



Curriculum Framework 2018

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 2018**.

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 and subject knowledge. 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 and subject knowledge
- 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 and updated in April 2018)

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. Literacy lessons may have strong links to other subjects, such as History and Geography, where children may be reading or writing for a specific subject purpose.

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

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.)

Cycle 1 (2018-2019)

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 Nursery Rhymes	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. Family houses, Boat making. Positional language (up, down, around). Baby photos- growing and changing. Personal timelines. Families and family trees. 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, The Owl and the Pussycat, Chocolate Cake, Owl afraid of the Dark, Stick man
Autumn 2	Celebrations and Food	Birthdays, religious celebrations (Diwali, Eid, Christmas), food stories, cooking, singing, costumes, parties and places of worship. Visitors to talk about different celebrations. Writing invitations. Firework pictures, Celebration party with parents. Christmas performance for parents. Cards and calendars. Diwali pots, Role play story of Rama and Sita. Where does food come from? Healthy food. Writing recipes (parents to share) Menus. Salt dough decorations. Measures- cooking, shopping, Borough market- food shopping/ decorations Texts: So Much, Giraffes can't dance, Pass the jam Jim, Samira's Eid, Kipper's Birthday, Lima's Red Hot Chilli, Mog's Christmas, Freddy and the Fairy, Diwali books, Jolly Christmas Postman, Stick Man, Bear's Birthday, Owl Babies, Fireworks etc. Christmas cooking.
Spring 1	Traditional Tales	Let's pretend, library visits, role play, retelling stories, theatre trips, Surrey Docks Farm (pigs) Cinderella ball- parent involvement, Links to Royal Family, Castles, teddy bear picnic. Making houses. Bears and Wolves- where do they come from? Oats and porridge making/ tasting. Growing beans, Story maps. Invitations. Behaviour of characters in stories: right and wrong. Talking tables, retelling stories and making up own. Make a class book- traditional tale, filming and acting out stories, Texts: The Three Pigs, Cinderella, Goldilocks, Jack and the Beanstalk, Red Riding Hood, Billy Goats Gruff, Gingerbread Man, Peter Rabbit, Fables- tortoise and the hare etc.
Spring 2	Buildings	Local area walk to identify types of buildings. Map making- where are different buildings and naming them. Photos – sorting and matching. Making castles and houses linked to traditional tales: 3 little pigs houses, Cinderella's castle, Rapunzel's tower etc. Measures: how tall, how big. Materials: which is best for each house, making rubbings of different materials. Comparing building in different countries. Identifying shapes in different buildings- using shapes to make models and pictures. Texts: 3 little pigs, Cinderella, Rapunzel, a squash and a squeeze, Once upon a time, Each peach pear plum,
Summer 1	Changes and Growing	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, skittles experiment, growing cress, writing up experiments, P4C- looking after babies, newborn baby visit, changes in the garden, visit from the ducks/ eggs, wax melting, sugar, changes in fruit and veg. Fossils and dinosaurs, dinosaur factfiles, junk modelling of dinosaurs, butterflies and caterpillars Texts: Jack and the beanstalk, Lucy and Tom go to School, Room on the Broom, The Hungry Caterpillar, the Tiny seed, Captain Flynn and the Pirate Dinosaurs, Zazas baby brother, Meg's eggs, etc.
Summer 2	Water	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. Treasure maps and pirates, Making boats- floating and sinking, car wash, Crabs/ lobsters/ tadpoles and frogs. Texts: Rainbow Fish, Pig in the pond, On a Pirate ship, Pirate Pete, PB Bears Pirate treasure, Singing mermaid, Commotion in the Ocean, a tadpoles promise, Night Pirates, Grandads island, The Snail and the Whale, The Big Bad Sea, Tiddler, Finding Nemo, Pete's smelly feet etc.

Cycle 2 (2019-2020)

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 Nursery Rhymes	All about me! Cultures, celebrations, families, Stories about families, starting school. Baby and family pictures, when we grow up. Family albums, family trees, Museum of childhood. 5 senses- taste, touch, smell, sight, hear. Sensory walks and sensory circuits. Portraits. Where we live- maps. Body Parts, order by size, number rhymes, brothers and sisters, Texts: Not a Box, Just Imagine, Knuffle Bunny, Miss Polly had a Dolly, 5 speckled frogs, 5 monkeys, Big Bear, little Brother, Starting School, Peepo! A Squash and a squeeze, Guess how much I love you, Owl babies, my Mum My Dad My family, Hungry caterpillar- class names, so much, Brown Bear, etc.
Autumn 2	Stories and Storytelling	Story boxes, story maps, authors and illustrators, characters and settings, traditional tales, drama, instruments- story sound tracks, 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.) Book making, Puppets and puppetry, stickmen in the garden, book corners, story scenes, habitats, SMSC links- sharing books. 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, chefs, library visit, RSPCA, pet shop, vet, guide dog, 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, Richard Scarry books, busy world, through my window, helpers- Shirley Hughes, topsy and tim books, mog and the vet etc.
Spring 2	Animals	Day/ night, jungle, safari, endangered animals, pets. Animal food. Animals and religion. Visit from Reptiles/ Animals, guide dog- link to people who help us. Lifecycles, Moving like different animals. Small world play. Creating different habitats. Eggs hatching into ducklings, Dinosaurs, garden school, 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, rainbow fish, selfish crocodile, mixed up chameleon, polar bear, polar bear, mr wolf's pancakes, little red hen, greedy python, very busy spider, etc.
Summer 1	Minibeasts and Growing	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. Ducklings hatching, growing plants- mustard, cress, beans, Garden school, Texts: Hungry Caterpillar, Busy Spider, Angry Ladybird, Jasper's beanstalk, jack and the beanstalk, a seed in need, Oliver's Vegetables, The Enormous Turnip, 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. Boat trip, airport role play, passports, bus trip, tube trip, visit to station. Rockets and planets- design and make. 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.

