SPHERE FEDERATION

# Our curriculum intent statement

Date: September 2022 and reviewed on an on-going basis
This Curriculum Statement sits alongside similar documents for
Early Years, Reading, Writing, Maths, Science and others.

Our curriculum intent: overall

Our curriculum intent has three layers:

Layer 1: Our schools' core aim

We want Sphere Federation schools to be happy and healthy places
to learn. This core aim permeates our schools and their ethos,
whether in the classroom or around and about school.
(*At St James' CE Primary, this is expressed with one additional*
element: 'happy and healthy place to achieve and believe'.)
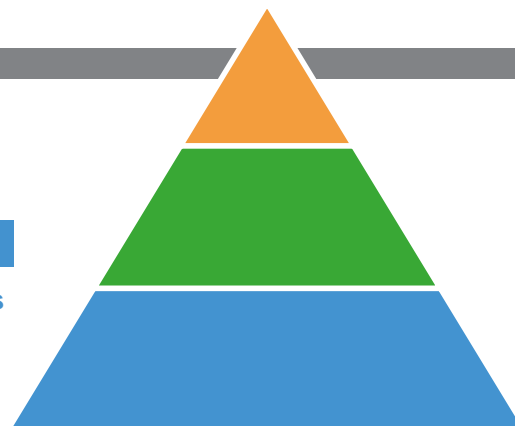
Layer 2: Knowledge and skills

The knowledge and skills we are required to teach are set out in The National Curriculum (Department for
Education, 2014) and the RE statutory curriculum for maintained schools in Leeds. We set these out in a year-
group based sequence of learning (age-related expectations) with some additional/explicit learning.
Challenge and fluency are key aspects: we search for purposeful, meaningful opportunities to challenge all
pupils, to extend and deepen their learning; and we want our children to be fluent in the skill of reading and in
their rapid recall of number facts, for example.

Layer 3: Attitudes

We deliver the content in ways which achieve four intentions that promote positive attitudes to learning
(many of which feature in the National Curriculum Purpose of Study for each subject):

Enjoyable

We want Sphere Federation schools to be happy and healthy places to learn. The more enjoyable a topic is, the more
engaged our pupils will be, and the more we will be able to meet the needs of all children in our school community.
Visits, visitors, themed weeks and other enriching activities help to make the curriculum enjoyable.

Relevant

Ofsted sets out a criterion to judge the quality of education: 'the extent to which schools are equipping pupils with the
knowledge and cultural capital they need to succeed in life.' (School inspection handbook: Handbook for inspecting
schools in England under section 5 of the Education Act 2005, November 2019, point 178, p43). The knowledge and
skills we set out in our age-related expectations mean our curriculum content is relevant for our pupils' present and
future lives.

Inspiring

The National Curriculum sets out 'to engender an appreciation of human creativity and achievement' (section 3.1, p6).
In the different subjects of the curriculum, we introduce pupils to British and world-wide achievements, past and
present. Further, we want to promote an appreciation and sense of awe and wonder when learning about the world
around us – the natural world and the world designed/created by humans. In this way, our curriculum presents a rich
source of opportunities for pupils to be inspired.

Creative

A characteristic of effective learning is creative thinking – we want our children to develop this from the outset of their
learning journey: our children will be creative in their ideas, in their questions, in their solutions.
For our teachers, our curriculum has some flexibility built into it so that they can be creative, linking learning with
books that inspire, for example.

