



The Wider Curriculum

Contents

Introduction & Curriculum Vision

Religious Education

History

Geography

Science

Music

Art and Design

Physical Education

Computing

Design Technology

Foreign Languages

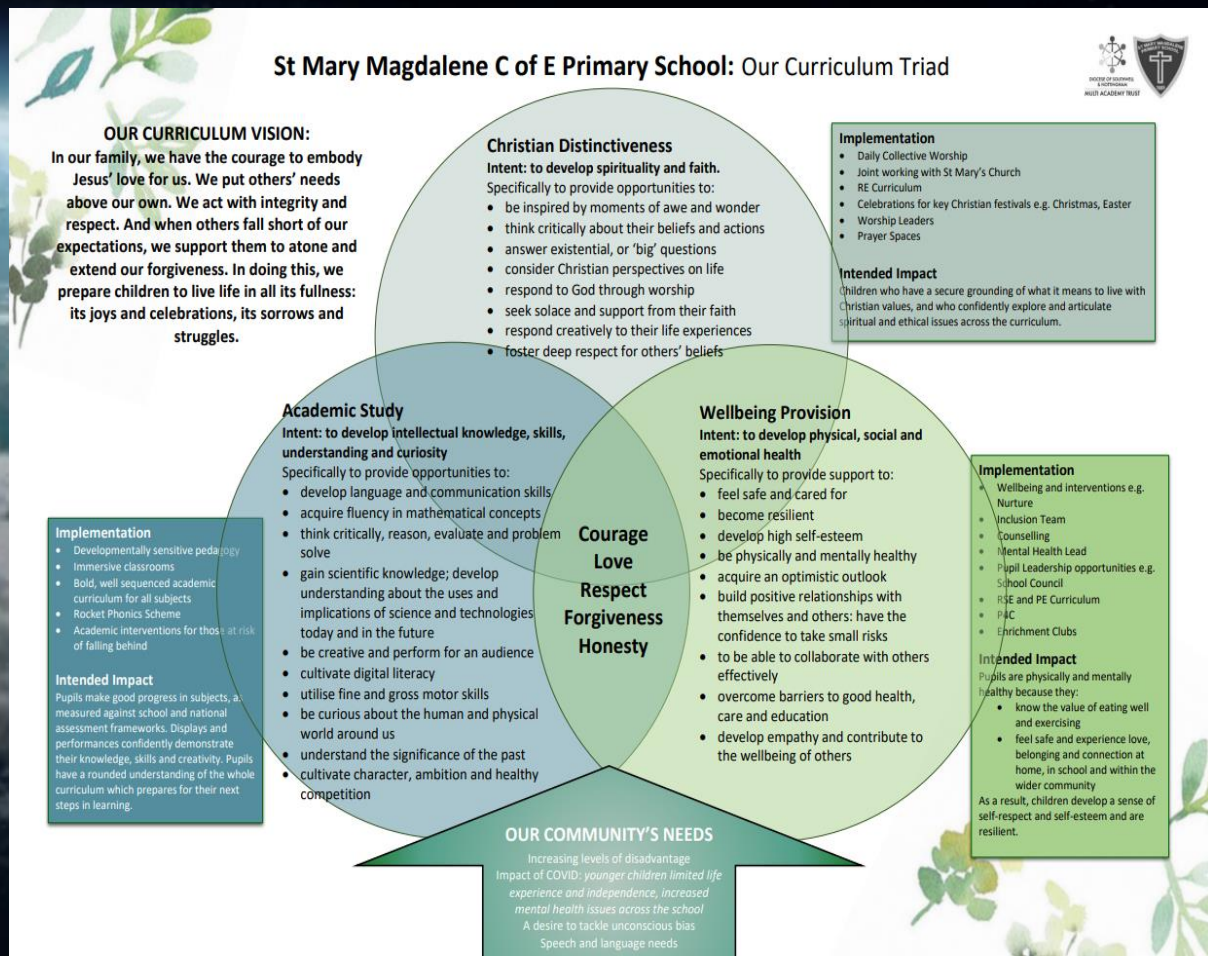
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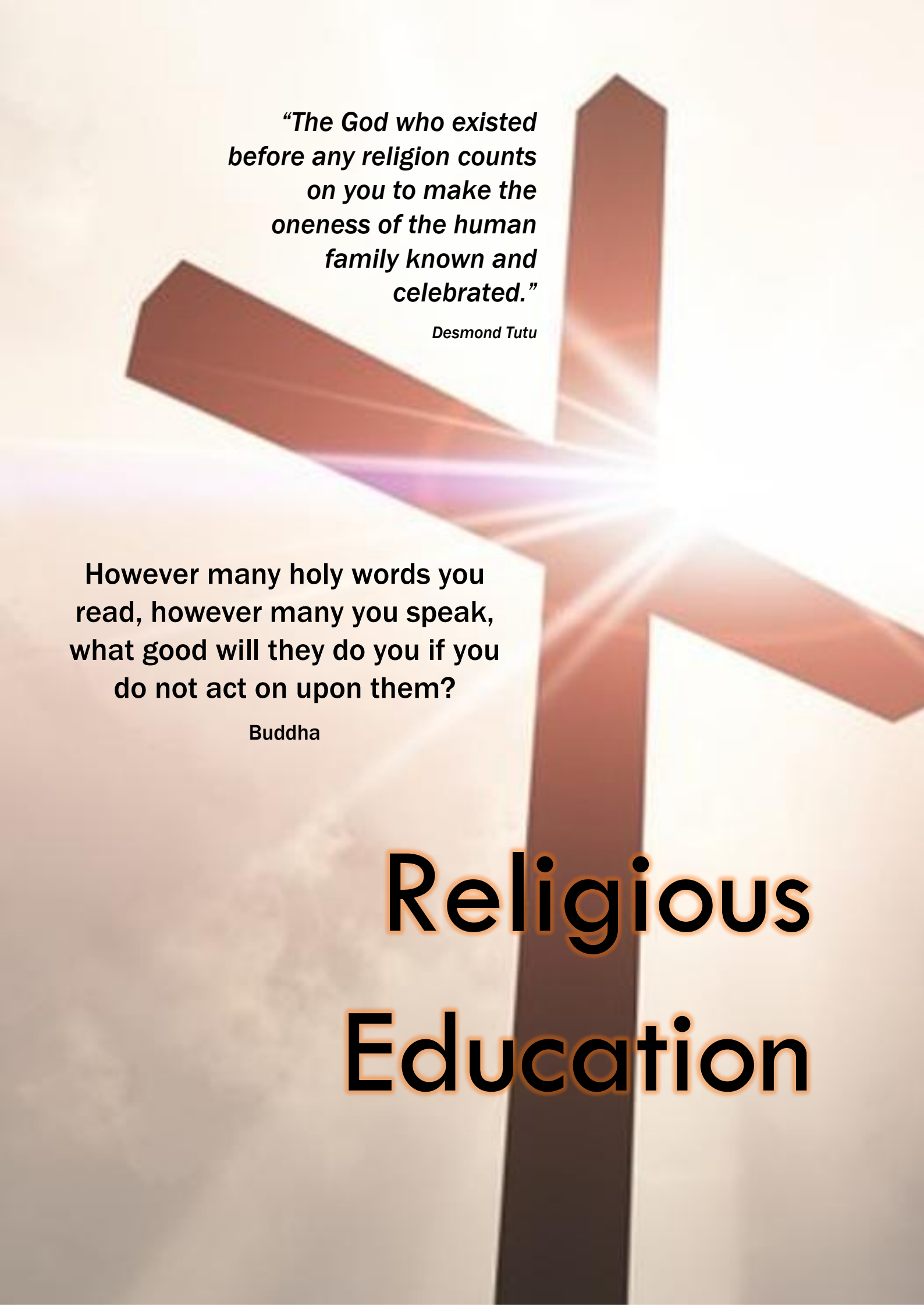
Introduction

At St Mary's, we educate for wisdom and aspiration with the help of the church and the community through a culture of dignity and respect. We aim to cultivate the wellness, gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: joys, celebrations, sorrows and struggles. We aim to do this through three distinct strands in our curriculum: Christian Distinctiveness, Wellness Provision and Academic Study. Please see our Curriculum Vision on the right hand page.

This document contains concepts from individual subjects from the wider curriculum. Objectives for English and Mathematics are taken from the National Curriculum. From this document, teachers plan topics which are guided by key texts and enquiry questions which enable them to promote our key drivers.

Curriculum Vision





*“The God who existed
before any religion counts
on you to make the
oneness of the human
family known and
celebrated.”*

Desmond Tutu

However many holy words you
read, however many you speak,
what good will they do you if you
do not act on upon them?

Buddha

Religious Education

Concepts in RE

Key concepts: God, Creation and Fall, People of God, incarnation, Gospel, Salvation, Kingdom of God, Belief

Progression

Concept	Keystage	
God Fundamental to Christian belief is the existence of God as a Trinity: Father, Son and Holy Spirit	EYFS	See Creation 1. Know that the word God is a name. 2. Know that Christians believe God is Creator of the universe. 3. Know that Christians believe God made our wonderful world and so we should look after it.
	KS1	Core Learning 1. Know what a parable is. 2. Remember and retell the story of the Lost Son. 3. Know what the story of the Lost Son means to Christians (e.g. a link with the concept of God as a forgiving Father). 4. Know that Christians believe God is loving and forgiving; they practice belief by saying sorry and forgiving others. Digging Deeper 5. Remember and retell the story of Jonah and the Whale; recognise a link with the concept of God. 6. Know what the story of Jonah means to Christians (e.g. seeing God as being in control of events, being fair, saving people). 7. Know that Christians put their beliefs into practice by using the story of Jonah in Church and in art.
	LKS2	See Incarnation Core Learning 1. Know the difference between a Gospel and a letter. 2. Know how Christians show their beliefs about God the Trinity in worship (e.g. baptism and prayer) and in the way they live. 3. Know the links between the Bible texts studied and the idea of God in Christianity 4. Express ideas of their own about what the God of Christianity is like. Digging Deeper 5. Know the differences between John and the other Gospels. 6. Know how Christians show their beliefs about God the Trinity in the way they live (eg. Christmas) 7. Know the links between Biblical texts studied and what people believe about God in the world today, expressing some ideas of their own
	UKS2	Core Learning 1. Know and recognise some different types of biblical texts (e.g. songs, parables, letters, prayers etc) 2. Know and explain connections between biblical texts and Christian ideas of God, using theological terms (eg. Omnipotent, omniscient, eternal, holy, loving): give examples of how Christians respond to this (e.g. through church architecture & worship). 3. Consider how biblical teachings about the characteristics of God could make a difference in the world today. Digging Deeper 4. Know some different types of biblical texts, using technical terms accurately. 5. Explain connections between biblical texts and Christian ideas of God, using theological terms. 6. Know the connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on. 7. Know how Christians put their beliefs about God into practice in worship: for example, through confession. 8. Consider how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today.
Creation & Fall The universe and human life are God's good creation. Humans are made in the image of God but	EYFS	1. Know that the word God is a name. 2. Know that Christians believe God is creator of the universe. 3. Know that Christians believe God made our wonderful world and so we should look after it.
	KS1	Core Learning 1. Remember and retell the story of creation from Genesis 1:1–2:3. 2. Know that 'Creation' is the beginning of the 'big story' of the Bible. 3. Know what Genesis 1:1-2:3 tells Christians about God, Creation and the world. 4. Know at least one example of what Christians do to say thank you to God for the Creation. Digging Deeper 5. Know what Christians do to look after the world for God.