Resource Base (Rainbow Class)

The children follow individual programmes alongside the curriculum, these allow the children to meet the targets identified on their Education and Health Care Plans. The Curriculum is carefully planned to meet the needs of all the children and links closely with the topics taught in EYFS and Key Stage 1. Children who are integrating into mainstream classes will also follow the curriculum for that year group where appropriate.

Cycle 1 (2018-2019)

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage-
Autumn	Ourselves and Food	Texts: <i>The Little Red Hen, The Enormous Turnip, The enormous watermelon, I will not ever never eat a tomato, Handa's Surprise, Oliver's Vegetables, Farmer Duck, Hungry Caterpillar, Supertato, runaway pancake, Pancake Pancake, Royal Dinner, non fiction texts etc.</i> <i>Who we are and where we come from. Favourite foods- likes and dislikes. Our bodies- naming different parts of the body. Growing food, healthy eating, food from different cultures, where does food come from? Tasting different food.</i> <i>Trip to shop to buy food, Trip to Pizza Express, Borough Market, Surrey Docks Farm. Shop/ restaurant role play, Observational drawing of fruit. Recipes from different cultures- bring from home. Link to international week/ Black History Month. Planting- mustard/ cress. Fruit symmetry- printing. Make- fruit salad, butter, salt dough. Writing recipes, instructions, menus. Measuring – cooking, money- shopping.</i>	Science PSHE Art: use drawing and painting to create images of fruit and vegetables. Look at artists still life of fruit/ veg DT- use basic principles of a healthy diet to prepare dishes and understand where food comes from. Geography- identify seasonal and weather patterns. Use geographical vocabulary e.g. soil, farm, season, weather
Spring	Great Fire of London	Texts: <i>Katie in London, The Great Fire of London, diary entries, non-Chronological reports. A walk in London</i> <i>Trips to Monument and a London Walk.</i> <i>People who help us- Fire Fighters- visit from Fire Brigade, Fire safety. Design and make fire engines</i> <i>Design and make buildings / houses. Model houses- show how fire spread quickly.</i> <i>Video sources to show the fire.</i> <i>Maps of London. Tudor dancing</i> <i>Comparing London now and then.</i> <i>Finding out about Samuel Pepys- dress up in Tudor clothes and role play.</i>	Art- Making houses DT- Designing and making buildings- choosing appropriate materials. Geography- Maps and landmarks in London. Use aerial photos/ plans. Use simple fieldwork skills History- Study of events beyond living memory, Significant individuals (Samuel Pepys) significant events. How buildings have changed, comparing London- now and then.
Summer	Changes- Oceans and Rivers	Texts: <i>Rainbow Fish, On a Pirate ship, Pirate Pete, PB Bears Pirate treasure, Singing mermaid, Commotion in the Ocean, a tadpoles promise, Night Pirates, Grandads island, The Snail and the Whale, The Big Bad Sea, Tiddler, Finding Nemo, Pete's smelly feet, The Snail and the Whale, Lighthouse keepers Lunch, Katie Morag, Claude at the beach, Snorgh and the Sailor.</i> <i>Trip to the River Thames. Types of transport- boats, submarines.</i> <i>Study of a place (seaside) compare with where we live and develop vocabulary (same and different).</i> <i>Looking after the Sea- environment. Ice- melting, boiling water- steam. Bubbles and bubble painting. Floating and sinking, Measures and problem solving. Treasure maps, Making boats- can they float?</i>	Art- water colours, exploring colours, looking at artists depictions of water e.g. Monet, Turner etc. DT- Design and make project –e.g. floating boats History- Comparing Seaside holidays now and then. Geography- Develop appropriate vocabulary such as river, ocean, beach, cliff etc. Human and Physical features. Identifying weather patterns. Use maps

Cycle 2 (2019-2020)

