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KS1

	Year 1	Year 2
Science	**Working scientifically** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: •asking simple questions and recognising that they can be answered in different ways •observing closely, using simple equipment •performing simple tests •identifying and classifying •using their observations and ideas to suggest answers to questions •gathering and recording data to help in answering questions	
	PLANTS Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. **ANIMALS INCLUDING HUMANS** Identify and name a variety of common animals e.g. fish, amphibians, reptiles, birds Identify and name a variety of common animals Distinguish between carnivores, herbivores and omnivores **MATERIALS AND STATES OF MATTER** Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Explore and compare the differences between things that are living, dead and have never been alive **WEATHER AND SEASONS** Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	**PLANTS** Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **MATERIALS AND STATES OF MATTER** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **ANIMALS INCLUDING HUMANS** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **LIVING THINGS AND THEIR HABITATS** Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
DT	**Design** Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking,	**Design** Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking,

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	drawing, templates, mock-ups and ICT **Make** Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics **Evaluate** Explore and evaluate a range of existing products Evaluate ideas / products against design criteria **Technical knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms in their products. Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	drawing, templates, mock-ups and ICT **Make** Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics **Evaluate** Explore and evaluate a range of existing products Evaluate ideas / products against design criteria **Technical knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms in their products. Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
Geography	**Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. **Human and physical geography** Identify seasonal and daily weather patterns in the UK. 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 **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North South East and West) and locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map 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 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.	**Locational knowledge** Name and locate the world's seven continents and five oceans **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country **Human and physical geography** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: ▯ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▯ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North South East and West) and locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map 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 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.
History	Changes within living memory – family and local life, changes nationally 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] Significant historical events, people and places in their own locality.	Changes within living memory – family and local life, changes nationally 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] 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