they have a tendency to go their own way; this attitude is called sin.	LKS2	<p>6. Think, talk and ask questions about living in an amazing world.</p> <p>Core Learning</p> <ol style="list-style-type: none"> 1. Know the links between Genesis 1 and what Christians believe about God and Creation. 2. Know what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) 3. Consider what might be important in the creation story for Christians living today, and for people who are not Christians. <p>Digging Deeper</p> <ol style="list-style-type: none"> 4. Know what the story of Adam and Eve communicates about human nature and how to act. 5. Know how and why Christians pray to God, say sorry, forgive and ask for forgiveness. 6. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.
	UKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know what type of text some Christians say Genesis 1 is, and its purpose. 2. Consider different interpretations of Genesis 1; know why many Christians find science and faith compatible. 3. Know the connections between Genesis 1 and Christian belief about God as Creator. 4. Consider the extent to which Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. <p>Digging Deeper</p> <ol style="list-style-type: none"> 5. Know what type of text that Psalm 8 is, and its purpose. 6. Know what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. 7. Know the connections between Psalm 8 and some ways Christians respond to God as Creator. 8. Consider how well humans are responding to their responsibility for the Earth, considering religious and non-religious viewpoints
People of God people who will model a restored relationship with God, who will attract all other people back to God	EYFS	<p>See Creation</p> <ol style="list-style-type: none"> 1. Know that the word God is a name. 2. Know that Christians believe God is Creator of the universe. 3. Know that Christians believe God made our wonderful world and so we should look after it.
	KS1	<p>See God</p> <p>Core Learning</p> <ol style="list-style-type: none"> 8. Know what a parable is. 9. Remember and retell the story of the Lost Son. 10. Know what the story of the Lost Son means to Christians (e.g. a link with the concept of God as a forgiving Father). 11. Know that Christians believe God is loving and forgiving; they practice belief by saying sorry and forgiving others. <p>Digging Deeper</p> <ol style="list-style-type: none"> 12. Remember and retell the story of Jonah and the Whale; recognise a link with the concept of God. 13. Know what the story of Jonah means to Christians (e.g. seeing God as being in control of events, being fair, saving people). 14. Know that Christians put their beliefs into practice by using the story of Jonah in Church and in art.
	LKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Remember and retell the story of Noah. 2. Know the links between the story of Noah and the idea of a covenant. 3. Know the links between promises in the story of Noah and promises that Christians make at a wedding ceremony. 4. Know the links between the story of Noah and how we live in school and the wider world. <p>Digging Deeper</p> <ol style="list-style-type: none"> 5. Remember and retell the story of Abraham. 6. Know the links between the story of Abraham and the concept of faith. 7. Know the connection between People of God and how some Christians choose to live in their whole lives and in their church communities. 8. Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today
	UKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know the connections between the story of Moses and the concepts of freedom and salvation, using theological terms. 2. Know the connections between Bible texts studied, what Christians believe about being the People of God and how they should behave. 3. Know why, and the ways in which some Christians try to bring freedom to others. 4. Know about the ideas of freedom and justice from their study of Bible texts; comment on how far these texts are helpful or inspiring, justifying their responses. <p>Digging Deeper</p>

		<ol style="list-style-type: none"> 5. Know connections between biblical texts and the idea of God's covenant with his people. 6. Know what Law texts suggest and how believers might interpret them. 7. Know what the Five Marks of Mission are 8. Consider how Christian ideas of justice relate to issues, problems and opportunities in their own lives and in the world today.
Incarnation Jesus is God's answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again.	EYFS	<ol style="list-style-type: none"> 1. Know that Christians believe God came to Earth in human form as Jesus. 2. Know that Christians believe Jesus came to show that all people are precious and special to God.
	KS1	Core Learning <ol style="list-style-type: none"> 1. Remember and retell simply, the story of Jesus' birth. 2. Know why Jesus is important for Christians. 3. Know that the stories of Jesus' life come from the Gospels. 4. Know the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Digging Deeper <ol style="list-style-type: none"> 5. Know the meaning of the word incarnation. 6. Know the story of Jesus' birth; link this with Incarnation e.g. (Jesus is 'God on Earth'). 7. Know that Christians use the nativity story in churches and at home (e.g. using nativity scenes and carols to celebrate Jesus' birth).
	LKS2	Core Learning <ol style="list-style-type: none"> 1. Know the difference between a Gospel and a letter. 2. Know how Christians show their beliefs about God the Trinity in worship (e.g. baptism and prayer) and in the way they live. 3. Know the links between the Bible texts studied and the idea of God in Christianity 4. Express ideas of their own about what the God of Christianity is like. Digging Deeper <ol style="list-style-type: none"> 5. Know the differences between John and the other Gospels. 6. Know how Christians show their beliefs about God the Trinity in the way they live (eg. Christmas) 7. Know the links between Biblical texts studied and what people believe about God in the world today, expressing some ideas of their own
	UKS2	Core Learning <ol style="list-style-type: none"> 1. Know the differences between Gospel and prophecy texts; explain this using technical terms. 2. Know the connections between biblical texts, Incarnation, and Messiah; explain using theological terms. 3. Know how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. 4. Know how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 5. Consider how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today, and what difference that might make in people's lives. Digging Deeper <ol style="list-style-type: none"> 6. Know clear connections between the texts studied and what Christians believe about Jesus as Messiah (e.g. how they celebrate Palm Sunday). 7. Know that Christians see Jesus as one who transforms lives through bringing peace and transformation in the world. 8. Consider how far the world needs a Messiah, expressing their own insights.
Gospel Jesus' life, teaching and ministry which embodies what it is like to be one of the People of God.	EYFS	See Salvation <ol style="list-style-type: none"> 1. Know that Christians remember Jesus' last week at Easter. 2. Jesus' name means 'He saves'. 3. Christians believe Jesus came to show God's love 4. Christians try to show love to others.
	KS1	Core Learning <ol style="list-style-type: none"> 1. Remember and retell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. 2. Know what Bible texts stories, such as 'Matthew the tax collector', mean to Christians. 3. Know that Jesus gives instructions to people about how to behave. 4. Know that Christians follow the teachings about forgiveness, peace and bringing good news; give examples of how they practice this in their own lives (e.g. charity, confession). Digging Deeper <ol style="list-style-type: none"> 5. Know that the idea of 'good news' links to the practice of being thankful. 6. Know that the texts studied show Christians that people can trust God, and that they should say thank you to God for his good gifts. 7. Know that Christians show their beliefs by thanking God in prayer. 8. Consider whether Jesus' 'good news' matters to anyone other than Christians; explore different ideas.

	LKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know that a Gospel tells the story of the life and teaching of Jesus. 2. Know that the calling of the first disciples informs how Christians today try to follow Jesus. 3. Know what Jesus' actions towards the leper in Mark 1:40–44 mean for Christians. 4. Know that the clergy follow Jesus' teaching and try to show love for all. 5. Consider the importance of love and life in the world today; express some ideas of their own. <p>Digging Deeper</p> <ol style="list-style-type: none"> 6. Know two distinguishing features of a parable. 7. Know how the story of the Good Samaritan links to the idea of 'good news'. 8. Know the meaning of the Good Samaritan story to Christians. 9. Know about the importance of charity in Christian life; link this to the story of the Good Samaritan. 10. Know how Christians act to show that they are following Jesus.
	UKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know the features of Gospel texts (e.g. teachings, parable, narrative). 2. Consider both Christian and other interpretations of Gospel texts studied. 3. Know the connections between Gospel texts, Jesus' 'good news', and how Christians live. 4. Relate biblical teachings about peace, forgiveness and healing, to the issues, problems and opportunities of their own lives and community. <p>Digging Deeper</p> <ol style="list-style-type: none"> 5. Consider both Christian and other interpretations of John 13:34–38, 18:15–18, 25–27 (Peter's Denial) 6. Consider both Christian and other interpretations of Mark 11:15–19 (The Money lenders in the Temple) 7. Know the connections between these Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives. 8. Relate Gospel teachings about trust, forgiveness or justice, to the issues, problems and opportunities of their own lives and the life of their own community.
Salvation Jesus' death and resurrection effect the rescue or salvation of humans	EYFS	<ol style="list-style-type: none"> 1. Know that Christians remember Jesus' last week at Easter. 2. Know that Jesus' name means 'He saves'. 3. Know that Christians believe Jesus came to show God's love. 4. Know that Christians try to show love to others.
	KS1	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Remember and retell stories of Holy Week and Easter from the Bible; know this links to the idea of Salvation (e.g. Jesus rescuing people). 2. Know that Jesus gives instructions about how to behave. 3. Know how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. 4. Consider how sadness, hope and heaven relate to Easter. <p>Digging Deeper</p> <ol style="list-style-type: none"> 5. Know how Christians show their beliefs about Jesus as saviour in church worship. 6. Consider whether forgiveness is important to them.
	LKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know the order of Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. 2. Know what the texts about the entry into Jerusalem, and the death and resurrection of Jesus mean to Christians. 3. Know how Christians mark the Easter events such as Palm Sunday, Good Friday and Easter Sunday through worship and in their church communities. <p>Digging Deeper</p> <ol style="list-style-type: none"> 4. Remember and recount the narrative of the Last Supper, Judas' betrayal and Peter's denial: know what these texts mean to Christians. 5. Know the links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. 6. Know how Christians show their beliefs about Jesus in their everyday lives (e.g. prayer, serving, sharing the message and the example of Jesus).
	UKS2	<p>Unit 6 Core Learning</p> <ol style="list-style-type: none"> 1. Know how Incarnation and Salvation fit into the timeline of the 'big story' of the Bible.