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage-
Autumn	Looking after Ourselves	Texts: <i>Big Bear, little Brother, Peepo! A Squash and a squeeze, Guess how much I love you, Owl babies, Burglar Bill, Traction Man, People who help us, The Naughty Bus, On the Road, Doctor Dog, Information texts, Richard Scarry books, through my window, Helpers- Shirley Hughes, Topsy and Tim books, Mog and the vet etc.</i> <i>All about me! Personal timelines, Cultures (link to Black History Month), celebrations, families, Baby and family pictures, when we grow up. Visit from Doctor, firefighters, police, parents to talk about their job. Keeping safe in local area- road safety walk.</i> <i>Science links- Healthy lifestyles, mental health and mindfulness, SMSC- who is it safe to ask for help?</i>	Science PSHE History- changes in living memory- personal timelines and changes Geography- geography of school grounds and local area. Develop vocabulary Art- portraits, learning about an artist, exploring techniques
Spring	Poetry and Rhymes	Texts: <i>Michael Rosen, Rhyming Books, Poems that the children are interested in, Rhymes: 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, The Owl and the Pussycat, Chocolate Cake, Owl afraid of the Dark,</i> <i>Rhymes and rhyming words, DT- puppets of different characters, DT - building different settings for characters, solving maths problems- how many sheep? How to fix humpty dumpty? Clocks, time, sequencing events, Gardens- designing. Family houses, Boat making. Positional language (up, down, around).</i>	DT- design and make puppets and settings for poems and rhymes Art- illustrating different poems and rhymes- looking at the work of an illustrator e.g. Quentin Blake. History- changes beyond living memory- e.g. historical references in rhymes and Poems (Grand old Duke of York, Ring a Roses) – use pictures to compare now and then.
Summer	Changes- Growing and Minibeasts	Texts: <i>Hungry Caterpillar, Busy Spider, Angry Ladybird, Jack and the Beanstalk, The Tiny Seed, non fiction- lifecycle books, mad about minibeast</i> <i>Visits to the garden, making homes/ shelters for minibeasts. What do minibeasts eat? Lifecycles, facts books, minibeast hunts. Minibeast maps. Comparing different minibeasts: how many wings, legs etc. Minibeasts in the pond.</i> <i>Planting seeds and observing growth. Dying flowers with food colouring. Writing / drawing/ recording experiments and growth.</i> <i>Cooking with fruit and vegetables that have been grown and recognizing where they have come from.</i>	Geography- develop vocabulary physical features DT- using basic principles to cook healthy food and know where it comes from Art- sculptures/ models of minibeasts and plants PSHE Science

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	<p>Possible texts: Poetry, Me and you, The Jolly Postman, Burglar Bill, Traction Man, etc.</p> <p>Local studies- our school and community.</p> <p>Art- Portraits- National Portrait Gallery.</p> <p>Visit from Doctor, firefighters, police, parents to talk about their jobs</p> <p>Significant people- Mary Seacole (link to Black History Month)</p> <p>Cooking- healthy food- DT</p> <p>Science links -Animals and Humans</p> <p>Healthy lifestyles- PSHE/ Science. Personal timelines, family photos (homework projects), SMSC- who is it safe to ask for help?</p>	<p>Art- looking at a range of work by artists, craft makers and designers describing differences and similarities</p> <p>DT- Cooking and Nutrition- healthy lifestyles</p> <p>Geography- Use field work to study geography of our school and grounds, key features of local area and geographical vocabulary, 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.</p> <p>History- awareness of the past, chronology, vocabulary etc. Changes within living memory. – Changes to ourselves and changes in local area. Study of a significant person.</p>
Autumn 2	Animals (and Farms)	<p>Possible Texts: Billy’s Bucket, The Gigantic turnip, Little Red Hen, Monkey Puzzle, Lost and Found, We are Here etc.</p> <p>Trip to City Farm/ surrey docks, Farmers’ Markets, reptile/ animal visit. Link to Christmas play- donkey/ sheep etc. Making Factfiles- different animals. Animal artwork- collages, paintings, masks, models shoebox habitats. Comparing where different animals live- geographical features.. Different climates/ weather, Continents & oceans, Local area walk. Significant people- David Attenborough.</p> <p>What food comes from a farm? Comparing farms in different places- developing vocabulary.</p>	<p>DT- Cooking and Nutrition- what grows on a farm? Where does milk come from? Etc.</p> <p>Geography- 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.</p> <p>Identify weather patterns and hot and cold areas of the world. Use maps and atlases to identify UK. Link to Science topic- animals- similarities and differences.</p>
Spring	Old and New	<p>Possible texts: The Odd egg, Dinosaurs and all that rubbish, Stanley’s Stick, Old Bear, Iggy Peck Architect.</p> <p>Trips: Museum of Childhood</p> <p>Making up new games and writing instructions</p> <p>Science- materials</p> <p>DT/ Art- design and make toys – link to materials and craftspeople (dolls houses, cars, - gender stereotypes) Collages- using different materials</p> <p>DT- cooking- pancake day</p> <p>History- old and new toys/ old and new fashion/old and new houses and homes- comparing past and present- same and different- how has life changed?</p> <p>Significant People- Shakespeare,</p>	<p>DT- Cooking and Nutrition-pancakes</p> <p>DT- Design and Make project- Design- Make- Evaluate- Develop. Technical knowledge- moving parts etc. Develop Technical knowledge- structures and mechanisms</p> <p>History-Develop awareness of the past and key vocabulary/ sources, toys- similarities and differences. houses- similarities and differences,</p> <p>Art- looking at a range of work by artists, craft makers and designers describing differences and similarities. Use a range of materials creatively to design and make products</p>
Summer	Adventures and Fairytales	<p>Possible texts: 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, Fairytales for Mr Barker, Goldilocks and just the 1 bear, Where the wild things are, Princess Smartypants</p> <p>Trip to Discovery Story Centre, Drama workshop, Peter Pan playground.</p> <p>Story maps and writing raps</p> <p>Vocabulary to describe buildings – comparing homes- castles.</p> <p>Countries and Cities in the UK. Local area walk- buildings. Map making/ fieldwork.</p> <p>Significant person- the Queen, historical buildings</p> <p>Porridge making- DT</p> <p>Artists: Kandinsky/ Mondrian</p> <p>Science- plants and seasonal change</p> <p>SMSC: gender stereotypes/ morals in fairytales, should people have servants? Should children do housework?</p>	<p>Art- Using a range of materials to design and make products. Use drawing, to develop and share their ideas, experiences and imagination. Study of Artists and techniques</p> <p>DT- Cooking and Nutrition- porridge</p> <p>History-Develop awareness of the past and key vocabulary/ sources, Castles/ buildings. Study of a significant person- The Queen</p> <p>Geography- develop key vocabulary e.g. house, office, shop castle etc. Old and new buildings- location on map, finding castles on a map, maps of UK- near and faraway places.</p>

