.</p> <p><b>DT</b>- Designing and making model transport and evaluating.</p> <p><b>Geography</b>- name and locate continents and oceans, use atlases and globes etc. Name and locate countries and capitals of UK. Use compass directions. How do we travel across different countries? Local transport and features- e.g. River. Developing geographical vocabulary. Use maps and atlases to identify UK. Use compass directions, directional language. Use aerial photos/ plans and devise maps.</p> <p><b>History</b>- changes within living memory- transport. Study of a significant individual- Transport inventor</p>
Spring 1	Great Fire of London/ London Past and Present	<p>Texts: <b>Katie in London</b>, diary entries, non-Chronological reports. <b>A walk in London</b></p> <p>Trips to Monument and Museum of London.</p> <p>Walk of Great Fire of London sites, Study of Samuel Pepys- national portrait gallery. Design and make buildings / houses. Maps of London. Fire safety. Fire brigade.</p>	<p><b>Art</b>- Portraits of Samuel Pepys, developing techniques, learning about artists Making houses- using sculpture to share ideas, experiences and imagination</p> <p><b>DT</b>- Designing and making buildings- choosing appropriate materials to rebuild London. Ensuring stability (structures/ mechanisms).</p> <p><b>Geography</b>- Maps and landmarks in London- linked to Great Fire of London. Developing geographical vocabulary. Use maps and atlases to identify UK. Use compass directions, directional language. Use aerial photos/ plans and devise maps. Use simple fieldwork skills- geography of school grounds and surrounding area.</p> <p><b>History</b>- Study of <b>events beyond living memory</b>, Significant individuals (Samuel Pepys) <b>significant events</b>.</p>
Spring 2	Space/ Night Time	<p>Texts: Owl who was afraid of the dark, <b>Owl and the pussy cat, Sidney, Stella and the Moon. On The Moon (Non Fiction)</b>.</p> <p>Trip to Observatory. Visit from Owl time. Science Museum.</p> <p>The earth from Space. Space travel</p> <p>Neil Armstrong/ Tim Peake- in space</p>	<p><b>Art</b>- colour mixing, planets from lamp shades/ lanterns.</p> <p><b>History</b>- Significant people (Neil Armstrong/ Tim Peake), timeline of space travel</p> <p><b>Geography</b>- developing place and locational knowledge – The Earth, Developing geographical vocabulary. Use maps and atlases to identify UK.</p>
Summer 1	The Natural World	<p>Texts: <b>The house held up by trees, The Journey Home</b>.</p> <p>Artist study- Andy Goldsworthy, Georgia O'Keefe, Geography- Oceans and Continents, News reports. History- key people- compare Christopher Columbus and Neil Armstrong (Tim Peake) Trip to Science Museum, Sky Garden.</p>	<p><b>Art</b>- Artist study- Andy Goldsworthy, Georgia O'Keefe, developing techniques</p> <p><b>DT</b>- Design and make project with a focus on mechanisms</p> <p><b>Geography</b>- Similarities and differences – comparing UK with contrasting non-European country. Identifying Oceans/ continents on a map. Developing geographical vocabulary. Use simple fieldwork skills- geography of school grounds and surrounding area.</p> <p><b>History</b>- Comparing significant people Christopher Columbus (Neil Armstrong/ Tim Peake), timeline of space travel</p>
Summer 2	The Seaside Past and Present	<p>Texts: <b>The Snail and the Whale</b>, Lighthouse keepers Lunch, Katie Morag, Claude at the beach, <b>Snorgh and the Sailor</b>.</p> <p>Trip to Southend. Study of Grace Darling. Making a healthy lunch for the lighthouse keeper. DT projects- pulleys-transport the lunch/ Puppet Theatre.</p> <p>Study of a place (seaside) compare with other countries and develop vocabulary. How do we help people who are sad/lonely (Snorgh)</p> <p>Looking after the Sea- environment</p>	<p><b>DT</b>- Cooking and Nutrition- make a healthy lunch for the lighthouse keeper.</p> <p><b>DT</b>- Design and make project – focus on mechanisms</p> <p><b>History</b>- Study of significant individuals, Victorian Seaside holidays.</p> <p><b>Geography</b>- Develop fieldwork skills including use of aerial photos, devising maps. Develop appropriate vocabulary such as harbour, port, beach, cliff etc. Human and Physical features. Comparing with another country. Identifying weather patterns and hot/ cold places on globe. Use maps and atlases to identify UK. Use compass directions, directional language. Use aerial photos/ plans and devise maps.</p>



## Key stage 2

Most teaching will occur through termly topics outlined below, where the content will be developed over the two half terms. Please refer to the National Curriculum for further details to ensure coverage. Some subjects will be taught through cross curricular topics, others will be taught separately, where links cannot be made, such as Languages, Music, PE and RE.