		<ol style="list-style-type: none"> 2. Know what Christians mean when they say that Jesus' death was a sacrifice. 3. Know the meaning of differing narratives of Jesus' death/resurrection; compare their ideas with ways in which Christians interpret these texts. 4. Know the connection between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion. 5. Consider the value and impact of sacrifice in their own lives and the world today. <p>Unit 6 Digging Deeper</p> <ol style="list-style-type: none"> 6. Know the connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation. 7. Interpret Isaiah 53 and John 19; and compare their ideas with ways in which Christians interpret these texts and follow Jesus' example. 8. Consider how far the idea of sacrifice and the example of Jesus inspire the world today. <p>Unit 7 Core Learning</p> <ol style="list-style-type: none"> 9. Know the centrality of the Christian belief in Resurrection. 10. Know the connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope. 11. Connect Christian belief in the Resurrection with how Christians worship on Good Friday and Easter Sunday. 12. Know why some people find belief in the Resurrection makes sense and inspires them. 13. Justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. <p>Unit 8 Digging Deeper</p> <ol style="list-style-type: none"> 14. Know the connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope. 15. Know the connections between the Christian concept of the resurrection and what Christians believe about hope and life after death. 16. Consider how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.
<p>Kingdom of God The idea of the 'Kingdom of God' reflects God's ideal for human life.</p>	EYFS	<p>See Incarnation</p> <ol style="list-style-type: none"> 1. Know that Christians believe God came to Earth in human form as Jesus. 2. Know that Christians believe Jesus came to show that all people are precious and special to God.
	KS1	<p>See Incarnation</p> <p>Core Learning</p> <ol style="list-style-type: none"> 1. Remember and retell simply, the story of Jesus' birth. 2. Know why Jesus is important for Christians. 3. Know that the stories of Jesus' life come from the Gospels. 4. Know the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. <p>Digging Deeper</p> <ol style="list-style-type: none"> 5. Know the meaning of the word incarnation. 6. Know the story of Jesus' birth; link this with Incarnation e.g. (Jesus is 'God on Earth'). 7. Know that Christians use the nativity story in churches and at home (e.g. using nativity scenes and carols to celebrate Jesus' birth).
	LKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know the link between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. 2. Know what the description of Pentecost in Acts 2 could mean; give examples of what Pentecost means to some Christians now. 3. Know links between the description of the Day of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live their lives. 4. Consider ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today. <p>Digging Deeper</p> <ol style="list-style-type: none"> 5. Know the distinguishing features of a narrative as a biblical text. 6. Know the distinguishing features of a letter as a biblical text. 7. Know what I Corinthians 12 and Galatians 5 mean to some Christians. 8. Know the links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God. 9. Know how Christians show their belief about the Holy Spirit in worship and in the way they live.

		<p>10. Consider how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p> <p>11. Make links between fellowship and fruit of the Spirit and life in the world today</p>
	UKS2	<p>Core Learning</p> <ol style="list-style-type: none"> 1. Know the connections between biblical texts and the concept of the Kingdom of God; consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. 2. Know connections between belief in the Kingdom of God and how Christians put their beliefs into practice, including in worship and in service to the community. 3. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and in the world today, offering insights about whether or not the world could or should learn from Christian ideas. <p>Digging Deeper</p> <ol style="list-style-type: none"> 4. Know the connections between biblical texts and the concept of the Kingdom of God (where God rules in human lives); consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. 5. Know connections between belief in the Kingdom of God and how Christians put their beliefs into practice, including through receiving and practising forgiveness. 6. Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.

NAS Concepts

<p>Belief Trust, faith, or confidence in (someone or something).</p> <p>This is linked to knowing about and understand religions and worldviews</p>	EYFS	<ol style="list-style-type: none"> 1. Name different beliefs and practices 2. Retell some religious and moral stories
	KS1	<ol style="list-style-type: none"> 1. Identify different beliefs and practices and recall the meanings behind them. e.g., festivals, worship, rituals and ways of life. 2. Identify what difference belonging to a community might make to their lives. 3. Retell religious and moral stories and recall the communities from which they come. 4. Recognise symbols and actions that express a community's way of life: identify similarities between communities.
	LKS2	<ol style="list-style-type: none"> 1. Summarise the beliefs, symbols and actions of the religion/worldview studied 2. Outline the features of the religion/worldview studied and why they are important to that community i.e. stories, celebrations, worship, pilgrimages and rituals 3. Distinguish connections between stories, celebrations, worship, pilgrimages, and rituals within the same religion/worldview. 4. Determine why belonging to a community may be valuable
	UKS2	<ol style="list-style-type: none"> 1. Compare and contrast the beliefs, symbols and actions of a range of religions/worldviews 2. Compare and contrast the features of different religions/worldviews, specifically celebrations, worship, pilgrimages and rituals. 3. Determine connections between stories, celebrations, worship, pilgrimages and rituals across a range of religions/worldview 4. Evaluate the challenges that commitment to a faith community can bring. 5. Critique their own and others' ideas about ethical and existential questions



History

***“Those who fail to learn
from history are
condemned to repeat it.”***

Winston Churchill. 1948.

***“Whether you like history or not, there’s no denying
the impact it leaves on us.”***

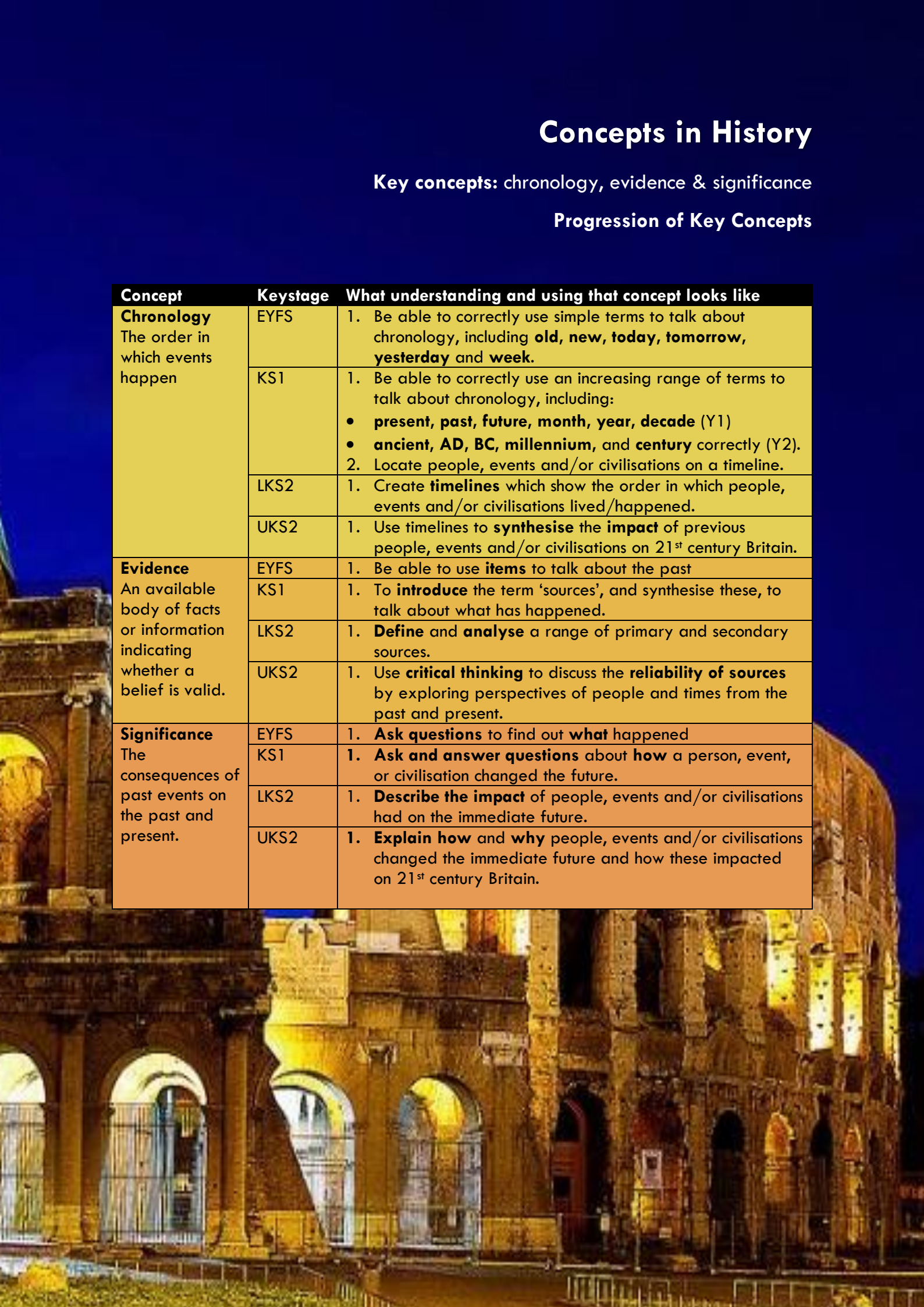
The Passage of Time

Concepts in History

Key concepts: chronology, evidence & significance

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Chronology The order in which events happen	EYFS	1. Be able to correctly use simple terms to talk about chronology, including old, new, today, tomorrow, yesterday and week .
	KS1	1. Be able to correctly use an increasing range of terms to talk about chronology, including: <ul style="list-style-type: none"> • present, past, future, month, year, decade (Y1) • ancient, AD, BC, millennium, and century correctly (Y2). 2. Locate people, events and/or civilisations on a timeline.
	LKS2	1. Create timelines which show the order in which people, events and/or civilisations lived/happened.
	UKS2	1. Use timelines to synthesise the impact of previous people, events and/or civilisations on 21 st century Britain.
Evidence An available body of facts or information indicating whether a belief is valid.	EYFS	1. Be able to use items to talk about the past
	KS1	1. To introduce the term 'sources', and synthesise these, to talk about what has happened.
	LKS2	1. Define and analyse a range of primary and secondary sources.
	UKS2	1. Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present.
Significance The consequences of past events on the past and present.	EYFS	1. Ask questions to find out what happened
	KS1	1. Ask and answer questions about how a person, event, or civilisation changed the future.
	LKS2	1. Describe the impact of people, events and/or civilisations had on the immediate future.
	UKS2	1. Explain how and why people, events and/or civilisations changed the immediate future and how these impacted on 21 st century Britain.