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			Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality.	
ART	Drawing To investigate the possibilities of a range of different mark makers Produce marks using different tools and media. (pencils and pastels). Understanding that different marks can be made using a range of tools. Understanding that different surfaces may be used to produce an image. Responding to a story as a starting point for work. Understanding the element of 'texture' and using different tools and media to show this in their work. Painting To explore the use of thick and thin paint. To respond to story as a starting point for developing painting techniques, including use of colour. To develop painting techniques using different brush strokes. To use visual elements of line, shape and colour in their developing work. To develop an understanding of and make responses to the work of artist **Jasper Johns. (zero through nine)** Printmaking To explore direct printmaking with a variety of objects. To investigate the possibilities of direct and overprinting using primary colours. To make, and print with, negative stencils. To use colour, light to dark. To combine printing techniques already learned to produce a layered printed image. To select and develop own work to form a new image. To make a clay slab relief block for printmaking. To print onto a variety of different surfaces. To make a collograph block from a range of materials. To use a collograph block to make rubbings and for printing onto a range of surfaces Collage To respond to the work of **Andy Goldsworthy**. To respond to the work of **Richard Long.** To respond to the work of the artist **Patrick Heron.** To identify hot and cold colours, select, sort and stick to reflect the work of **Patrick Heron**. To record from the Imagination and explore ideas. To select and sort contrasting materials. To tear, overlap and stick materials. To use ICT to develop ideas.	Textiles To investigate weaving materials and processes. To investigate materials and processes to embellish strips of fabric and use these to produce a weaving. To try out tools and techniques in producing a fabric resist piece of work. To investigate wrapping and knotting techniques and processes. To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture. 3D To respond to the work of **Andy Goldsworthy** and **Richard Long** and their use of pattern and line. To talk about work and say what they think and feel about it. To explore line using natural objects in the local environment. To investigate the possibilities of working with clay. To use story as a starting point and record from imagination in 3D form. To use different coloured clays to decorate 3D forms. To manipulate clay to produce balls and coils. To explore a range of marks which can be made by pressing found objects into clay. To use clay to make a mould for a plaster cast. To make a clay slab and use different tools to make impressions in the surface. (BEST RUN AS A GROUP ACTIVITY) **Across units:** To talk about what they and others have done and say what they think and feel about it. To identify what they might change or develop in their future work. To use experience of tools and media in producing an imaginative image. To review work in progress and say what they think and feel about it. To identify what they might change in their current work To represent ideas and feelings To ask and answer questions about starting points for work and develop ideas. To review what they and others have done and identify what they might develop in future work. To review work and discuss ideas. To ask and answer questions about starting points for their work. To review what they and others have done and say what they think and feel about it.	Drawing Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language. Understanding that different marks can represent different moods and movements. Applying different marks in response to music. Applying different marks and lines in response to a piece of music and being able to use appropriate vocabulary. Understanding how to represent texture by using a variety of different marks. To apply skills learnt to draw still life compositions in response to the work of **Henri Matisse.** Painting To respond to the work of **Wassily Kandinsky** through the use of lines, shapes and colours. To respond to music through line, shape and colour. To investigate and use the visual elements of line, colour and space in a painting. To investigate and make responses using the visual elements of shape and pattern. To construct a surface in the style of abstract artist **Anthony Frost**, discuss what they and others have done and say what they think and feel about it. To select and develop ideas from **Anthony Frost** images. To investigate visual elements of line and colour and space. Printmaking To tear, and print with positive and negative stencils. To investigate layering and overlapping colours when printing. To develop the use of clay slab relief blocks using three colour overprinting process. To develop clay slab relief printing with tissue inlays to produce unique state prints. To develop the process of direct printing using found objects, selected colours and surfaces. To identify similarities and differences in the work of designers. To apply knowledge and understanding of materials and processes in developing responses.	Collage To ask and answer questions about the work of **Henri Matisse** as a starting point for their work. To respond to the work of **Henri Matisse**. To cut, tear and arrange primary and their complementary coloured papers. To collect, select and record in developing understanding and use of complementary colours. To respond to Op Art and the work of **Bridget Riley.** To investigate and develop responses to the work of Op artist **Bridget Riley.** To develop cutting and sticking skills. To respond to the work of the artist **Kurt Schwitters.** Textiles To investigate dip dye materials and processes. To work over dip dyed fabric with rubbings from a range of surfaces. To try out tools and techniques and apply these to materials and processes. To use matchsticks and rubber bands to produce relief-printing blocks. To ask and answer questions about the starting points for developing their relief printing blocks. To try out tools and techniques in relief block printing. To investigate the possibilities of materials and processes for card wrapping. To respond to colour in chosen images as a starting point for their work. 3D To investigate and respond to Aboriginal Art. To ask and answer questions about starting points for their work. To select and develop ideas into 3D work in response to Aboriginal Art. To use different tools for decorating surfaces. To roll clay to an even thickness. To make coils and apply these as surface decoration. To respond to a story as a starting point for 3D work. To make forms from small pieces of clay and apply these as surface decoration. To respond to a story as a starting point for 3D work. To change the form of clay by pulling, pinching and smoothing. To use imagination to produce 3D form. **Across the Units:** To review what they and others have done and say what they think and feel about it. To make decisions about how their work may be developed. To discuss and identify what they might change in their current work and develop in future work. Work co-operatively with a partner, accepting each other's ideas. Identifying what they might change in their work. To use a story as a starting point for imaginative work. To work with others on a large-scale collaborative project.

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				To review what they and others have done. To review To review what they and others have done, say what they think and feel about it what they and others and identify what they may like to change. have done and say what they think and feel about it.
Music	use voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.		use voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	

KS2

	Year 3	Year 4	Year 5	Year 6
Science	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking relevant questions and using different types of scientific enquiries to answer them		During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	

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	▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.		▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments.	
	PLANTS Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **ROCKS** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. **ANIMALS INCLUDING HUMANS** Identify that animals and humans need the right types / amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**SOUND** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between pitch and features of the object that produced it Find patterns between volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. **MATERIALS AND STATES OF MATTER** Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **LIVING THINGS AND THEIR HABITATS** Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	**ANIMALS INCLUDING HUMANS** Describe changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. **LIVING THINGS AND THEIR HABITATS** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. **FORCES** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **EARTH AND SPACE** Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system	**LIGHT** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **LIVING THINGS AND THEIR HABITATS** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. **EVOLUTION AND INHERITANCE** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different