Year 2

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn 1	Transport & Travel	<p>Texts: Don't let the pigeon drive the bus, Naughty Bus, The Magic Bed, The highway rat, Room on the Broom, Traffic surveys, Fact files on transport</p> <p>Geography- Using local transport, how do we travel across countries- modes of transport, Local transport maps. Map making and mapwork, Oceans, continents</p> <p>DT Making long boats, rockets, buses, air balloons. – lego models cars</p> <p>History - How transport has changed- historical study (old and new)</p> <p>Trips -Transport Museum</p> <p>Pollution posters. SMSC- transport and the effects on the Environment. Significant person- Elijah McCoy</p>	<p>Art- Making transport- using materials to create products.</p> <p>DT- Designing and making model transport and evaluating.</p> <p>Geography- name and locate continents and oceans, use atlases and globes etc. Name and locate countries and capitals of UK. How do we travel across different countries? Local transport and features- e.g. River. Developing geographical vocabulary. Use maps and atlases to identify UK and further afield. Use aerial photos/ plans and devise maps.</p> <p>History- changes within living memory- transport. Study of a significant individual- Transport inventor</p>
Autumn 2	Explorers	<p>Texts: Into the Forest, Rosie Revere, engineer, Amelia Earhart biography</p> <p>Where Amelia Earhart flew. Timelines. How transport has changed- historical study. What did people take on trips</p> <p>Outdoor learning- orienteering- record through a diary</p> <p>Data handling- modes of transport used</p> <p>Trips to Horniman Museum,</p> <p>Significant people: Amelia Earhart, Jessica Watson, Christopher Columbus, Ibn Battuta</p> <p>SMSC-. Women's rights. Gender equality- historical explorers. What would you take on a trip</p>	<p>Art- Making pictures with different textured materials. Tessellations</p> <p>Geography Use compass directions, directional language. Use aerial photos/ plans and devise maps. Orienteering and fieldwork</p> <p>History- Study of a significant individuals, time lines of famous explorers and their journeys- link to modes of transport used.</p>
Spring 1	Great Fire of London	<p>Texts: Katie in London, The Great Fire of London, diary entries, non-Chronological reports. A walk in London</p> <p>Trips to Monument and Museum of London.</p> <p>Walk of Great Fire of London sites</p> <p>History- Study of Samuel Pepys and a significant event- Great Fire of London – make timeline of events. History of firefighters</p> <p>DT- Design and make buildings / houses.</p> <p>Geography - Maps of London- link to walk.</p> <p>Fire safety. Fire brigade. Tudor dancing</p> <p>Model houses- show how fire spread, comparing London now and then.</p>	<p>DT- Designing and making buildings- choosing appropriate materials to rebuild London. Ensuring stability (structures/ mechanisms).</p> <p>Geography- Maps and landmarks in London- linked to Great Fire of London. Developing geographical vocabulary. Use maps and atlases to identify UK. Use aerial photos/ plans and devise maps. Use simple fieldwork skills</p> <p>History- Study of events beyond living memory, Significant individuals (Samuel Pepys) significant events. How buildings have changed, comparing London- now and then.</p>
Spring 2	Space	<p>Texts: Owl who was afraid of the dark, Owl and the pussy cat, Sidney, Stella and the Moon. On The Moon (Non Fiction).</p> <p>Trip to Observatory. Science Museum.</p> <p>Geography- The earth from Space/ Aerial photos- naming locations/ oceans etc.</p> <p>Art- Space artwork- exploring chalk, pastels, shadows</p> <p>History of Space travel and significant people: Neil Armstrong/ Tim Peake/ Mae Jamieson</p> <p>P4C- sending animals into space</p>	<p>Art- colour mixing, planets from lamp shades/ lanterns. Chalks, pastels and shadows- different media and materials</p> <p>History- Significant people (Neil Armstrong/ Tim Peake), timeline of space travel</p> <p>Geography- 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: The house held up by trees, The Journey Home, 10 ways to help save the world, The Minpins</p> <p>Trip to the Natural History museum, Sky Garden</p> <p>Art- Natural Sculptures, Artist study- Andy Goldsworthy, Georgia O'Keefe,</p> <p>Geography- Oceans and Continents, Comparing the UK with a different place. Comparing animal habitats. News reports- natural world and environment.</p> <p>Significant person – David Attenborough (covered in Year 1?)</p> <p>Science- pollution/ habitats</p>	<p>Art- Natural sculptures Artist study- Andy Goldsworthy, Georgia O'Keefe, developing techniques</p> <p>Geography- Similarities and differences – comparing UK with contrasting non-European country. Identifying Oceans/ continents on a map. Comparing where different animals live- land and water</p>