Geography

*Geography is the
study of earth as
the home of
people*

Yi-Fu Tuan

*Geography
is an earthly
subject, but a
heavenly
science.*

Edmund Burke

Concepts in Geography

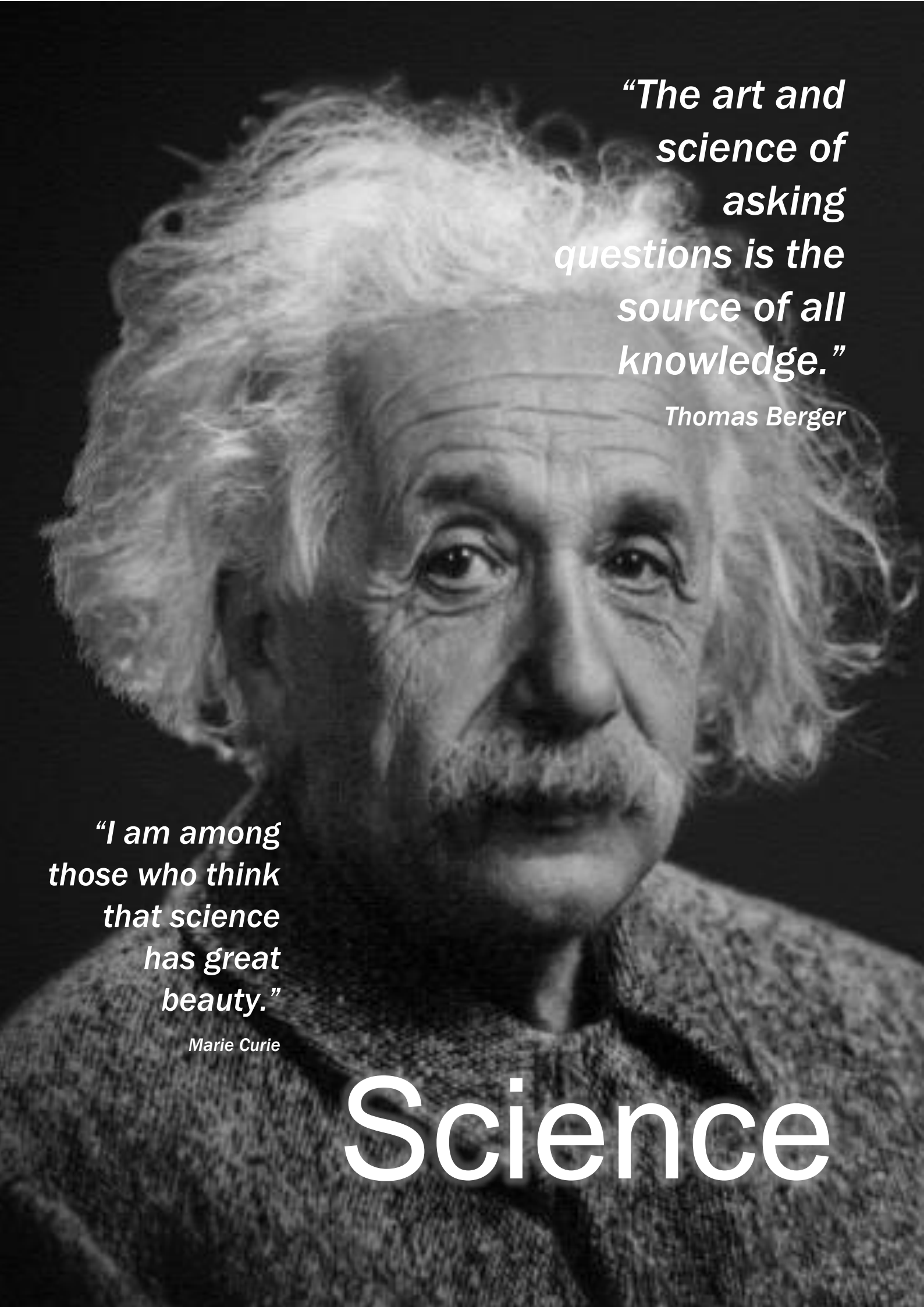
Key concepts: cartography, place, space, human, physical

Progression of Key Concepts

Concept	KS	What understanding and using that concept looks like
Place Knowledge of points, or locations, and where they are on a map.	EYFS	1. Identify significant local places including their home, street, school, town and county.
	KS1	1. Recall and locate culturally significant places including the United Kingdom, UK countries, UK capital cities, world continents and world oceans.
	LKS2	1. List and locate major countries of each of the seven continents: compare the position of these on the Earth's surface.
	UKS2	1. Know and classify the location of the world's major countries using the terms: hemisphere, longitude, latitude, time zone.
Space The physical dimension in which things exist.	EYFS	1. Identify features of their immediate environment.
	KS1	1. Describe the features of an unfamiliar environment: link these with keys and OS symbols on age-appropriate maps.
	LKS2	1. Explain how the features of an environment affect settlement and land use.
	UKS2	1. Justify how a range of environments could, and should be used in the future, considering sustainability .
Cartography Diagrammatic representations of an area of land or sea.	EYFS	1 Know that maps give information about the world. 2 Engage with simple maps to: <ul style="list-style-type: none"> • talk about everyday life • reproduce their own maps
	KS1	1 Know the 4 points of the compass, and simple OS Map symbols 2 Engage with a range of maps to: <ul style="list-style-type: none"> • navigate short, simple journeys • locate culturally significant places • devise their own maps, linked to simple journeys
	LKS2	1 Know the 8 points of the compass, and a greater range of OS Map symbols 2 Engage with a range of maps to: <ul style="list-style-type: none"> • locate and compare the position of places using 4 figure coordinates & 8 points of the compass • plan and navigate journeys • create their own maps using OS Map conventions
	UKS2	1 Know the principles of longitude/latitude and time zones 2 Engage with a range of maps to: <ul style="list-style-type: none"> • construct maps to varying scales, using OS Map conventions • plan, navigate, evaluate and critique routes to specific places

Human [Geography] The study of the interrelationships between people, place, and environment.		Environment, Resources & Conflict	Population and Migration	Globalisation and Trade
	EYFS	1 Know that resources should be cared for and that some can be recycled.		
	KS1	1 Know the causes of different types of pollution 2 Describe the impact of different types of pollution		
	LKS2	1 Explain the human contributors to climate change, including fossil fuel use and deforestation	2 Identify types of tourism 3 Summarise the impacts of tourism	
	UKS2	1 Explain and debate the benefits and costs of renewable energy sources	2 Identify push and pull factors and use these to explain why people migrate	3 Know what globalisation is 4 Explain how this can impact on industry and manufacturing
Physical [Geography] Spatial and environmental processes that shape the natural world.		Weather & Climate	Natural Landscapes	Natural Hazards
	EYFS	1 Identify daily weather patterns	2 Recognise natural landscapes including woodlands and forests.	
	KS1	1 Describe seasonal weather patterns 2 Locate hot and cold areas of the world	3 Identify and describe natural landscapes including beaches/coasts, hills/mountains/valleys, seas/oceans, rivers.	4 Know what a natural hazard is and give examples.
	LKS2	1 Identify and describe different climate zones and biomes 2 Explain the water cycle. 3 Explain what climate change is and analyse patterns over time.	4 Examine natural landscapes including rivers, vegetation belts and biomes	5 Establish the location patterns of specific natural hazards and give examples of the effects they can have.
	UKS2	1 Analyse the worldwide impact of climate change across different biomes and climate zones.	2 Locate tectonic plate boundaries	3 Determine how tectonic plate boundaries correlate with the formation of volcanoes, earthquakes and tsunamis.



A black and white close-up portrait of Albert Einstein, showing his characteristic wild, white hair and a mustache. He is looking directly at the camera with a thoughtful expression. The background is dark, making his face the central focus.

*“The art and
science of
asking
questions is the
source of all
knowledge.”*

Thomas Berger

*“I am among
those who think
that science
has great
beauty.”*

Marie Curie

Science

Concepts in Science

Key concepts: life, energy, matter, being scientific

Progression of Key Concepts

Concept	K/S	What understanding and using that concept looks like
Life the condition that distinguishes animals and plants from inorganic matter	EYFS	1. Identify and name common animals and plants: talk about change.
	Y1	1. Recognise and describe the differences and similarities in plants and animals (i.e. carnivores/herbivores/omnivores, fish, reptiles, mammals, amphibians, birds, deciduous and evergreen)
	Y2	1. Identify what living things needs to survive and flourish (i.e. food, water, exercise etc.) 2. Recognise and describe how living things differ to non-living things, and how they change as they grow (including plants and animals). 3. Construct and interpret food chains, identifying predators, producers and prey
	Y3	1. Identify and describe the role of skeletons and the circulatory system in animals 2. Describe the life cycle and process of reproduction in plants 3. Explain the specific nutritional needs of plants, animals and humans 4. Explain how different plants' needs vary
	Y4	1. Sequence the simple functions of the digestive system, including the role of teeth 2. Distinguish the functions of the heart, vessels, and blood 3. Use classification keys to group living things 4. Explain the impact of the environment on specific habitats.
	Y5	1. Describe the interdependence of organisms, including food webs and insect-pollinated crops. 2. Describe reproduction in humans, including the development of male and female reproductive organs and systems 3. Discern the differences in the life cycles of a mammal, amphibian, reptile, bird and fish. 4. Discern the processes of reproduction in plants and animals
	Y6	1. Explain the mechanism of breathing and how this links to the circulatory system 2. Describe the effects of diet, exercise, drugs and lifestyle on the way bodies function and the consequences of imbalance in the diet (i.e. drug abuse, eating disorders, the impact of maternal lifecycle on a foetus) 3. Reason about the classification of living things according to common observable characteristics 4. Explain the concept of 'natural selection' and adaptation 5. Explain how fossils provide information about the changes to living things over time