	LIGHT AND DARK Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change. **FORCES, MAGNETS AND ELECTRICITY** Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not Others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.	recognise that environments can change and that this can sometimes pose dangers to living things **FORCES, MAGNETS AND ELECTRICITY** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. **ANIMALS INCLUDING HUMANS** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.	describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **PROPERTIES AND CHANGES OF MATERIALS** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	ways and that adaptation may lead to evolution. **ELECTRICITY** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.
DT	**Design** Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**	**Design** Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**	**Design** Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**	**Design** Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**

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	Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components **Evaluate** Investigate and analyse a range of existing products Evaluate ideas and products against own design criteria and consider the views of others Understand how key events and individuals have helped shape the world **Technical knowledge** Understand and use mechanical systems in their products Apply their understanding of how to strengthen, stiffen and reinforce more complex **structures** Textile Design – (use of variety of materials and techniques) 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.	Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components **Evaluate** Investigate and analyse a range of existing products Evaluate ideas and products against own design criteria and consider the views of others Understand how key events and individuals have helped shape the world **Technical knowledge** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply understanding of computing to program, monitor and control products. 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.	Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components **Evaluate** Investigate and analyse a range of existing products Evaluate ideas and products against own design criteria and consider the views of others Understand how key events and individuals have helped shape the world **Technical knowledge** Understand and use mechanical systems in their products Apply their understanding of how to strengthen, stiffen and reinforce more complex **structures** Textile Design – (use of variety of materials and techniques) 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.	Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components **Evaluate** Investigate and analyse a range of existing products Evaluate ideas and products against own design criteria and consider the views of others Understand how key events and individuals have helped shape the world **Technical knowledge** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply understanding of computing to program, monitor and control products. 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.
Geography	**Locational knowledge** Name and locate **counties and cities of the UK,** 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 **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom**	**Locational knowledge** Locate the world's countries, using maps to focus on **Europe** (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge**	**Locational knowledge** Locate the **world's countries**, using maps to focus on **North America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK, 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	**Locational knowledge** Locate the world's countries, using maps to focus on **South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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	Human and physical geography Describe and understand key aspects of: • volcanoes and earthquakes **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /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	Understand geographical similarities and differences through the study of human and physical geography of a region of the **European country** and the **United Kingdom** **Human and physical geography** Describe and understand key aspects of: the water cycle **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /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 method	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region **within north America** and the **United Kingdom** **Human and physical geography** Describe and understand key aspects of: • rivers • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /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	**Place knowledge** •Understand geographical similarities and differences through the study of human and physical geography of a region in a **within south America** and the **United Kingdom** **Human and physical geography** Describe and understand key aspects of: • Physical geography: climate zones, biomes and vegetation belts, • mountains **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /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
History	**Combine overview and in depth studies:** Changes in Britain from the Stone Age to the Iron Age 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 A local history study	**Combine overview and in depth studies:** The Roman Empire and its impact on Britain 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	**Combine overview and in depth studies:** Britain's settlement by Anglo Saxons and Scots 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	**Combine overview and in depth studies:** The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor 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

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	This could be: • a depth study linked to one of the British areas of study • 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. 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 China1300.	Ancient Greece – a study of Greek life and achievements and their influence on the western world A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include: • 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 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	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- A local history study This could be: • a depth study linked to one of the British areas of study • 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 This could include: • 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 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
Music	**Following Charanga scheme of work children will be taught the following objectives at a level which is progressive and appropriate to their year group.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.			
MFL	**Following the Local Authority Scheme of work children will be taught the following objectives at a level which is progressive and appropriate to their year group.** Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing			
Art and design	Drawing To investigate different marks that can be made using pencils. To compare own work with marks made by **Vincent Van Gogh** in his work. To explore shading techniques and talk about and investigate light/medium/dark tone. To work from the imagination and explore ideas using a story as a starting point. (i.e."The Hippocrump" by James Reeve.)	Drawing To apply their experience of drawing materials and processes. To use a viewfinder to select and record observations of patterning in natural objects. To select from and use own drawings to develop work. To use landscape as a starting point for artwork. To respond to the work of **John Brunsdon.** To use fine control with a pencil to make detailed, analytical observational drawings. Painting	Drawing To investigate and collect visual information from **Hundertwasser** images to develop ideas. To enlarge and develop own work using layering methods to communicate ideas and make images. To use a natural form as a starting point for imaginative drawings. To select and enlarge drawings and use a variety of mark makers to develop work. To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer.	Drawing To make detailed, analytical observational drawings. To enlarge own drawings and use selected media to develop work. To understand the visual element of tone. To respond to portraits from different times and styles. Painting To explore ideas in response to the work of **Patrick Heron.**