## Year 3

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn	Dinosaurs	<p>Texts: <b>Black Dog</b>, Poetry, Fossil- picture book, Newspaper articles.</p> <p>Dinosaur Diary, Tyrannosaurus Drip, Dinosaurs-Michael Foreman (Not for parents)-how to be a dinosaur hunter.</p> <p>Trips- Museum of London, Natural history Museum, Science Museum, Visit from KCL Dentists</p> <p>Using time line to develop understanding of chronology. Using maps to develop field work skills. Different media to create cave art/ fossils. Building model dinosaurs. Local archaeology.</p>	<p><b>History:</b> Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Geography:</b> Fieldwork skills- maps. Changing Earth: volcanoes, continents, migration, mapwork</p> <p><b>Art:</b> Developing cave art using different media- clay, charcoal etc. Creating sketchbooks to record ideas. Fossil making- clay</p> <p><b>DT:</b> design and make a model dinosaur. Skeletons</p>
Spring	Rainforests	<p>Texts: The Vanishing Rainforest, <b>Where the Forest meets the Sea, The Great Kapok Tree, The Promise</b>, Story of Crom the Giant, Poetry</p> <p>Animal Reports, letter writing</p> <p>Video- Planet earth</p> <p>Trips- London Zoo/ Kew Gardens/ Tate Modern/ Horniman Museum. Planting at Potters Fields</p> <p>Study of Rainforests- where they are- location and place knowledge. Oceans and Continents- revision. Developing an understanding of where food comes from. Comparing own lives with those of different tribes. Tribal shields and masks. Charcoal and watercolour landscapes. SMSC: Deforestation- drama and debate. Deforestation of London and Air Pollution, looking after our world, different cultures</p>	<p><b>DT:</b> Cooking and Nutrition- Know where and how ingredients are grown. Prepare and cook dishes. Brazilian food- pricing and research.</p> <p><b>Geography:</b> Locational knowledge using maps – South America. Place Knowledge including South America- similarities and differences.. Human and Physical Geography of Rainforests. Characteristics. Identify equator and other significant latitude/ longitude. Develop Geographical skills. Understanding of climate, vegetation, water cycle, trade links. Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p><b>Art:</b> Landscapes– Painting techniques/ different media, developing skills</p> <p><b>Music</b></p>
Summer	The Egyptians	<p>Texts: Horrible Histories. Diaries, A day in the life, <b>Egyptian Cinderella</b>, Poetry, newspapers, Trip to British Museum/ Old operating theatre, Tate Modern.</p> <p>Locating Egypt on a map. Filming news reports, Using a timeline- Ancient Egypt. Early civilisations, what we know today.</p> <p>DT/ Art- design and make pyramids, jewellery, scarab beetles, sarcophagus, pyramids and burial masks. Hieroglyphics, visitor from British museum- mummification, SMSC- how Egyptians treated animals</p>	<p><b>Geography:</b> Develop locational knowledge – use geographical skills to identify Egypt. Identify aspects of human and physical geography.</p> <p><b>History:</b> The achievements of the earliest civilizations- overviews and in depth study of Ancient Egypt.</p> <p><b>DT:</b> Design and make project- use the design- make- evaluate cycle and develop technical knowledge: wood, card, small saws, glue guns, hinges- focus on structure/ strengthen and stiffening.</p> <p><b>DT:</b> healthy and varied diets</p> <p><b>Art:</b> Designing Egyptian Jewellery/ Burial Masks- developing sculpture techniques.</p>