Our curriculum implementation
Overview (core and foundation subjects)

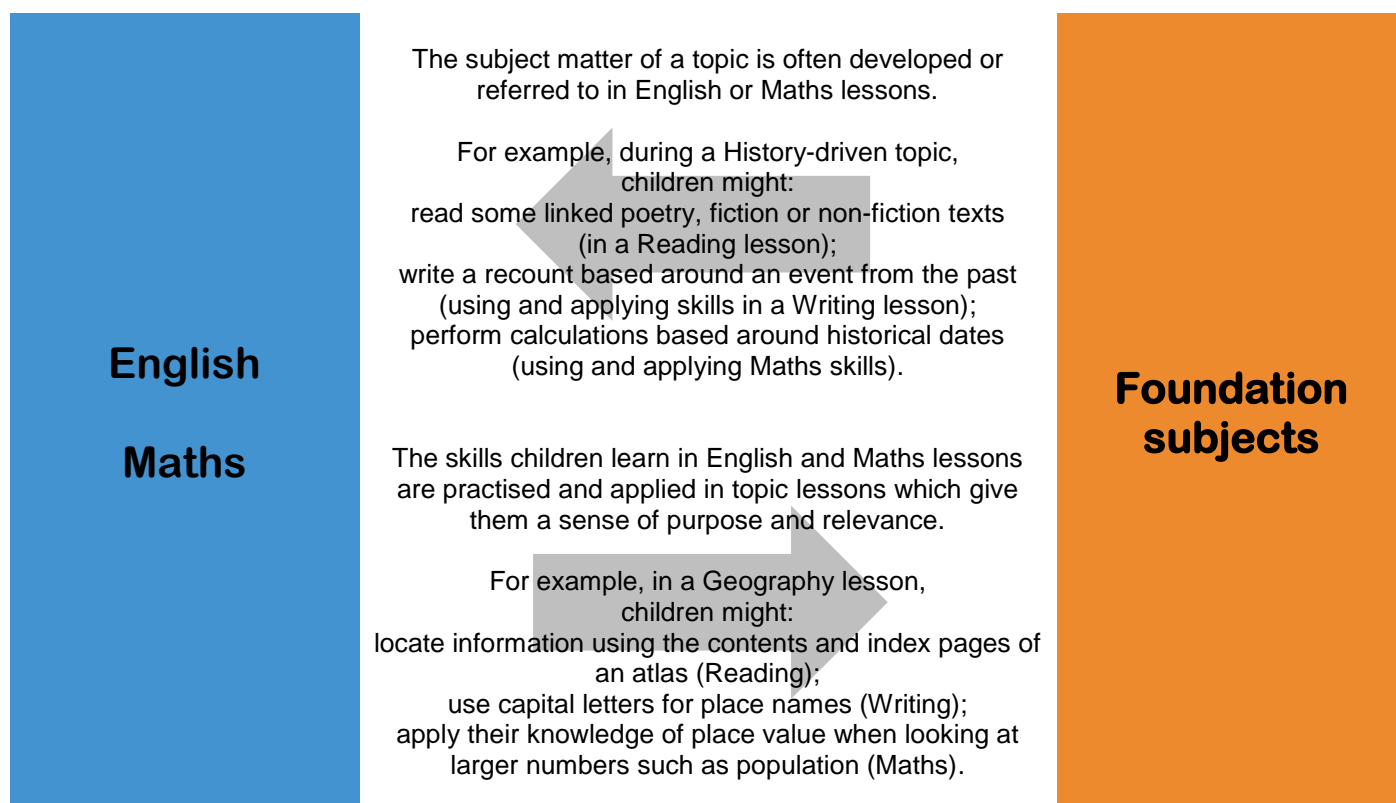The following two pages present an overview of how we implement our overall curriculum.

To meet our curriculum aims, teachers deliver lessons which are:
- coherently planned, and
- sequenced to ensure cumulatively sufficient **knowledge** and **skills** for future learning

specific knowledge and skills	core knowledge and skills	supporting skills
These derive from each individual National Curriculum subject; we set them out in our age-related expectations (the second part of this Curriculum Statement).	- oral and written communication: speaking, listening, reading, writing - application of maths	- digital literacy - working with others - improving own learning and performance (linked to meta-cognition) - thinking skills (eg critical thinking, reasoning, problem-solving)