Summer 2	The Seaside Past and Present	<p>Texts: The Snail and the Whale, Lighthouse keepers Lunch, Katie Morag, Claude at the beach, Snorgh and the Sailor.</p> <p>Trip to Southend.</p> <p>History- Study of Grace Darling.</p> <p>DT- Making a healthy lunch for the lighthouse keeper. DT projects- pulleys- transport the lunch/ Puppet Theatre.</p> <p>Art shell printing</p> <p>Geography- Study of a place (seaside) compare with other countries and develop vocabulary.</p> <p>PSHE/ SMSC/ P4C- How do we help people who are sad/lonely (Snorgh) Looking after the Sea- environment</p>	<p>DT- Cooking and Nutrition- make a healthy lunch for the lighthouse keeper.</p> <p>DT- Design and make project – focus on mechanisms</p> <p>Art- exploring techniques, materials and media</p> <p>History- Study of significant individuals, Victorian Seaside holidays.</p> <p>Geography- 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. Weather patterns</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	Stone Age to Iron Age	<p>Texts: The first drawing, Cave Baby, Poetry, Fossil- picture book, Stone Girl, Bone Girl (about Mary Anning) Stone Age Boy. Ug: Boy Genius of the Stone Age Reading- Stig of the Dump, Trips- Museum of London, Significant people: Bog Man/ Lindow man, Mary Anning Science links- rocks and fossils/ Humans and other Animals DT: Basket weaving Art: Cave art, fossil making, stone age jewellery Geography: types of settlement and land use- developing geographical vocabulary History: Using time line to develop understanding of chronology. Local archaeology. Changes in Britain from the Stone Age to the Iron Age. SMSC- Loneliness and belonging,</p>	<p>History: Changes in Britain from the Stone Age to the Iron Age. Geography: Fieldwork skills- maps, Vocabulary linked to settlements: river, coast, Land use patterns, Human geography Art: Developing cave art using different media- clay, charcoal etc. Creating sketchbooks to record ideas. Fossil making- clay. Designing jewellery. Developing techniques. DT: Selecting materials and performing practical tasks. Evaluate their ideas and products.</p>
Spring	Rainforests	<p>Texts: The Vanishing Rainforest, The Great Kapok Tree, Where the Forest meets the Sea, Reading- The Tear Thief, The Invisible Boy Animal Reports, letter writing Video- Planet earth Literacy Film Fest Project (?) Trips- London Zoo/ Kew Gardens/ Tate Modern/ Horniman Museum. Planting at Potters Fields Significant People – Henri Rousseau, Chico Mendes (David Attenborough (also listed in Y1, Y2) Geography: Study of Rainforests- where they are- location and place knowledge. Oceans and Continents- revision. South America DT: Developing an understanding of where food comes from. Cooking a South American Dish Art: Rainforest paintings, Tribal shields and masks. History: Biography of Chico Mendes Science link- plants Music: Rainforest soundtracks SMSC: Deforestation- drama and debate. Deforestation of London and Air Pollution, Fair trade, looking after our world, plastic straws (recycling), different cultures</p>	<p>DT: Cooking and Nutrition- Know where and how ingredients are grown. Prepare and cook dishes. Brazilian food Geography: 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. Art: Landscapes– Painting techniques/ different media, developing skills Music</p>
Summer	The Egyptians	<p>Texts: The Story of Tutankhamun, Egyptian Cinderella, The day I swapped my Dad for a Goldfish, Reading- The heart and the bottle Horrible Histories. Diaries, A day in the life, newspapers, Trips - British Museum/ Old operating theatre, Petrie Museum. Geography - Locating Egypt on a map, mapping a trip to Egypt, trip down the Nile, landmarks. Developing knowledge and vocabulary of Physical geography- features of Egypt, Nile delta. History – achievements of early civilisations, Using a timeline, developing chronology linked to prior learning. DT/ Art- design and make pyramids, jewellery, scarab beetles, sarcophagus, pyramids and burial masks. Hieroglyphics, Photography and self portraits, Science- Forces and magnets, Light Significant People- Frida Kahlo Filming news reports, Diaries, fact files, news reports SMSC- how Egyptians treated animals, rich and poor in Egypt- differences</p>	<p>Geography: Develop locational knowledge – use geographical skills to identify Egypt. Identify aspects of human and physical geography. History: The achievements of the earliest civilizations- overviews and in depth study of Ancient Egypt. DT: 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. Art: Designing Egyptian Jewellery/ Burial Masks- developing sculpture techniques. Photography and Portraits</p>