## Year 4

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn	The Romans	<p>Texts: Horrible Histories, <b>Boudicca strikes back</b>, Tiger Tiger, The Roman Record, <b>Mouse, Bird, Snake, Wolf</b> Icenii Village. The Romans: Gods, Emperors and Dormice. Non Chronological reports. Trips to Lullingstone, Museum of London. British Museum. All Hallows Church. Roman Army. Links to Roman Numerals in Maths.</p> <p>Using maps to track the Roman invasion and withdrawal. Develop locational knowledge and changes to settlements/ communities etc. Designing Roman slippers. Mosaics, shields. SMSC- Cultural impact of the Romans, Roman invasion/ empire (morals).</p>	<p><b>History:</b> The Roman Empire and its impact on Britain, Local History, Britain's Settlement by Anglo-Saxons- withdrawal of the Romans/ fall of the Roman Empire.</p> <p><b>Geography:</b> Develop locational knowledge of UK and <b>Europe- using maps</b>. Identify equator and other significant latitude/ longitude. Settlement and land use.</p> <p><b>DT:</b> Design project- use the design- make-evaluate cycle and develop technical knowledge. Order the stages. Gathering the needs of individuals—what worked? How could we improve them?</p> <p><b>Art:</b> Mosaics, mud paintings. Sketchbooks, developing skills, different materials etc.</p>
Spring	Active Planet	<p>Texts: Pebble in my Pocket, Gullivers Travels, news reports, Escape from Pompeii (non fiction)</p> <p>Trips- Science Museum, Maritime Museum, Natural History Museum. Geographical skills including field work projects. Making Volcanoes. Study of Benin- Africa.</p> <p>Links to crops, farming and cooking. Recent disasters</p>	<p><b>History:</b> Study of a non European society that contrasts with British History- Benin (West Africa) AD900-1300</p> <p><b>Geography:</b> Develop place knowledge, Understanding of physical geography, Develop geographical skills and mapwork skills- <b>Local Area- locate on map</b>. Characteristics of places- vocabulary and understanding of topographical features- e.g. mountains. Identify equator and other significant latitude/ longitude. Mountains, volcanoes, earthquakes. Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p><b>DT:</b> Cooking and Nutrition- where ingredients are grown/ reared.</p> <p><b>DT:</b> design project- making Volcanoes- to include electrical systems</p> <p><b>Art:</b> Sketchbooks, developing skills etc.</p>
Summer	Circus	<p>Texts: <b>Leon and the Place Between</b>, Amazing Esme, <b>Fizzleburt Stump (the boy who ran away from the circus and joined the library)</b>, Claude at the circus, Dumbo. Circus music, big top in class. Links to PE- gymnastics and dance. Circus Skills workshop/ Circus trip</p> <p>Study of local history/ history of the circus.</p> <p>Study of Circus poster artwork, clown artwork. Links to Romans- amphitheatres. SMSC- Animal rights</p>	<p><b>History:</b> Local History/ History of entertainment</p> <p><b>Art:</b> Create sketchbooks, develop techniques and skills. Study of artist/ architect/ designer- e.g circus poster artwork, amphitheatres etc.</p>

## Year 5

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn	Vikings	<p>Texts: The cursed sword, How to train your dragon, <b>Beowolf</b></p> <p>Trips – Maritime Museum, museum of London</p> <p>Viking History. Using maps to track Viking invasion. Geographical skills.</p> <p>Understanding of Viking communities.</p> <p>Art projects- making Viking ships/ helmets/ Shields</p> <p>BBC Primary History resources. Is it right to invade other countries? Viking influences.</p> <p>Costumes and Artefacts from SCAS.</p>	<p><b>History:</b> The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Geography:</b> develop locational knowledge (Europe, UK etc. ) and develop geographical skills. Change of land use over time. Identify equator and other significant latitude/ longitude. Settlement and land use. Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p><b>Art:</b> Using sketchbooks, developing skills and techniques.</p> <p><b>DT:</b> Cooking and Nutrition- what did Vikings get from land- raw products- flour- bread making. Adapt recipes to change appearance, texture and taste. Compare how healthy different breads are.</p> <p><b>DT-Design</b> Viking helmets/ shields/ ships.</p>
Spring	The Greeks	<p>Texts: Battle of Marathon, Pandoras Box, the Night of the Gargoyles, <b>Greek Myths</b></p> <p>Trips to British Museum, Natural History Museum, houses of parliament, City Hall.</p> <p>Making clay pots, developing art skills through using Greek designs. Using maps to develop locational knowledge. How The Greeks have influenced life today. Greek inventions, Animated Myths. Gods and Goddesses. Greek warfare, Marathon.</p> <p>SMSC- democracy, cultural influences, diversity of religious beliefs.</p>	<p><b>History:</b> The study of Ancient Greece, The legacy of Greek Culture on later periods in British history.</p> <p><b>Geography:</b> develop locational knowledge (Europe, UK etc. ) and develop geographical skills. Study of European place- similarities and differences. Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p><b>DT:</b> Design clay pots project- use the design-make- evaluate cycle and develop technical knowledge.</p> <p><b>Art:</b> developing skills and techniques</p>
Summer	The River	<p>Texts: <b>London Eye Mystery, Tuesday, Varmints</b>, Sherlock Holmes, Journey to the River Sea.</p> <p>Possible trips: Museum of London, Docklands Museum, Local walks, Thames Clipper/ Boat trip. London Eye.</p> <p>Local Artists/ Crafts people – glass blowers- Artist study- Rob Ryan- paper cutting skyline</p> <p>Pirates. Keeping the River clean/ pollution (SMSC link).</p> <p>Study of Significant people locally e.g - Alfred Salter, Peter Street. Studies of Art work of River Thames- techniques. (Monet/ Turner etc)</p>	<p><b>Geography:</b> Develop locational knowledge, Understanding of places- region in UK, human and physical features.</p> <p>Characteristics- physical. Vocabulary linked to topographical features (hills, mountains, coasts and rivers) Fieldwork skills/ maps/ atlases/ compass points etc- <b>Local area.</b></p> <p>Identify equator and other significant latitude/ longitude. Distribution of resources. Trade links, water.</p> <p><b>DT:</b> Cooking and nutrition- understanding of where food comes from, healthy diets, cooking. Apply principles of a healthy diet.</p> <p><b>DT:</b> Bridges- design a new footbridge – pulleys to open bridge- cardboard/ wood. Block as a day/ 2 days- should include structures/ strengthening and mechanical systems.</p> <p><b>Art:</b> sketchbooks to record, developing skills and techniques, study of artists- representations of Thames (e.g. Turner/ Monet) and local artists/ designers (e.g. White Cube gallery, glassblowers)</p>