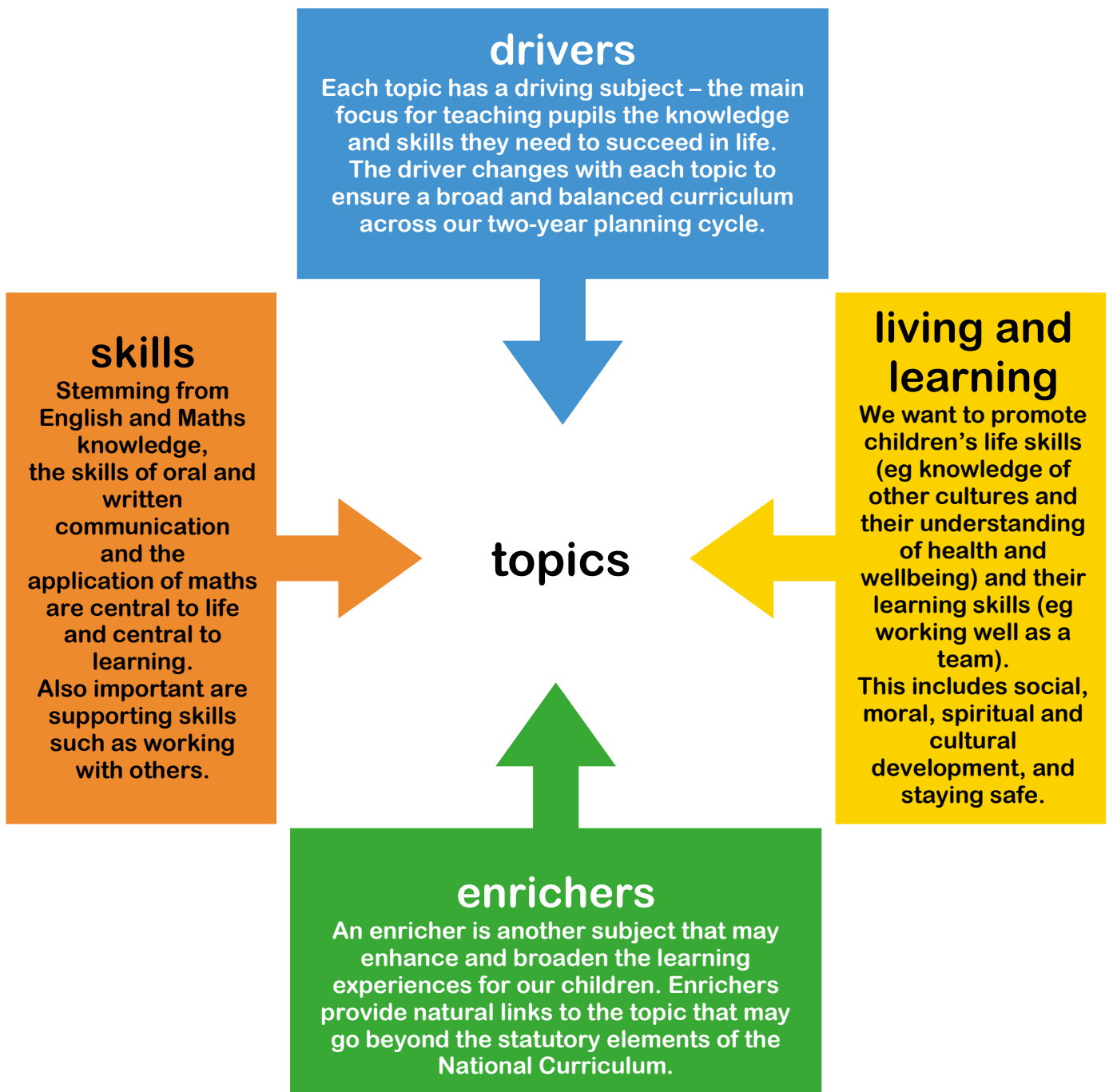The **core subjects** of English, Maths and Science are taught as discrete subjects.

Half-termly topics are driven by a **foundation subject** (History, Geography, Computing, Art, Design Technology etc) and enriched by other subjects.