Year 4

Term	Topic	Cross curricular themes, texts, trips and visits.	Cross Curricular Coverage- History, Geography, Art, DT
Autumn	The Romans	<p>Texts: Boudicca strikes back, Weslandia, Walk in London, Horrible Histories- Rotten Romans, The Roman Record, Mouse, Bird, Snake, Wolf, Iceni Village. Non Chronological reports. Creating own civilisations. Newspaper Reports, Persuasive brochure</p> <p>Links to Roman Numerals in Maths</p> <p>Trips to Lullingstone, Museum of London. British Museum. All Hallows Church. Local walk- Roman features.</p> <p>Geography: Roman Roads – maps. Settlements. Knowledge of Europe- using maps to locate countries and identify latitude and longitude.</p> <p>History - Using maps to track the Roman invasion and withdrawal. Roman Army. Settlements.</p> <p>DT/ Art Designing Roman slippers, Roman Villas. Mosaics, shields.</p> <p>Significant People: Boudicca</p> <p>SMSC- Cultural impact of the Romans, Roman invasion/ empire, slavery (morals). Latin.</p>	<p>History: 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>Geography: Develop locational knowledge of UK and Europe- using maps. Identify equator and other significant latitude/ longitude. Settlement and land use.</p> <p>DT: 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>Art: Mosaics, mud paintings. Sketchbooks, developing skills, different materials etc.</p>
Spring	Chocolate (including The Mayans)	<p>Texts: Charlie and the Chocolate factory, The Hero Twins, The Chocolate Tree- a Mayan Folk Tale</p> <p>Trips- Hotel Chocolat, Chocolate factory</p> <p>Science – States of Matter (Healthy eating)</p> <p>Geography: Place knowledge. Understanding of Physical Geography. Geographical skills and map work.</p> <p>Links to crops, farming and cooking.</p> <p>DT: making healthy and unhealthy foods. Natural alternatives. Molding and sculpting with Chocolate.</p> <p>History: where does chocolate come from? Study of a non-European Society that contrasts with British history- The Mayans.</p> <p>Art- Mayan Art- exploring techniques and media, developing sketchbooks.</p> <p>Significant People: Roald Dahl, John Cadbury</p> <p>P4C-what if you always ate chocolate?</p>	<p>History: Study of a non-European society that contrasts with British History- Mayan Civilization AD 900</p> <p>Geography: Develop place knowledge, Understanding of physical geography, Develop geographical skills and map work skills. Characteristics of places- vocabulary and understanding of topographical features. Identify equator and other significant latitude/ longitude.</p> <p>DT: Cooking and Nutrition- where ingredients are grown/ reared.</p> <p>Art: Sketchbooks, developing skills etc. Exploring the work of different artists (Mayan)</p>
Summer	Fashion	<p>Texts: Until I met Dudley, The Boy in the Dress, Coco Chanel, Little Boy, Big Dreams, The Lion, The Witch and the Wardrobe</p> <p>Trips: The Fashion and Textile Museum, V&A, Local walk to designers and craftspeople</p> <p>Significant People- Coco Chanel</p> <p>Geography: Fashion from different countries- identifying on map. Revising European countries and capitals. How does fashion link to location- climate and resources</p> <p>History: Social History of fashion and clothing, reinforcing the timeline. History of carnival.</p> <p>DT/ Art: Exploring textiles and materials. Developing techniques- sewing/ knitting. Creating flashing lights for the carnival/ show</p> <p>Music: soundtracks</p> <p>Whole class carnival</p>	<p>History: Social history- fashion and clothing over time. History of the Carnival.</p> <p>Geography: Locational knowledge and map work- Europe, Countries where they have Carnivals. Understanding how climate affects people and clothing</p> <p>Art: Create sketchbooks, develop techniques and skills. Study of designer/ craftspeople</p> <p>DT: using the DT cycle to design and make products: design/ make/ evaluate. Developing technical knowledge linked to electrical circuits.</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, Beowolf, Hobbit, Norse tails</p> <p>Trips – Maritime Museum, museum of London, Beowulf at Unicorn, Director visit, St Johns Churchyard</p> <p>Viking History- following on from anglo-saxons to Battle of Hastings. Using maps to track Viking invasion. Geographical skills- location of countries, routes of travel. Timelines.</p> <p>Understanding of Viking communities.</p> <p>Longboats- link to forces in Science.</p> <p>Art projects- making Viking ships/ helmets/ Shields/ Rune stones/Viking Drakkars/ Runic scripts</p> <p>BBC Primary History resources. Is it right to invade other countries? Viking influences.</p> <p>Costumes and Artefacts from SCAS.</p> <p>SMSC: cultural influences, are Vikings Vicious or Victorious? Viking religions.</p>	<p>History: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Geography: 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>Art: Using sketchbooks, developing skills and techniques.</p> <p>DT: 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>DT-Design Viking helmets/ shields/ ships.</p>
Spring	The Greeks	<p>Texts: Battle of Marathon, Pandoras Box, the Night of the Gargoyles, The twelve labours of Herakles, Jason and the Argonauts. Greek Myths</p> <p>Persuasive letters, children completing 12 labours around the school. Animated Myths. Archimedes, Socrates</p> <p>Trips to British Museum, Natural History Museum, houses of parliament, City Hall.</p> <p>DT/ Art: Making clay pots, developing art skills through using Greek designs. Greek Masks, Decorating pottery, Mythical Creatures</p> <p>Geography: Using maps to develop locational knowledge.</p> <p>History: How The Greeks have influenced life today. Greek inventions, Greek Architecture, Olympics, Greek Clothing, Gods and Goddesses. Greek warfare, Marathon.</p> <p>Science links- Forces, Solar System</p> <p>SMSC- cultural influences, diversity of religious beliefs. P4C</p> <p>Socrates, Debates- democracy and freedom.</p>	<p>History: The study of Ancient Greece, The legacy of Greek Culture on later periods in British history.</p> <p>Geography: develop locational knowledge (Europe, UK etc.) and develop geographical skills. Study of European place- similarities and differences.</p> <p>Fieldwork skills/ maps/ atlases/ compass points etc.</p> <p>DT: Design clay pots project- use the design- make-evaluate cycle and develop technical knowledge.</p> <p>Art: developing skills and techniques- sculpting pots, painting and decorating designs</p>