## Year 6

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn	WW2	<p>Texts: Lion, Witch and Wardrobe, Boy in the Striped Pyjamas, Rose Blanche, The Lion and the Unicorn, Otto- Autobiography of a Teddy Bear, Anne Frank, Goodnight Mr Tom, Friend or Foe.</p> <p>Make your own history.co.uk</p> <p>Posters, radio and news reports, poetry.</p> <p>Trips: History walks, War Memorial, Imperial War Museum, HMS Belfast</p> <p>War time recipes- rations. Imperial and metric units. Air raid shelters. Evacuee and Gas mask boxes. War paintings. Propaganda and speeches. Research on maps- location of countries. Human and physical geography. Immigration. Local area during WW2. SMSC: Impact of war, Gender Roles</p> <p>Discuss is war ever justified? War poetry and reflection.</p>	<p><b>History:</b> local history study and a study that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Geography:</b> Key aspects of human and physical geography at the time of WW2. Location of countries. Immigration. Land use patterns. Change over time. Study of region in UK. Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p><b>DT:</b> Design project- use the design- make-evaluate cycle and develop technical knowledge.</p> <p><b>DT:</b> Cooking and nutrition- link to WW2 recipes. How food is processed. Food is grown caught and reared. Rations. Applying principles of a healthy diet.</p> <p><b>Art:</b> Create sketchbooks, develop skills and techniques, learn about artists- Self-portraits,</p>
Spring	Enterprise and Entrepreneurs	<p>Texts: <b>Lost thing, King Kong, The Templeton Twins have an idea, The Princess Blankets, Girl and Robot - animation</b>, Frankenstein,</p> <p>Significant people- inventors</p> <p>History of the computer</p> <p>Trips: Design Museum, V&amp;A, Science Museum, local businesses, STRIDE project, Vapiano trip</p> <p>Design own lost thing- develop specialist technical knowledge. Evaluating inventions (products)</p> <p>Economy and budgeting</p> <p>SMSC- money, fair trade, links to being a baddie or goodie, belonging/lost, contributing to community, respect</p>	<p><b>History:</b> turning point in British History- invention of computer.</p> <p><b>DT:</b> Design project- use the design- make-evaluate cycle and develop technical knowledge. Should include programming/ monitoring and control.</p> <p><b>DT:</b> Food and Nutrition- understand and apply the principles of a healthy diet. Design and make pizza</p>
Summer	Arrivals and Departures	<p>Texts: <b>The Unforgotten Coat, The Arrival</b>, Oranges in No Mans Land, A Beautiful Lie.</p> <p>Trips: School Journey, Airport, Cable Cars, Into University, docklands Museum</p> <p>Locational knowledge of countries and how they are linked.</p> <p>Design Mongolian tent, purses, patchwork, textiles, fashion.</p> <p>Transition projects.</p> <p>SMSC- Reasons people migrate, refugees, different cultures in our community, identity</p> <p>Transition workshops.</p>	<p><b>Geography:</b> locational knowledge- countries of the world and how they are linked. Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p>Identify equator and other significant latitude/ longitude. Settlements. Trade links.</p> <p><b>DT:</b> Design with textiles project- use the design- make- evaluate cycle and develop technical knowledge.- How to make strong, stiff structures- strengthening and stiffening structures. Properties of materials.</p> <p><b>Art:</b> Artist study</p>