Concept	K/S	What understanding and using that concept looks like
Energy Power derived from the use of physical or	EYFS	1. Explore the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision
	Y1	1. Identify and describe simple forces, including pushes and pulls. 2. Recognise that dark is the absence of light 3. Observe the features associated with season change

chemical resources	Y2	<ol style="list-style-type: none"> 1. Describe the effect of applying a greater or lesser force to object (i.e. pushing/pulling harder) 2. Recognise that light is reflected from surfaces 3. Describe the features associated with season change
	Y3	<ol style="list-style-type: none"> 1. Compare and contrast the movement of objects across surfaces and explain this using knowledge of friction. 2. Explain how magnets attract and repel one another using knowledge of poles; use this to make predictions 3. Identify the effect of the force of gravity 4. Identify the effect of air resistance and water resistance on movement 5. Recognise that light travels in straight lines and explain the effect of the position of an object in relation to a light source on its shadow. 6. Explain that objects are seen because they give out or reflect light into the eye.
	Y4	<ol style="list-style-type: none"> 1. Describe the role of components in a circuit through construction and make predictions about components. 2. Recognise the impact of common conductors and insulators 3. Recognise that sounds are made from vibrations and that these travel through different mediums to the ear: explore the impact of distance on volume 4. Compare and contrast the pitch of sounds made by different materials
	Y5	<ol style="list-style-type: none"> 1. Explain the effect of the force of gravity, including its impact on the moon, planets and solar system 2. Relate knowledge of air and water resistance to make predictions about the speed of movement 3. Compare and contrast how pulleys, levers and gears enable a smaller force to have a greater effect 4. Explain the effect of the earth's rotation, tilt and movement around the sun (i.e. day and night/movement of sun across sky/seasons)
	Y6	<ol style="list-style-type: none"> 1. Compare and explain the effects of changes to voltage and position of components in an electrical circuit: 2. Represent circuits using recognised symbols 3. Describe the concept of absorption linked to the transmission of light through material 4. Explain imaging in mirrors using a ray model

Concept	K/S	What understanding and using that concept looks like
Matter Physical substance which occupies space and possesses rest mass	EYFS	1. Experience, explore and describe a range of common materials.
	Y1	1. Describe, compare and group a variety of materials and their uses on the basis of their simple physical properties
	Y2	<ol style="list-style-type: none"> 1. Compare the suitability of materials for particular purposes 2. Explore the how the shapes of materials can be changed by the application of force
	Y3	<ol style="list-style-type: none"> 1. Compare and group rocks on the basis of their simple physical properties 2. Recognise that soils are made from rocks and organic matter 3. Describe in simple terms how fossils are formed
	Y4	<ol style="list-style-type: none"> 1. Compare and group materials together according to whether they are solids liquids or gas. 2. Describe the impact of temperature on a range of materials. 3. Explore and describe the concepts of evaporation and condensation linked to the water cycle.
	Y5	1. Demonstrate that dissolving, mixing and changes of state are reversible changes

		<ol style="list-style-type: none"> 2. Use knowledge of solids, liquids and gases to separate materials 3. Explore and identify reversible and irreversible changes on the basis of temperature 4. Justify the grouping of everyday materials based on evidence from comparative and fair tests.
	Y6	<ol style="list-style-type: none"> 1. Explain changes of state in terms of particle model 2. Use and explain simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography

Concept	K/S	What understanding and using that concept looks like
Being scientific Investigating in a systematic and methodical way.	EYFS	1. Explore, describe and question the world around them.
	KS1	<ol style="list-style-type: none"> 1. Ask simple questions and recognise that these can be answered in different ways 2. Observe closely using simple equipment 3. Carry out simple tests 4. Identify and classify 5. Gather and record data to help answer simple questions 6. Use observations and ideas to suggest answers to questions
	LKS2	<ol style="list-style-type: none"> 1. Ask relevant questions and use different types of scientific enquiry to answer them 2. Carry out simple practical enquiries, comparative and fair tests. 3. Observe systematically and carefully; where appropriate take measurements using standard units 4. Identify differences, similarities or changes related to simple scientific ideas or processes 5. Gather, record, classify and present data to answer questions. 6. Report on findings of investigations 7. Use scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions
	UKS2	<ol style="list-style-type: none"> 1. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables. 2. Use test results to make predictions and to set up further comparative and fair tests. 3. Take measurements using a range of scientific equipment; record data and results accurately. 4. Report and present findings from enquiries 5. Use scientific evidence to support or refute ideas or arguments.

Music

A man with a beard, wearing a white denim jacket over a striped shirt and a dark hat, is singing passionately on stage. His eyes are closed and his mouth is open in a wide smile. He has his hands raised, palms facing forward. The background is dark with some purple and green stage lighting.

The aim and final end of all music should be none other than the glory of God and the refreshment of the soul.

Johann Sebastian Bach

“Music is one of the most powerful things the world has to offer. No matter what race or religion or nationality or sexual orientation or gender that you are, it has the power to unite us.”

Lady Gaga

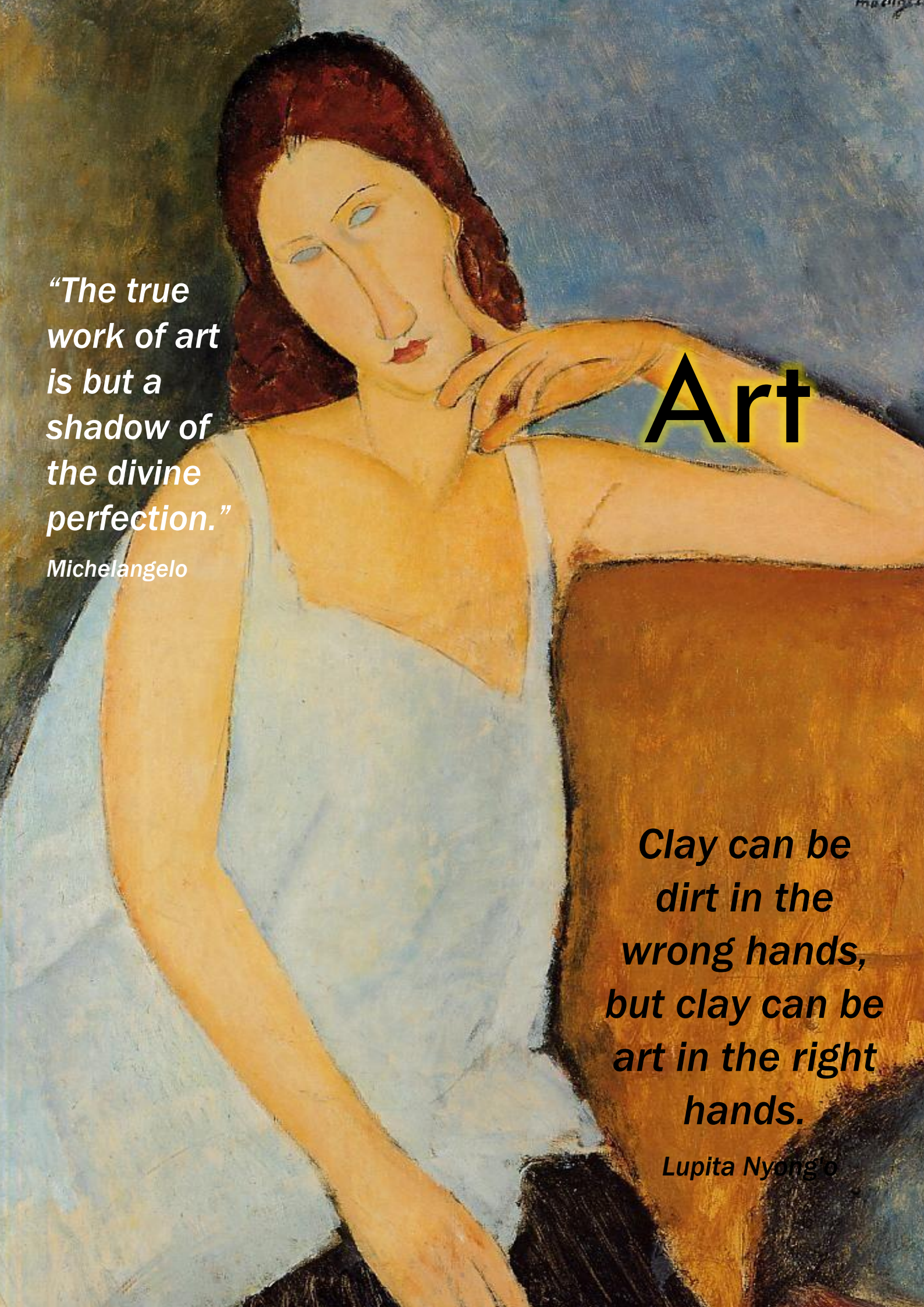
Concepts in Music

Key concepts: shape, meaning, creation

Progression of Key Concepts

Concept	KS	What understanding and using that concept looks like
Musical Shape Pitch How high or low a note is.	EYFS	1. Discriminate between changes in pitch , recognising high and low sounds.
	KS1	1. Know what pitch means and use simple language to describe the pitch of a piece of music (e.g. high, low).
	LKS2	1. Know how to represent high and low pitch in musical notation on a staff.
	UKS2	1. Know how to represent the pitch of the notes ABCDEFG on a staff. 2. Use knowledge of musical notation to interpret simple melodic patterns , chords (or harmonies) on a staff
Musical Shape Tempo The pace or speed at which a section of music is played	EYFS	1. Discriminate between changes in tempo , recognising fast and slow pieces of music.
	KS1	1. Know what tempo means and use simple language to describe the tempo of a piece of music and how it changes (e.g. slow, fast, quicker, slower).
	LKS2	1. Know the meaning of accelerando and recognise this within a piece of music. 2. Know the meaning of ritardando and recognise this within a piece of music. 3. Know that a composer may use changes in tempo to create or reduce tension in a piece of music.
	UKS2	1. Know the meaning of andante and how this affects the way a piece of music is played. 2. Know the meaning of allegro and how this affects the way a piece of music is played. 3. Know the meaning of adagio and how this affects the way a piece of music is played.
Musical Shape Duration The length of time each note is played for.	EYFS	1. Discriminate between changes in duration , recognising long and short notes.
	KS1	1. Know what duration means and use simple language to describe the duration of sounds within a piece of music (e.g. long, short).
	LKS2	1. Know the duration of crotchets, minims and semibreves : identify these in musical notation on a staff
	UKS2	1. Know the meaning of staccato and recognise when notes are played this way within a piece of music. 2. Know that a composer may use staccato to convey urgency, precision or action in a piece of music 3. Know the meaning of legato and recognise this within a piece of music. 4. Know that a composer may use legato to convey elegance, fluidity or a sense of romance in a piece of music.
Musical Shape Timbre The tone or sound quality made by different instruments/ instrument families.	EYFS	1. Know that different instrument families make different sounds e.g. percussion/brass
	KS1	1. Know and recognise the timbre of the 4 different instrument families: strings, brass, woodwind and percussion 2. Identify the instruments played in a simple piece of music from their timbre
	LKS2	1. Describe the timbre of the 4 different instrument families: strings, brass, woodwind and percussion
	UKS2	1. Compare the timbre of different instruments within the same instrument family (e.g. violin/guitar, trumpet/trombone, snare drum/symbol) and determine what effect this has on a piece of music
Musical Shape Texture	EYFS	1. Recognise and sing along to the melody of a simple piece of music
	KS1	1. Know that the melody is the main sequence of notes in a piece of music. 2. Identify the melody in a piece of music: determine whether one or more instruments are playing the melody.