Summer	The River	<p>Texts: River Boy, The River poem, London Eye Mystery, Tuesday, Varmints, Sherlock Holmes, Journey to the River Sea.</p> <p>Poetry, non fiction report, artwork</p> <p>Possible trips: Tower of London, beaches and bridges- foreshore, Museum of London, Docklands Museum, Local walks, Thames Clipper/ Boat trip. London Eye.</p> <p>Art/ DT: Studies of Art work of River Thames- techniques. (Monet/ Turner etc) Local Artists/ Crafts people – glass blowers- Artist study- Rob Ryan- paper cutting skyline, water cycle, water colours, factfiles</p> <p>Design and make a bridge to cross a river- focus on structures. Design and make the London Eye.</p> <p>Geography: Mapwork- grid references, Physical Geography, link to settlements. Local Area study- rivers, ponds, canals. Pollution and the environment</p> <p>History: local history of The River Thames and London</p> <p>Study of Significant people locally e.g - Alfred Salter, Peter Street.</p> <p>SMSC: Pirates. Keeping the River clean/ pollution (SMSC link). Plastic pollution.</p>	<p>Geography: Develop locational knowledge, Understanding of places- region in UK, human and physical features. Characteristics- physical. Vocabulary linked to topographical features (hills, mountains, coasts and rivers) Fieldwork skills/ maps/ atlases/ compass points etc- Local area. Identify equator and other significant latitude/ longitude. Distribution of resources. Trade links, water.</p> <p>DT: Cooking and nutrition- understanding of where food comes from, healthy diets, cooking. Apply principles of a healthy diet.</p> <p>DT: 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>Art: 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: Rose Blanche, Goodnight Mister Tom, Otto, Autobiography, The Lion The Witch and The Wardrobe (check not covered in Y4) Wall- about the Berlin Wall, Boy in the Striped Pyjamas, Anne Frank, Friend or Foe. Make your own history.co.uk</p> <p>Posters, radio and news reports, poetry. War time recipes- rations. Diaries, reports, biographies. Imperial and metric units. Air raid shelters. Propaganda and speeches.</p> <p>Trips: History walks, War Memorial, Imperial War Museum, HMS Belfast, Churchill War Rooms.</p> <p>Significant Person: Marie Christine Chilver (Agent Fifi)</p> <p>Geography: Research on maps- location of countries (Allies). Human and physical geography. Immigration.</p> <p>History: Local area during WW2. History of WW2- use IWM website</p> <p>Art: London skyline during WW2- charcoal drawings and silhouettes. War paintings.</p> <p>DT: Making gas masks and Anderson Shelters. DT: Rations and nutrition in WW2</p> <p>SMSC/ PSHE: Impact of war, Gender Roles, British Values, democracy vs. dictatorship. Remembrance day. Discuss is war ever justified? War poetry and reflection.</p>	<p>History: local history study and a study that extends pupils' chronological knowledge beyond 1066.</p> <p>Geography: 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>DT: Design project- use the design- make-evaluate cycle and develop technical knowledge.</p> <p>DT: 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>Art: Create sketchbooks, develop skills and techniques,</p>
Spring	Building Business	<p>Texts: The Inventions of Hugo Cabret, The Templeton Twins have an idea, The Princess Blankets, Girl and Robot - animation, Frankenstein,</p> <p>Significant people- inventors, Alan Sugar, Karren Brady</p> <p>STRIDE project- pitches.</p> <p>Trips: Design Museum, Science Museum, local businesses,</p> <p>History: History of the computer, Biographies of inventors, Invention of cinema,</p> <p>Geography: Where products come from and technological advances. Mapwork</p> <p>DT: Design stall and products, inventions. Evaluating inventions (products)</p> <p>DT: Healthy eating – cooking linked to Spring Fair and Stride.</p> <p>Art: cross hatching and shading techniques. Making posters and design packaging.</p> <p>Economy and budgeting, taxes, Government roles (Chancellor etc.)</p> <p>SMSC- Sugar Tax, money, fair trade, links to being a baddie or goodie, contributing to community, ranking and rating different inventions.</p>	<p>History: turning point in British History- invention of computer.</p> <p>Geography: locational and place knowledge</p> <p>DT: Design project- use the design- make-evaluate cycle and develop technical knowledge. Should include programming/ monitoring and control.</p> <p>Products and posters for the Spring fair.</p> <p>DT: Food and Nutrition- understand and apply the principles of a healthy diet.</p> <p>Art: developing techniques</p>
Summer	Arriving and Departing	<p>Texts: King Kong, The Lost Thing, The Unforgotten Coat, The Arrival, Oranges in No Mans Land, A Beautiful Lie.</p> <p>Recounts, poems, biographies, changes and transition.</p> <p>Trips: School Journey, Airport, Cable Cars, Into University, docklands Museum, Travel training</p> <p>Geography: Locational knowledge of countries and how they are linked. Immigration and map work, coordinates, compass points, settlements and trade links, immigration and migration.</p> <p>DT Prop making for production. Model of stage- include technical knowledge- mechanisms and electricity. Design costumes</p> <p>Art: use and apply skills to create scenery and set. Photography project (link to science)</p> <p>History: personal and family history- migration and immigration, class history.</p> <p>SMSC- Reasons people migrate, refugees, different cultures in our community, identity</p> <p>Transition workshops.</p>	<p>Geography: 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>DT: Use the design- make- evaluate cycle and develop technical knowledge.- How to make strong, stiff structures- strengthening and stiffening structures. How to use electrical circuits. Properties of materials.</p> <p>Art: use and apply techniques and skills in a range of media</p> <p>History: use and apply historical knowledge and skills</p>