# The national curriculum in England

Key stages 1 and 2 framework document-  
ART & DESIGN, DT, GEOGRAPHY and  
HISTORY



Snowsfields Primary School and Tower  
Bridge Primary School



## Coverage Document- April 2014

*Coverage for each year group is highlighted.*

### Key Stage 1

Year 1

Year 2

Year 1 and Year 2

### Key Stage 2

Year 3

Year 5

Year 4

Year 6

Year 3, Year 4, Year 5 and Year 6

## Introduction

This document sets out the framework for the national curriculum at key stages 1 and 2 and includes:

contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter

aims for the statutory national curriculum

statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum

programmes of study for key stages 1 and 2 for all the national curriculum subjects that are taught at these key stages.

## The school curriculum in England

Every state-funded school must offer a curriculum which is balanced and broadly based<sup>1</sup> and which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.<sup>2</sup>

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

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<sup>1</sup> See Section 78 of the 2002 Education Act: <http://www.legislation.gov.uk/ukpga/2002/32/section/78> which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act: <http://www.legislation.gov.uk/ukpga/2010/32/section/1>

<sup>2</sup> From September 2012, all schools are required to publish information in relation to each academic year, relating to the content of the school's curriculum for each subject and details about how additional information relating to the curriculum may be obtained: <http://www.legislation.gov.uk/uksi/2012/1124/made>

# The national curriculum in England

## Aims

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

## Structure

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages<sup>3</sup> and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

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<sup>3</sup> The key stage 2 programmes of study for English, mathematics and science are presented in this document as 'lower' (years 3 and 4) and 'upper' (years 5 and 6). This distinction is made as guidance for teachers and is not reflected in legislation. The legal requirement is to cover the content of the programmes of study for years 3 to 6 by the end of key stage 2.

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
<b>Age</b>	5 – 7	7 – 11	11 – 14	14 – 16
<b>Year groups</b>	1 – 2	3 – 6	7 – 9	10 – 11
<b>Core subjects</b>				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
<b>Foundation subjects</b>				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages <sup>4</sup>		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
<b>Age</b>	5 – 7	7 – 11	11 – 14	14 – 16
<b>Year groups</b>	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

<sup>4</sup> At key stage 2 the subject title is 'foreign language'; at key stage 3 it is 'modern foreign language'.



# Art and design

## 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.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

produce creative work, exploring their ideas and recording their experiences

become proficient in drawing, painting, sculpture and other art, craft and design techniques

evaluate and analyse creative works using the language of art, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

# Subject content

## Key stage 1

Pupils should be taught:

to use a range of materials creatively to design and make products

Y1- Monsters, Y1- Adventures, Y2- Travel and Transport, Y2- London, Y2- Space/ Night Time

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Y1- Monsters, Y1- Adventures, Y2-Travel and Transport, Y2- London, Y2- Space/ Night Time

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Y1- Monsters and Dragons, Y1- Adventures, Y2- Day and Night, Y2- Fire

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Y1-People- craft makers and designers, Y2- Space/ Night

## Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Y3- Rainforests, Dinosaurs, Egyptians

Y4- Romans, Circus, Active Planet

Y5- Rivers, Greeks, Vikings

Y6—WW2, Arrivals and Departures

# Design and technology

## 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.

## Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

# Subject content

## Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

### Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

### Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Y1- Monsters, Adventures and fairy tales

Y2- London, Natural World, Seaside

## Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

### Design

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

apply their understanding of computing to program, monitor and control their products.