English

Maths

The subject matter of a topic is often developed or referred to in English or Maths lessons.

For example, during a History-driven topic, children might:
read some linked poetry, fiction or non-fiction texts (in a Reading lesson);
write a recount based around an event from the past (using and applying skills in a Writing lesson);
perform calculations based around historical dates (using and applying Maths skills).

The skills children learn in English and Maths lessons are practised and applied in topic lessons which give them a sense of purpose and relevance.

For example, in a Geography lesson, children might:
locate information using the contents and index pages of an atlas (Reading);
use capital letters for place names (Writing);
apply their knowledge of place value when looking at larger numbers such as population (Maths).

Foundation subjects

Our curriculum implementation
Overview (topics)

To meet our curriculum intent, we deliver much of the curriculum through topics which have four elements:

drivers
Each topic has a driving subject – the main focus for teaching pupils the knowledge and skills they need to succeed in life. The driver changes with each topic to ensure a broad and balanced curriculum across our two-year planning cycle.

skills
Stemming from English and Maths knowledge, the skills of oral and written communication and the application of maths are central to life and central to learning. Also important are supporting skills such as working with others.

topics

living and learning
We want to promote children's life skills (eg knowledge of other cultures and their understanding of health and wellbeing) and their learning skills (eg working well as a team). This includes social, moral, spiritual and cultural development, and staying safe.

enrichers
An enricher is another subject that may enhance and broaden the learning experiences for our children. Enrichers provide natural links to the topic that may go beyond the statutory elements of the National Curriculum.

Our curriculum implementation
Overview (key points)

Rationale
Our curriculum has been designed following extensive consultation with teachers and children. Various models of curriculum were critiqued before settling on the following plans for curriculum implementation. Leaders took on board views, but also were very mindful of ensuring a broad and balanced learning experience eg in History, a balance of British and world history units across each phase which promote a greater depth of understanding of events in Britain and globally. The structure adopted (page 9) is one that offers many benefits.

In terms of children's learning, the single-subject driver for topics:
- helps to avoid cognitive overload
- enables children to learn more deeply
- presents opportunities for extended writing stemming from the deeper learning – we're finding the more immersive experience means children's writing about the topic content is often better than it would be if a wider range of subjects was being learnt (especially for children with low previous attainment)
- enables strong formative assessment, and allows for teachers to act on the assessments and pupils to act on feedback
- promotes a love of learning in that children can discover a real love of learning for the current subject

In terms of teaching, the single-subject driver:
- enables leaders to provide effective support through CPD on a half-termly basis; in primary school settings where teachers teach a full range of subjects, some of which are outside their main areas of expertise, it is important to address this so that teachers have good knowledge of the subject and topics they teach
- supports collaboration in terms of planning and therefore reduces workload
- means that there are fewer subjects to resource and prepare for, which again helps to reduce workload

In the structure set out (page 9), there is what appears to be a relatively long gap between subjects. However, we make sure we build in lots of re-cap sessions and cross-curricular learning to support children in remembering what's been learnt. Also, the deeper learning that's possible because of the single-subject driver is intended to support retention.

We continually review the curriculum, evaluating its impact on children's learning over time.

A two-year cycle
In Sphere Federation schools, teachers work in three different phases to plan and deliver the curriculum: Years 1 and 2, Years 3 and 4 and Years 5 and 6. There are various benefits of this, which include:

- teachers can share ideas and skills when planning and delivering topics
- teachers can provide different areas of subject expertise
- a common topic creates a talking point or 'buzz' for conversations in school
- classes might swap teachers or combine to work with other children
- there are economies of scale when organising visits out or visitors into school
- to help reduce teachers' workload, a problem increasingly recognised by the Department for Education and Ofsted (eg School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005, November 2019)

As a result, we operate a two-year rolling programme of topics, with some topics in Cycle A, some in Cycle B. This means that some children will encounter a topic when in Year 3, for example, and other children when in Year 4. The age-related expectations are the same for both year groups in the phase (see appendix). Teachers differentiate to meet the needs of all pupils so that by the time they leave a phase, the vast majority have met the expectations. This means that the learning in a Year 3 child's book might look similar to that of a Year 4 child's book, but it is delivered and supported in a different way.