How layers of sound within a piece of music interact	LKS2	<ol style="list-style-type: none"> 1. Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a staff. 2. Listen for, and recognise a chord (or harmony) in a piece of music.
	UKS2	<ol style="list-style-type: none"> 1. Represent a chord (or harmony) on a staff.
Musical Shape Dynamics How quietly or loudly a piece, or section, of music should be played	EYFS	<ol style="list-style-type: none"> 1. Discriminate between changes in dynamics, recognising loud and quiet sounds.
	KS1	<ol style="list-style-type: none"> 1. Know what dynamics are: use simple language to describe the dynamics, and any changes in these, within a piece of music (e.g. loud[er], quiet[er], soft[er]).
	LKS2	<ol style="list-style-type: none"> 1. Know the meaning of crescendo and recognise this within a piece of music. 2. Know the meaning of diminuendo and recognise this within a piece of music. 3. Know that a composer may use changes in dynamics to create moments of change, tension or reflect emotions in a piece of music.
	UKS2	<ol style="list-style-type: none"> 1. Know the meaning of pianissimo (pp) and how this affects the way a piece of music is played. 2. Know the meaning of mezzo piano (mp) and how this affects the way a piece of music is played. 4. Know the meaning of mezzo forte (mf) and how this affects the way a piece of music is played. 5. Know the meaning of fortissimo (ff) and how this affects the way a piece of music is played.
Meaning Critically ascribe meaning to a piece of music (Listener talk)	EYFS	<ol style="list-style-type: none"> 1. Say how a piece of music makes them feel
	KS1	<ol style="list-style-type: none"> 1. Say how a piece of music makes them feel using simple musical shape language to give reasons why.
	LKS2	<ol style="list-style-type: none"> 1. Say how a piece of music makes them feel using more technical language of musical shape to justify their response.
	UKS2	<ol style="list-style-type: none"> 1. Talk about the way that peoples' experiences linked to time, place and culture affect the way a piece of music is comprehended and valued (i.e. rap music)
Composition Shaping music to represent something real or express an emotion, mood or message (Composer talk)	EYFS	<ol style="list-style-type: none"> 1. Create music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.
	KS1	<ol style="list-style-type: none"> 1. Create music (including song), using their developing knowledge of musical shape to express themselves.
	LKS2	<ol style="list-style-type: none"> 1. Create and compose music with deliberate choices of: <ol style="list-style-type: none"> a. pitch: high and low notes b. tempo: accelerando, ritardando c. duration: crotchets, minims and semibreves d. timbre: instrument families e. texture: includes a chord (or harmony) f. dynamics: crescendo, diminuendo 2. Record their compositions using informal graphic scores
	UKS2	<ol style="list-style-type: none"> 1. Create and compose music with deliberate choices of: <ol style="list-style-type: none"> a. pitch: specific musical notes b. tempo: adante, allegro, adagio c. duration: legato, staccato notes d. timbre: specific instruments chosen for their specific timbre e. texture: includes a chord (or harmony) f. dynamics: pianissimo, mezzo piano, mezzo forte, fortissimo 2. Record the melody of their compositions on a staff
Performance Execute a piece of music, composed by self or others.	EYFS	<ol style="list-style-type: none"> 1. Perform learned songs and improvised music to self and others
	KS1	<ol style="list-style-type: none"> 1. Improvise and perform short pieces of music to demonstrate their understanding of specific aspects of musical shape (e.g. changes in tempo, dynamics or duration using simple instruments).
	LKS2	<ol style="list-style-type: none"> 1. Perform their own or others' compositions, executing deliberate choices in musical shape accurately.
	UKS2	<ol style="list-style-type: none"> 1. Perform and evaluate their own or others' compositions, executing deliberate choices in musical shape accurately and effectively.



*“The true
work of art
is but a
shadow of
the divine
perfection.”*

Michelangelo

Art

***Clay can be
dirt in the
wrong hands,
but clay can be
art in the right
hands.***

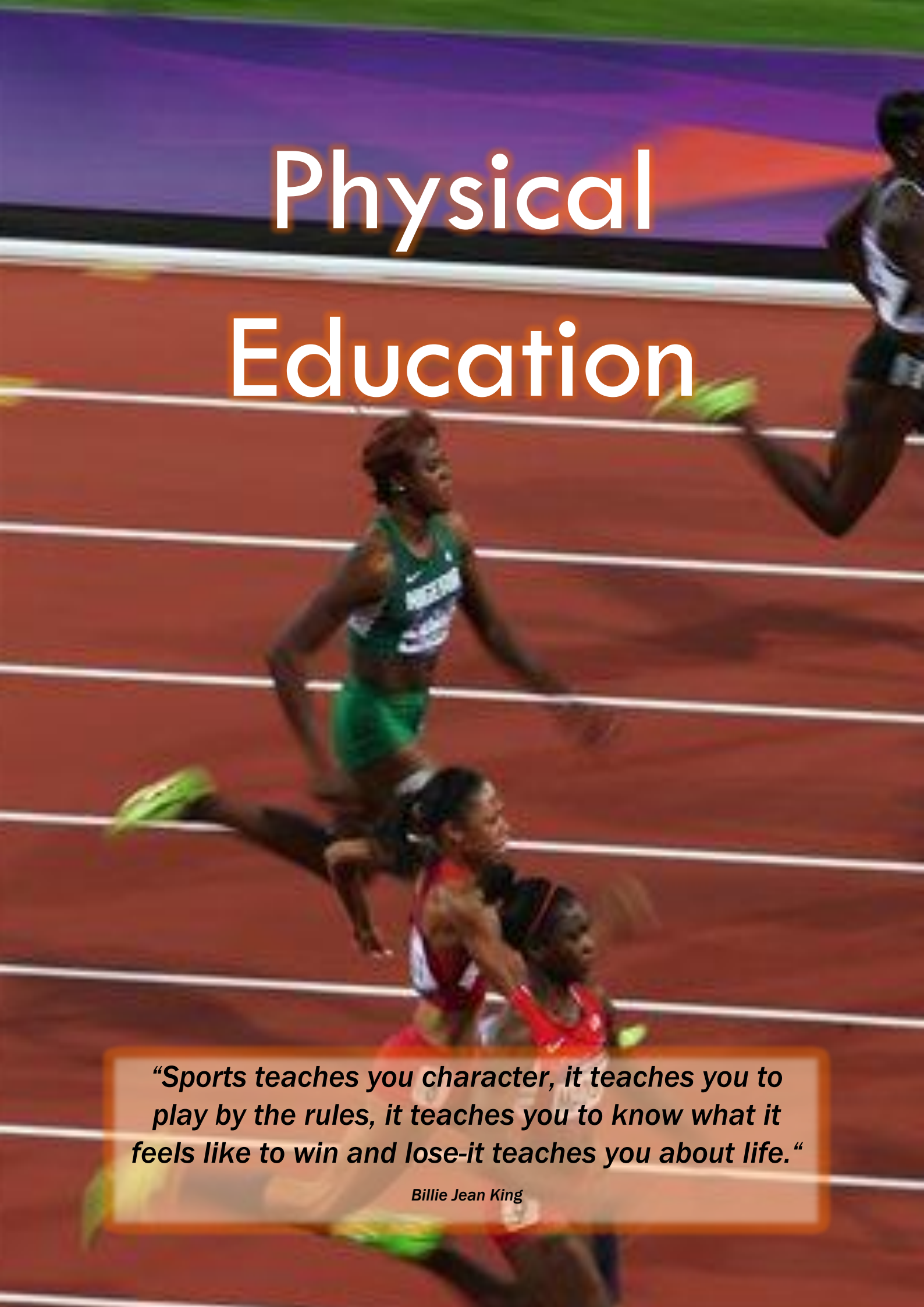
Lupita Nyong'o

Concepts in Art

Key concepts: composition, communication and comprehension

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Composition Art can take on an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space.	EYFS	1. Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)
	KS1	1. Identify and describe artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) 2. Recreate specific elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) of an artistic styles
	KS2	1. Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. 2. Recreate artists' work in a range of different artistic styles
Communication Creating art to represent something real or express an emotion, mood or message (Artist Talk)	EYFS	1. Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
	KS1	1. Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.
	KS2	1. Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.
Comprehension Critically ascribe meaning to a piece of art (Critic Talk)	EYFS	1. Identify how a piece of art makes them feel
	KS1	1. Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. 2. Analyse how artists' make deliberate choices about composition in order to have an effect on the audience.
	KS2	1. Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. 2. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.



Physical Education

“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life.”