Y3- Dinosaurs, Egyptians

Y4- Romans, Circus, Active Planet

Y5- Greeks, The River

Y6—Enterprise and Entrepreneurs, Arrivals and Departures



## Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### Key stage 1

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

Y1- People, Animals and Farms, Monsters, Our World/ Aliens

Y2- The Seaside

### Key stage 2

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Y3- Rainforests, Egyptians

Y4- Active Planet

Y5- River, Vikings

Y6—WW2, Enterprise and Entrepreneurs

# Geography

## Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Aims

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

are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## Subject content

### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

#### Locational knowledge

- **name and locate the world's seven continents and five oceans** Y1 Our World/Aliens, Y2- Seaside, Natural World
- **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas** Y1- Our World/Aliens, Y2- Transport and Travel

#### Place knowledge

- **understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country** Y1- Animals and Farms- comparing a Farm in UK and a farm in Africa Y2- The Natural World and The Seaside- study of place in UK and comparing

#### Human and physical geography

**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**

Y1-Our World / Aliens. Y2-Natural World/ The Seaside

**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**

Y1-People, Animals, Adventures, Our World / Aliens. Y2-Transport and Travel, London, Space, Natural World, The Seaside

## Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Y1- People, Animals, Our World, Y2- Transport and travel, Space, London, The Seaside

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Y1- People, Our World, Y2- transport and travel, London, The Seaside

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Y1- People, Our World, Y2-Transport and Travel, London, The seaside

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Y1- People, Our World, Y2- London, The Natural World

## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### Locational knowledge

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

Y3- Rainforests- locate on map

Y4- Romans- Roman invasion – mapwork, Active Planet

Y5- River, Vikings, Greeks- location on maps

Y6- Arrivals and Departures- using maps- migration, WW2

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

Y3- Rainforests- characteristics/ features

Y4- Romans- cities and counties. Why did Romans settle in different places- features/ characteristics, Active Planet- topography

Y5- River- characteristics/ change over time, Vikings

Y6- WW2- land use patterns

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)

Y3- Rainforests- where located, Egyptians- location

Y4- Romans, Active Planet

Y5- River- Greenwich meantime, Vikings

Y6—Arrivals and Departures

## Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Y3- Rainforests- South America

Y4-Active Planet- UK/ physical geography/ human geography, Romans- Europe

Y5- River- UK place, Vikings- Europe

Y6- WW2- UK

## Human and physical geography

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

Y3- Rainforests- climate, vegetation, water cycle, trade links

Y4- Active Planet- mountains, volcanoes and earthquakes. Romans- settlement and land use

Y5- River- physical geography, distribution of resources- water, Vikings- settlement and land use

Y6—Arrivals and Departures- settlement, trade links, WW2- human geography, energy, Enterprise and Entrepreneurs- energy and trade links

## Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world



use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Y3- Rainforests- mapping, compare to local environment, Dinosaurs- mapping, Egyptians

Y4- Active Planet- Fieldwork- local area, Romans- mapwork

Y5- River- develop fieldwork skills, Greeks, Vikings- mapwork

Y6—Arrivals and Departures, WW2

# History

## Purpose of study

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.

## Aims

The national curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.**

## Subject content

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Y1- People, Adventures Y2- Travel and Transport, London, Space, The Seaside

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Y1- People Y2- Travel and Transport, The Seaside

events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Y2- London, Space

the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Y2- London, Space, The Natural World

significant historical events, people and places in their own locality. Y2- London

## Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

**changes in Britain from the Stone Age to the Iron Age** Y3- Dinosaurs

### Examples (non-statutory)

This could include:

late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

**the Roman Empire and its impact on Britain** Y4 Romans

### Examples (non-statutory)

This could include:

Julius Caesar's attempted invasion in 55-54 BC

the Roman Empire by AD 42 and the power of its army

successful invasion by Claudius and conquest, including Hadrian's Wall

British resistance, for example, Boudica

'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

**Britain's settlement by Anglo-Saxons and Scots** Y4 Romans

### Examples (non-statutory)

This could include:

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Scots invasions from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

Christian conversion – Canterbury, Iona and Lindisfarne

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y5 - Vikings

### Examples (non-statutory)

This could include:

Viking raids and invasion

resistance by Alfred the Great and Athelstan, first king of England

further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

a local history study Y4- Romans Y6- WW2

### Examples (non-statutory)

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Y6- WW2, Y5 Greeks

### Examples (non-statutory)

the changing power of monarchs using case studies such as John, Anne and Victoria

changes in an aspect of social history, such as crime and punishment from the

### Examples (non-statutory)

Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century  
the legacy of Greek or Roman culture (art, architecture or literature) on later periods  
in British history, including the present day

a significant turning point in British history, for example, the first railways or the  
Battle of Britain

the achievements of the earliest civilizations – an overview of where and when the first  
civilizations appeared and a depth study of one of the following: Ancient Sumer; The  
Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Y3 – Ancient Egypt

Ancient Greece – a study of Greek life and achievements and their influence on the  
western world

Y5 - Greeks

a non-European society that provides contrasts with British history – one study chosen  
from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan  
civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Y4- Active Planet