APPENDIX

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 based¹ 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.²

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.

¹ 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>

² 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 stages³ 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.

³ 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
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
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
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

⁴ 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: People, Old and New, Adventures and Fairy tales Y2: Travel and Transport, Explorers, Space, The Natural World, The Seaside

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

Y1: People, Old and New, Adventures and Fairy tales Y2: Travel and Transport, Explorers, Space, The Natural World, The Seaside

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

Y1: People, Old and New, Adventures and Fairy tales Y2: Travel and Transport, Explorers, Space, The Natural World, The Seaside

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, Old and New, Adventures and Fairy tales Y2: The Natural World,

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- Stone Age to Iron Age, Rainforests, The Egyptians

Y4- The Romans, Chocolate, Fashion

Y5- Rivers, The Greeks, Vikings

Y6—WW2, Building Business, Arriving and Departing

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- Old and New

Y2- Travel and Transport, Great Fire of London, The 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- Stone Age to Iron Age, The Egyptians

Y4- The Romans, Fashion

Y5- Rivers, The Greeks, Vikings

Y6—WW2, Building Business, Arriving and Departing

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, Old and New, Adventures and Fairy tales

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,

Y4- Chocolate,

Y5- Rivers, Vikings

Y6—WW2, Building Business

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- Adventures and Fairy tales, 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- Adventures and Fairy tales, Y2- Transport and Travel, Great Fire of London, The Seaside

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, 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-Animals, 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 and fairy tales. Y2-Transport and Travel, Great Fire of London, Explorers, 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, Adventures and fairy tales. Y2-Transport and Travel, Great Fire of London, Explorers, Space, Natural World, 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, Animals, Adventures and fairy tales. Y2-Transport and Travel, Great Fire of London, Explorers, Space, Natural World, 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- Animals, Adventures and fairy tales. Y2-Transport and Travel, Great Fire of London, Space, 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, Animals. Y2-Transport and Travel, Great Fire of London, Explorers

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- Stone Age to Iron Age, Rainforests, The Egyptians

Y4- The Romans, Chocolate, Fashion

Y5- Rivers, The Greeks, Vikings

Y6—WW2, Building Business, Arriving and Departing

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- Stone Age to Iron Age,

Y4- The Romans,

Y5- Rivers,

Y6—WW2,

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,

Y4- The Romans, Chocolate,

Y5- Rivers, The Greeks,

Y6—Arriving and Departing

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- Stone Age to Iron Age, Rainforests, The Egyptians

Y4- The Romans, Chocolate,

Y5- Rivers, The Greeks, Vikings

Y6—WW2, Arriving and Departing

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- Stone Age to Iron Age, Rainforests, The Egyptians

Y4- The Romans, Chocolate, Fashion

Y5- Rivers, The Greeks, Vikings

Y6—WW2, Building Business, Arriving and Departing

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- Stone Age to Iron Age, Rainforests,

Y4- The Romans, Chocolate, Fashion

Y5- Rivers, The Greeks, Vikings

Y6—WW2, Arriving and Departing

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, Old and New, Adventures and fairy tales Y2- Travel and Transport, Explorers, Great Fire of 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, Old and New, Adventures and fairy tales Y2- Travel and Transport, Explorers, Great Fire of London, Space, 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]

Y1- People, Y2- Explorers, Great Fire of London, Space, The Seaside

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]

Y1- People, Adventures and fairy tales Y2- Travel and Transport, Explorers, Great Fire of London, Space, The Seaside

significant historical events, people and places in their own locality. Y2- Great Fire of 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- Stone Age to Iron Age

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, Y4- Fashion

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 20th 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 – Egyptians

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- Chocolate