An advantage of a two-year cycle is that children learn some age-related expectations in one year and then secure their learning in the following year – an opportunity to reinforce, to provide for even greater 'mastery' of the learning; and an opportunity to go deeper with the learning, to use and apply their learning in more situations.

(Incidentally, the National Curriculum doesn't specify year groups for foundation subjects such as history and geography.)

Curriculum drivers

The drivers for the topics are one of the following:
- History (one half-term as a driver in Year A; two half-terms in Year B)
- Geography (two half-terms as a driver in Year A; one half-term in Year B)
- Computing (one half-term as a driver each year)
- Art (one half-term as a driver each year)
- Design Technology (one half-term as a driver each year)

Reading, Writing and Maths

Reading and Writing (part of the English curriculum), Maths and Science are core subjects with a great deal of content. We've a Curriculum Statement for each which sets out our intent, implementation and impact, and lists our age-related expectations for each year group, too.

Curriculum enrichers

These subjects are all additional foundation subjects. They can help to enrich any of the topics we implement, but they are also taught in a discrete way.

For example, PSHE (Personal, Social, Health and Economic Education, and referred to in our schools as 'Living and Learning') will enrich the learning experiences of children during a Computing topic in that they will develop respectful relationships and learn more about careful online relationships and internet safety and harms. However, most aspects of the PSHE curriculum will be taught in a dedicated weekly Living and Learning session.

Similarly, RE (Religious Education) is taught in a dedicated session. We use the agreed syllabus for RE in Calderdale, Kirklees and Leeds, 'Believing and Belonging in West Yorkshire' (2019-2024).
(*At St James' CE Primary, there is a denominational requirement to provide a certain proportion of teaching from the religious designation because the school is a voluntary controlled Church of England school.*)

Spiritual, moral, social and cultural development (SMSC)
The National Curriculum states: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' (2.1, p5).

We promote SMSC through our whole-school ethos, effective relationships throughout the school, assemblies (*St James' CE Primary: collective worship*), and other curriculum activities. National Curriculum subjects provide opportunities to promote SMSC, too. Explicit opportunities are provided in Religious Education and in Living and Learning (nationally referred to as Personal, Social and Health Education or PSHE and citizenship).

An example of how one subject – Geography - can promote SMSC:
- spiritual: developing a sense of awe and wonder at the sense of scale and inter-dependency of the Amazon rainforest
- moral: considering whose responsibility it is to protect the Amazon rainforest
- social: human geography often relates to social issues, such as the importance of green spaces in cities
- cultural: making links between different cultures across the world

Special educational needs and/or disabilities (SEND)
All three schools in Sphere Federation are inclusive and are committed to meeting the needs of children with SEND in **the most effective way** so that they achieve **the best possible outcomes**:
- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Flexibility and freedom
In specific circumstances (such as where there is a significant event nationally/globally that merits consideration eg a natural disaster in the news), teachers may choose to deviate a little from the topic. This is important as it provides opportunities for teachers to explore other aspects of learning within or beyond the curriculum – learning which is more spontaneous in that it meets children's questions, needs and interests in a responsive, more 'organic' way.

This corresponds to two of our Curriculum Aims (layer 3 of the pyramid shown on page 1):
- being **relevant**, so that we can respond to local, national and world events which help to build up 'the knowledge and cultural capital they need to succeed in life.' (School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005, November 2019, point 178, p43)
- being **creative**, so that we can respond to children's interests and questions in a way which provides an even richer source of knowledge and skills.

Class novels
In every class, reading has a high profile. This includes a class novel (or other shared text). Our topics will be supported and enriched by quality texts. These might be class novels, extracts from quality texts, shorter picture books (a wide variety of 'mature picture books' are available), poetry and non-fiction texts. These texts will complement/contextualise the learning of the topic's driving subject. The topics aim to show children the links between a text and the wider world, and – importantly - promote a love of reading.