Billie Jean King

Concepts in PE

Key concepts:

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Resilience The capacity to recover quickly from difficulties and face the unfamiliar	EYFS	1. Willing to try new activities 2. Identify when help is needed
	KS1	1. Adapt well to increasingly challenging situations and activities 2. Apply performance-based feedback in order to improve
	KS2	1. Demonstrate improvement based on self-evaluation and performance-based feedback 2. Perceive challenge as an opportunity rather than a threat
Skill The ability to do something well; expertise	EYFS	1. Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing) 2. Show good control in smaller movements (e.g. throwing, catching and kicking)
	KS1	1. Refine basic large and small movements and apply in a range of activities
	KS2	1. Apply refined large and small movements in a range of competitive activities
Fitness The condition of being physically fit	EYFS	1. Take part in physical activities
	KS1	1. Demonstrate their potential in strenuous activity
	KS2	1. Maximise their potential to partake in sustained, strenuous aerobic activity
Competition Striving to gain or win	EYFS	1. Understand and follow the rules of a team game 2. Work as part of a group
	KS1	1. Develop simple tactics for attack, defence and performance in order to improve 2. Explore different roles within team
	KS2	1. Analyse previous performance of themselves and others in order to improve 2. Strategically deploy individual talents within a team

Computing

***“Those who can
imagine anything, can
create the impossible.”***

Alan Turing

***“I think it's fair to say that personal
computers have become the most
empowering tool we've ever
created. They're tools of
communication, they're tools of
creativity, and they can be shaped
by their user.”***

Bill Gates


Concepts in Computing

Key Concepts: Safety, creation and coding

Progression in Key Concepts

Concept	KS	What understanding and using that concept look like
Safety the condition of being protected from or unlikely to cause danger or risk online	EYFS	<ol style="list-style-type: none"> 1. Know that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' when they feel worried or upset. 2. Know that rules help keep us safe and healthy when using technology 3. Know how to use the internet safely to find information online. 4. Know ways that people can be unkind online, and know what to do if they are worried.
	Y1	<ol style="list-style-type: none"> 1. Know that we can encounter things online which are real or make believe. 2. Know to get help if I see content that makes me feel sad, uncomfortable, worried or frightened 3. Know when I should ask permission to do something online and explain why this is important. 4. Know what personal information is and how it should not be shared with people we don't know. 5. Know how to behave online in ways that do not upset others and can give examples.
	Y2	<ol style="list-style-type: none"> 1. Know why some information I find online may not be real or true. 2. Know what bullying is, how people may bully others and how bullying can make someone feel 3. Know some rules for keeping personal information private 4. Know why to always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online 5. Know how other people may look and act differently online and offline 6. Know who to ask before sharing things about myself or others online
	Y3	<ol style="list-style-type: none"> 1. Know how people can represent themselves in different ways online. 2. Know why someone might change their identity depending on what they are doing online 3. Know why spending too much time using technology can sometimes have a negative impact 4. Know some examples of both positive and negative activities where it is easy to spend a lot of time engaged online 5. Know why some online activities have age restrictions, why it is important to follow them 6. Know the difference between 'knowing someone' online and offline 7. Know the importance of giving and gaining permission before sharing things online 8. Know simple strategies for creating and keeping passwords private. 9. Know why someone should only share information with people they choose to and can trust. 10. Know the difference between a 'belief', an 'opinion' and a 'fact'; give online examples 11. Know how to get help from a trusted adult if we see content that makes us unsure or pressured. 12. Know appropriate ways to behave towards other people online and why this is important. 13. Know how bullying behaviour could appear online and how someone can get support.
	Y4	<ol style="list-style-type: none"> 1. Know how my online identity can be different to my offline identity. 2. Know that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 3. Know how technology can be a distraction from other things, in both positive and negative way. 4. Know times or situations when someone may need to limit the amount of time they use technology and suggest strategies 5. Know how to be respectful to others online; how to recognise healthy/unhealthy behaviours. 6. Know how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 7. Know strategies for keeping personal information private, depending on context. 8. Know how some online services may seek consent to store information about me; know how to respond appropriately and who to ask if I am not sure. 9. Know the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. 10. Know why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. 11. Know ways people can be bullied through a range of media (e.g. image, video, text, chat). 12. Know why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
Y5	<ol style="list-style-type: none"> 1. Know that there are some people I communicate with online who may want to do me or my friends harm: know that this is not my / our fault. 2. Know how someone can get help if they are having problems and when to tell a trusted adult. 	

		<ol style="list-style-type: none"> 3. Know how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. 4. Know what app permissions are and can give some examples. 5. Evaluate digital content and explain how to make choices about what is trustworthy 6. Know ways of identifying when online content has been commercially sponsored or boosted. 7. Justify when it is acceptable to use the work of others 8. Know what content is permitted to be reused and know how this content can be found online. 9. Know how to search for information about an individual online and summarise this. 10. Know ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect 11. Know that what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying: know a range of ways to report concerns and access support both in school and at home
	Y6	<ol style="list-style-type: none"> 1. Know how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. 2. Know that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. 3. Know ways to increase privacy on apps and services that provide privacy settings. 4. Know ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing). 5. Know and define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online. 6. Analyse and evaluate the validity of 'facts' and information and know why this is important. 7. Know how to use search tools to find and access online content which can be reused by others. 8. Know how to make references to and acknowledge sources I have used from the internet. 9. Know the ways in which anyone can develop a positive online reputation. 10. Know strategies that anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. 11. Know how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help. 12. Know how someone would report online bullying in different contexts.
Creation Using technology to bring something into existence	EYFS	1. Select and use technological devices to capture images, sounds and mark making.
	KS1	1. Combine media from multiple sources (within the classroom) to create a new piece of work digitally.
	LKS2	1. Select and create digital media from pre-selected sources (by the teacher) to create a representation of a concept or data set
	UKS2	1. Select, manipulate, edit and create digital media from a wide range of sources to create a representation of a concept or data set.
Coding Computational thinking to compose a program which achieves a specific goal.	EYFS	1. Understand that technology plays a role in our lives. Understand cause and effect (e.g. instructions on a beebot)
	KS1	<ol style="list-style-type: none"> 1. Compose a simple set of instructions to complete a set task/purpose (algorithm). 2. Understand when these instructions need to be altered or changed (debug). 3. Create a simple program using a given design.
	LKS2	<ol style="list-style-type: none"> 1. Combine algorithms to complete more complex tasks. 2. Understand when there is an error and instructions need to be altered or changed (debug); use different methods to debug the code)
	UKS2	<ol style="list-style-type: none"> 1. Test and debug using logical methods to identify a cause of a bug. 2. Understand how to use inputs and outputs within a code to represent the state of an object.



***“Technology, like art, is a soaring
exercise of the human imagination.”***

Daniel Bell

***“Design is intelligence
made visible.”***

Alina Wheeler

***“There are three
responses to a piece of
design—yes, no and wow!”***

Milton Glaser

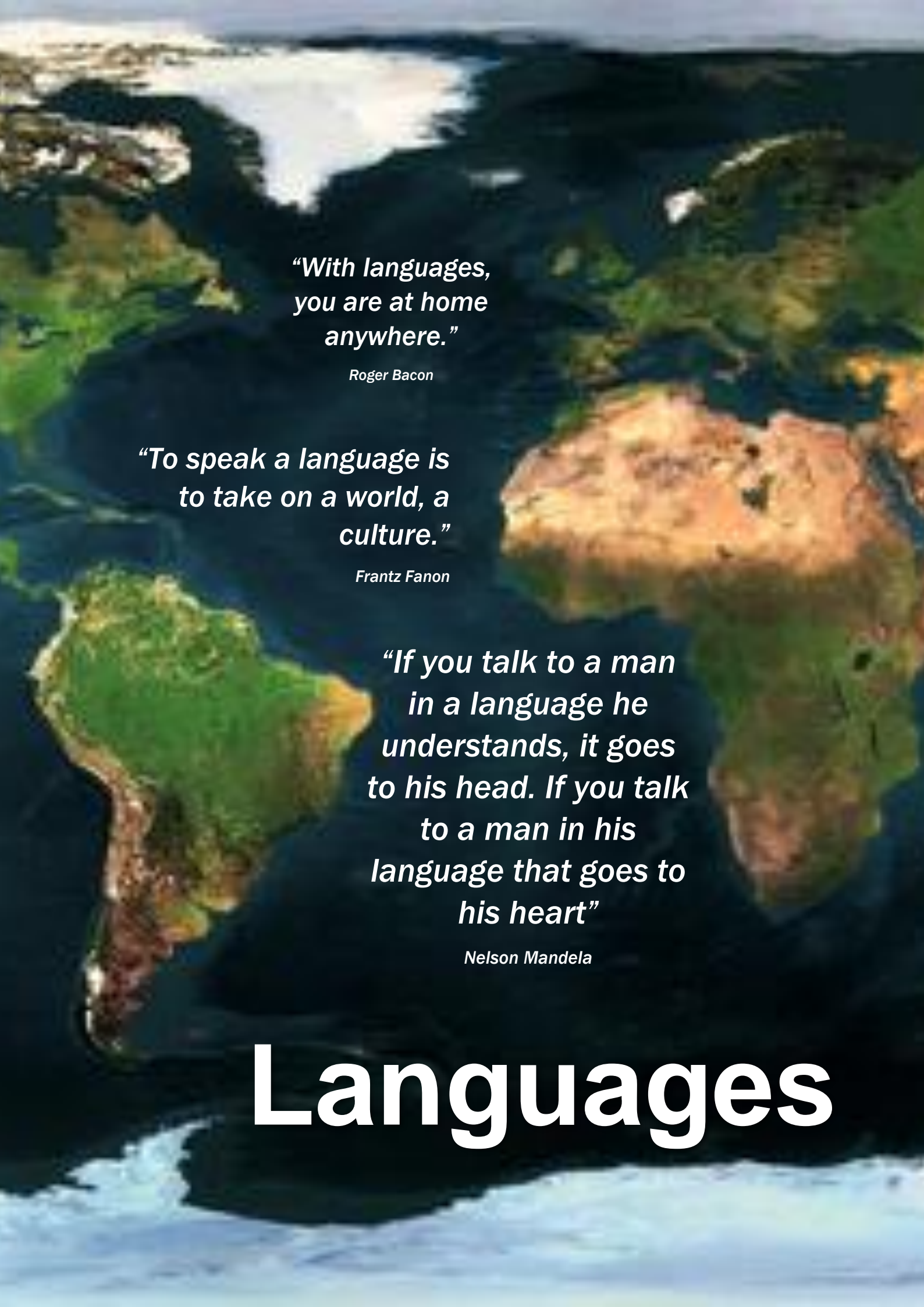
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Concepts in Design Technology

Key concepts: user, implementation and innovation

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
User A person who uses or operates something	EYFS	1. Ask questions to find out who the product is for and how it can be used.
	KS1	1. Identify who the product is for and why it is useful. 2. Compare alternatives of the same product.
	KS2	1. Understand how the needs of the user led to the creation of the product. 2. Recognise that some products meet the needs of the user more appropriately.
Implementation The process of putting a decision or plan into effect; execution	EYFS	1. Use resources and tools safely for cutting, shaping, joining and finishing to make own products.
	KS1	1. Select and use a range of different techniques and tools.
	KS2	1. Accurately use precise techniques to produce high quality products that fulfil a need.
Innovation The act of creating a new method, idea, or product	EYFS	1. Explore imaginatively and create new products. 2. Say why resources and techniques were chosen.
	KS1	1. Respond to design criteria.
	KS2	1. Combine detailed design ideas with evaluation outcomes before creating a final product. 2. Use research and develop design criteria based on the user's need.
Evaluation the making of a judgement about something; assessment	EYFS	1. Say what they like about the product
	KS1	1. Consider the effectiveness of different products, tools and techniques. .
	KS2	1. Engage with continuous evaluation process, testing different alternatives and determining the effectiveness throughout.