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	To select and develop part of an image. To develop work using own images as a starting point with a focus on pattern, line and shape. ## Painting To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them. To understand tint and tone through practical experience. To make a practical response to the work of **Vincent Van Gogh** focusing on his use of thick paint and short brush strokes. To compare methods and approaches used by other artists to produce images of the sky. To use direct observation as a starting point for work. To make practical responses to the work of artist **Sean Scully.** To identify and recognise his use of stripes and blocks of colour. To experiment with the techniques of 'tonking' and 'sgraffito'. ## Printmaking To use a roller and printing ink to experiment with mark making. To investigate the possibilities of a range of materials and processes by experimenting with monoprinting. To select colours and surfaces to develop ideas. To respond to animal markings and use ideas as a starting point for creating monoprints. To use plasticine to produce a relief stamp. To print coloured, repeated patterns onto selected surfaces. ## Collage To investigate and respond to the work of **Paul Klee** and his use of complementary colours. To respond to the work of **Victor Vasarely**. To develop cutting and sticking skills. To respond to the work of **Henri Matisse.** To investigate positive and negative images. ## Textiles To collect visual and other information, to explore patterning from different cultures. To use knowledge of dip dye technique to produce backgrounds for printed work. To make collograph blocks to communicate their observations and ideas. To surface print collograph blocks onto fabric squares. To make plasticine relief block and explore printing onto different surfaces. ## 3D To use brown, gummed tape to produce a 3D form (such as a bowl, made by putting tape over a balloon). To respond to the work of **Howard Hodgkin** and collect visual information using ICT. To modify work according to views and describe further developments. To transfer designs onto a 3D artefact. To roll and form clay slabs and inlay different coloured clays. To transpose 2D viewfinder pencil drawings of natural forms into clay slab designs using different coloured clays. To use paper forms to produce a 3D relief surface.	To select, construct and work on a multi-shaped and textured surface. To mix colours and select appropriate brushes for specific purposes. To experiment with the application of colours. To make practical responses to the work of **Georgia O'Keefe.** To develop an understanding of and make practical responses to techniques used by **J.M.W. Turner.** ## Printmaking To investigate African printmaking. To explore and develop designs using sketchbooks. To transpose designs into monoprints, identify what they might change in monoprints or develop in their future work. To transpose design onto Press Print relief blocks. To make collograph blocks using African prints as a starting point for designs. To investigate surface printing collograph blocks onto different surfaces. To investigate different monoprinting techniques. To produce and print onto a range of surfaces. ## Collage To respond to the work of **Henri Matisse.** To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. To respond to the facial images produced by the artist **Francis Bacon.** To use their own images as a starting point and compare ideas and approaches in their own and others' work. To explore the purposes and intentions of the artist **Andy Warhol.** ## Textiles To investigate materials and processes in producing a monoprint on fabric. To use a variety of folds to produce dip dyed pieces. To use resist methods on dip dyed fabric. To record from direct observation. To develop designs from direct observation. To respond to the work of the textile artist **Michael Brennand-Wood.** To adapt work according to own views and develop knotting and wrapping textile responses. To apply their experience of materials and processes. ## 3D To cast forms using brown, gummed tape. (i.e. a shoe, stick person etc) To experiment with clay coils to make a 3D form. To reference work from other times, styles and cultures. To collaborate with others on 3D projects. To use glue and fabric over a mould to produce 3D artefacts. **Across the units** To respond to a story as a starting point for imaginative work. To review, evaluate and develop ideas. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To adapt work according to their views. To discuss and adapt work according to views. To collect information to help with ideas. To compare ideas and say what they think and feel about work and refine designs.	To use positive and negative drawing techniques in response to the work of **Frank Auerbach.** ## Painting To produce multi-surface images in response to the work of the artist **Chris Ofili.** To apply their experience of materials and processes developing their control of tools and techniques for painting. To compare ideas, methods and approaches in **Fauvist paintings.** To use a sketchbook to develop ideas in response to **Fauvist imagery.** To question and make thoughtful observation using the work of **the Fauvists** as a starting point and select ideas to use in their work. To mix, match and extend colours and patterns. To apply their experience to mix and match colours and experiment with different tools and techniques. ## Printmaking To produce a reduction block print using pressprint. To record and reflect on the reduction printing process. To combine different printmaking processes in developing their work. To research and respond to the work of printmakers. ## Collage To investigate and combine visual and tactile materials and processes to explore ideas for different purposes. To use a viewfinder to select and record from firsthand observation. To apply their experience of materials and processes, developing their control of tools and techniques. To investigate and combine visual and tactile qualities of materials and processes to make collages. To respond to the work of **Dale Devereux-Barker** and investigate the use of symbols in his work. To apply experience of materials and processes developing their control of tools and techniques. ## Textiles To investigate and reform visual and tactile qualities using construction and destruction processes. To use a variety of methods and approaches to make a hanging. To apply their experience of materials and processes to form fabric relief panels. To apply their experience of the batik process (including using water and flour paste techniques if wax batik is unavailable) and develop their control of tools and techniques. To respond to the work of textile artist **Jean Davywinter**. ## 3D To respond to the figurative sculptures of **Alberto Giacometti**. To produce sculptural forms in response to the work of **Alberto Giacometti**. To use modroc (plaster bandage) as a sculptural material. To review their sculptures and say what they think and feel about them. To use tissue paper and PVA to produce a translucent 3D form. To create clay slab forms. **Across the Units:** To review and modify work as it progresses. To compare ideas and approaches in their own and others' work.	To apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of **Patrick Heron.** To focus on line and contour in recording from direct observation. To respond to **Patrick Caulfield's** use of contour and flat colour. To develop understanding of the work of **the Cubists** and develop their own work in the **Cubist** style. ## Printmaking To use natural form as a starting point. To develop unique state prints using Press Print reduction blocks and coloured tissue. To reflect on and record the development of ideas. To investigate and use the batik process. (using flour and water paste technique if wax equipment unavailable) to produce an image in the style of artist **Chinwe Chukwuogo - Roy.** ## Collage To respond to the work of **Gustav Klimt**. To collect visual information to help develop ideas. To combine visual and tactile qualities of materials and match these to the purpose of their work. To use a variety of methods and approaches to communicate ideas. To respond to the work of **Pablo Picasso.** To apply their experience of materials and processes. ## Textiles To collect and select visual information and develop ideas using the work of **Norman Foster** to explore lines. To use relief printed textile processes to communicate their ideas and observations. To investigate, collect and select visual information from **Hundertwasser** images to develop ideas. To develop batik designs in response to the work of **Antonio Gaudi.** To make thoughtful observations about starting points and select ideas to use in their work. To respond to the work of North American Indians. To use natural and made materials to produce a multi-media weaving. ## 3D To respond to the reclining figure work of **Henry Moore.** To observe the figure from a range of viewpoints. To respond to the mother and child work of **Henry Moore.** To research the work of craftspeople and designers working in different times and cultures as a starting point for making a series of clay pendants. To apply knowledge and understanding of previously learned techniques. **Across the units:** To work collaboratively in a group. To develop and extend individual and group work. To discuss, review and modify work. To work collaboratively on a large scale to produce a group piece. To adapt and modify work as it progresses. To select and develop ideas,from direct observation. To adapt work according to views and describe how they might develop further.

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	To develop forming and sticking techniques. **Across the Units:** To say what they think about their work and adapt it according to their views. To discuss work and identify areas for development. To make thoughtful responses to a story as a starting point for their work. To review what they and others have done and say what they think and feel about it. To review what they and others have done. To adapt work according to views and describe how they will develop it further. To collaborate on a group piece. To compare ideas and approaches. To adapt their work and develop it further. To collect visual and other information to develop their ideas using ICT.		To adapt their work according their views and describe how they might develop it further.	Talk about own work and that of others and develop and modify ideas in the light of these discussions. Compare ideas and approaches in their own and others' work. To review and modify work as it progresses. To adapt work according to their views. To collect visual information to help develop ideas.