An aerial photograph of the Earth, showing the continents of North America, South America, and Africa. The oceans are a deep blue, and the landmasses are covered in green vegetation and brown terrain. The perspective is from a high angle, looking down at the planet.

*“With languages,
you are at home
anywhere.”*

Roger Bacon

*“To speak a language is
to take on a world, a
culture.”*

Frantz Fanon

*“If you talk to a man
in a language he
understands, it goes
to his head. If you talk
to a man in his
language that goes to
his heart”*

Nelson Mandela

Languages

Concepts in Foreign Languages

Key concepts: communication, culture

Progression of Key Concepts

Concept	Key stage	What understanding and using that concept looks like
Communication Expression of ideas and thoughts using language and to understand and respond to other speakers	LKS2	1. Listen attentively to the correct pronunciation of taught words and phrases 2. Repeat taught words and phrases with correct pronunciation 3. Recognise taught words and phrases and recall their meaning 4. Ask and answer simple questions using taught words and phrases 5. Write words and phrases accurately
	UKS2	1. Memorise and recite the correct pronunciation of taught words, phrases and sentences. 2. Use taught words, phrases and sentences accurately and independently in speech 3. Apply taught words, phrases and sentences accurately and independently in writing 4. Translate taught words, phrases and sentences
Culture The ideas, customs, and social behaviour of a particular people or society	LKS2	1. Study the culture of another country by exploring popular religious beliefs, customs, food and music.
	UKS2	1. Explore cultural stereotypes and justify why they are flawed and inaccurate

A group of diverse young children are holding hands and running in a grassy field. The children are of various ethnicities and are smiling and laughing. The background is a bright, green field under a clear sky. The word "RSE" is written in large, bold, black letters in the upper left corner.

RSE

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”

Nelson Mandela

Concepts in RSE

Key concepts: relationships & friendships, physical health, mental health, identity, equality, safety and consent

Progression of Key Concepts

Concept	KS	What understanding and using that concept looks like
Relationships & Friendships The way in which two or more people or groups regard and behave towards each other.	EYFS	1. Name people who are special to me: both friends and family members 2. Say what makes a good friend
	KS1	1. Know how important family and friendships are in making us feel happy, loved and secure 2. Describe the characteristics of friendship (e.g. respect, trustworthiness, kindness, loyalty, generosity trust) and use this to develop strong friendships 3. Understand the difference between 'falling' out and bullying (bullying being the repetitive, intentional hurting of one person or group to another person or group, where there is an imbalance of power) 4. Know that people sometimes behave differently online
	LKS2	1. Describe the characteristics of a healthy friendship and/or family life and relate these to their own circumstances. 2. Know that a person's body belongs to them, and how to respond safely (e.g. consent) 3. Understand the difference between relational conflict and bullying 4. Recognise the role of our actions (verbal and non-verbal) in developing and maintaining friendships 5. Know what cyberbullying is and how to seek help
	UKS2	1. Understand the importance of respect in all relationships and use this to resolve conflicts 2. Acknowledge that a person's body belongs to them, and how to respond safely (e.g. consent) 3. Understand the difference between relational conflict and bullying and know how to deal with fall outs (i.e. not bullying) 4. Identify and understand the different types of bullying (such as homophobic, sexist, sexual and peer on peer abuse) 5. Know our role in developing strong and positive relationships 6. Think critically about how themselves and others are portrayed online
Physical Health A person's physical condition	EYFS	1. Know what physical health is 2. Demonstrate good personal hygiene: toilet, brushing teeth, handwashing 3. Say what their bedtime routine looks like 4. Name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth
	KS1	1. Describe the impact of rest, diet, hobbies and exercise on physical wellbeing 2. Independently employ good personal hygiene: daily washing, handwashing 3. Know the importance of sleep and a good bedtime routine.
	LKS2	1. Describe the impact of rest, diet, hobbies and exercise on physical wellbeing 2. Understand the impact of healthy routines, including exercise, personal and sleep hygiene.
	UKS2	1. Examine how their choices will impact on their physical health (e.g. use of drugs, tobacco, vaping, diet, exercise) 2. Name and understand the function of key body parts: vagina, penis, womb, ovaries, testicles. 3. Begin to establish their own effective healthy routines including exercise, personal and sleep hygiene
Mental Health A person's mental condition	EYFS	1. Name a range of emotions
	KS1	1. Judge how they are feeling and whether how they are behaving is appropriate 2. Know what bullying is and its impact on mental wellbeing
	LKS2	1. Describe the impact of emotive events (e.g. loss, achievement, prejudice) and positive action (e.g. rest, diet, hobbies and exercise) on mental wellbeing 2. Recognise the impact that social media can have on mental wellbeing
	UKS2	1. Examine how theirs and others' experiences impact on mental health (e.g. prejudice, loss, setbacks, use of drugs, smoking/vaping, diet, exercise) 2. Establish what support is available when choices go wrong. 3. Address the negative impact that social media can have on mental wellbeing and steps we can take to protect ourselves.
Identity The fact of being who or what a person is	EYFS	1. Talk about things that I like 2. Name people who are special to me and talk about what they like. 3. Say at least three things that people like about me.
	KS1	1. Understand that I am unique and that people think differently to me 2. Recognise my personal achievements (e.g. recognise increased confidence or resilience: recognise academic achievement) 3. Know that people online may not be telling the truth about who they are and know who to ask for help
	LKS2	1. Know that I can have my own beliefs and values 2. Take pride in my personality, appearance and accomplishments. 3. Understand what a stereotype is 4. Know that identifies portrayed online may not be real

	UKS2	<ol style="list-style-type: none"> 1. Identify my own beliefs and values; know how they fit into a diverse society. 2. Express pride in my personality, appearance and accomplishments. 3. Know the importance of avoiding stereotypes 4. Recognise when identities portrayed online may not be real 5. Know that portraying others online is illegal
Safety The condition of being protected from or unlikely to cause danger, risk, or injury	EYFS	<ol style="list-style-type: none"> 1. Recognise danger and know that there are things I can do to keep myself safe (e.g. who I can talk to, where I can go in emergencies)
	KS1	<ol style="list-style-type: none"> 1. Know how to keep themselves safe (e.g. on and offline) 2. Make safe choices for myself and others, including gaining consent, calling 999, wearing sunscreen, seeking shade, crossing a road safely, wearing seatbelts, water safety. 3. Know who to report abuse or concerns to
	LKS2	<ol style="list-style-type: none"> 1. Understand how to keep themselves safe (on/offline) and begin to take responsibility for this. 2. Know where to seek advice for themselves. 3. Make safe choices in a wide range of situations, with increasing independence.
	KS2	<ol style="list-style-type: none"> 1. Take responsibility to keep themselves and others safe (e.g. on/offline) 2. Analyse levels of risk and make informed choices 3. Know where to access advice for themselves and others 4. Make reasoned and safe choices in a range of situations in order to keep themselves and others safe
Equality The state of being equal, especially in status, rights, or opportunities	EYFS	<ol style="list-style-type: none"> 1. Talk about how we are the same and different: respect and celebrate each other's differences 2. Use courtesy and manners with everyone
	KS1	<ol style="list-style-type: none"> 1. Recognise that others' families sometimes look different from their own 2. Treat everyone with respect, and expect respect from others in return (face to face and online) 3. Identify our rights and responsibilities
	LKS2	<ol style="list-style-type: none"> 1. Understand the terms equality and equity 2. Identify negative attitudes and stereotypes 3. Ensure everyone is treated with respect, and to expect respect from others (face to face and online) 4. Know the way negative attitudes and stereotypes can be reinforced online
	UKS2	<ol style="list-style-type: none"> 1. Understand the term equality and explore the subtle differences in fairness and equality 2. Know the protected characteristics (age, gender reassignment, being married or in a civil partnership, being pregnant, disability, race, religion or belief, sex, sexual orientation) 3. Challenge inequality on and offline 4. Explain how their actions affect themselves and others; empathise with others' feelings/points of view.
Consent Agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement.	EYFS	<ol style="list-style-type: none"> 1. Identify when play is safe and comfortable. 2. Know it is okay to say no when something isn't safe or comfortable 3. Know when I need to ask for and seek permission
	KS1	<ol style="list-style-type: none"> 1. Understand that their body belongs to them and them alone. 2. Recognise what is appropriate and inappropriate behaviour and touch. 3. Know that situations which makes them feel uncomfortable, may be unsafe: know how to seek help 4. Consider the costs/benefits of saying 'yes' or 'no' in a range of situations
	LKS2	<ol style="list-style-type: none"> 1. Understand what consent is and how to give or refuse this. 2. Recognise when others give/refuse consent through verbal and non-verbal signs. 3. Know that when consent is retracted, that this decision must always be respected. 4. Report unwanted attention to a safe adult/relevant organisation (e.g. NSPCC)
	UKS2	<ol style="list-style-type: none"> 1. Know that consent can only be given when it is given freely, without exploitation, threat or fear, and by a person who has the capacity to give their agreement. 2. Understand that others may apply pressure and that this is inappropriate and against the law. 3. Understand their own responsibilities in gaining consent. 4. Report unwanted attention (personal and observed).