Topics: vocabulary

Within each topic, there are key subject-specific words/phrases that we want our children to know.

- At the start of the topic, there is a class assessment, where teachers introduce the key vocabulary and gauge the knowledge and understanding of the words as a whole class.
- Throughout the topic, these words are taught and used often. For example, children might review/revise/re-cap key vocabulary at the start of topic lessons (vocabulary might relate to previous as well as current topics).
- At the end of the topic, children demonstrate their knowledge and understanding of the vocabulary. They may also use and apply the words in sentences or in a topic review of some sort (eg some writing, a video presentation).

Challenge and deeper learning

Across all subjects, teachers provide opportunities for challenge and deeper learning. Pupils benefit from this: whoever needs it, in whatever lesson. Sometimes, the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils. Often, there is evidence in books of challenge for pupils: for example, teacher feedback which provides an additional task or thought-provoking question; an open-ended activity that promotes reasoning; and 'flipping over' the learning or activity by considering the opposite or reverse (eg by coming up with their own questions or criteria).

Our curriculum implementation: Long-term plans continues below, after content on curriculum impact.

Curriculum impact

We evaluate the impact of our curriculum in the following ways:

Pupil achievement and progress
We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:
- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their work in books), supported by moderation in school, across Sphere Federation and externally with other schools and with the local authority
- at the end of each topic, pupils complete online assessments which provide us with information about impact and this informs next steps
- pupils' acquisition of vocabulary and knowledge through book scrutinies, learning conversations and learning walks

In foundation subjects, teachers do similar: they continually assess children's learning which informs their subsequent teaching. At the end of a topic, teachers will make a summative assessment, indicating if children are 'currently working below', 'working towards', at 'expected' or at 'greater depth' in a subject. These are then reviewed and finalised at the end of the school year for all foundation subjects.

Scrutiny of progress in books and learning conversations with children are key ways to assess impact. We explore how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. In conversations with children, teachers and school leaders will ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge.

Lesson visits and the monitoring of planning support our assessment of impact.

Whole school areas for development are identified as a result of evaluating the impact of what we do.

Pupil attitudes
We measure pupil attitudes using a number of strategies, including:
- feedback during learning conversations and in pupil and parent/carer surveys
- attitudes and behaviour in lessons across the curriculum
- the quality of the work they produce, including taking pride in presentation
- attendance and punctuality

To support us in this, we refer back to Layer 3 of our curriculum intent: Attitudes. Children, particularly older children, will be encouraged to reflect on and self-assess their learning in terms of enjoyment, relevance, inspiration and creativity. We'll ask questions such as:

enjoyable	relevance	inspiring	creative
My favourite part of the learning was... because...	This is connected to my life because...	The person we learnt about was inspiring because...	I was able to show creativity when... because...
I enjoyed this lesson because...	In my career, I will use this because...	A question I've been inspired to ask is... because...	This learning was creative because...
I felt happy when... because...	I can use this knowledge in future when... because...	This made me think of... because...	I could have done this differently by...
This lesson was __/10 enjoyable because...	This learning was relevant to me because...	I achieved today because...	A diagram of this learning could be...

Our curriculum implementation
Long-term plans for topic

The topic plan for each phase is set out below.
Cycle A are 'odd years': 202**1**-22, 202**3**-24… and Cycle B are 'even': 202**2**-23, 202**4**-25…

half-term	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	**Geography**: *Where in the world am I?* *(British geography and fieldwork)*	**History**: *Great Fire of London (Events beyond living memory; with reference to local history)*	**Geography**: *Where in the world am I?* *(British geography and fieldwork)*	**History**: *Ancient Greece*	**Geography**: *Where in the world am I?* *(British geography and fieldwork)*	**History**: *Stone Age to Iron Age* *Ancient Egypt*
Autumn 2	**Art** *drawing* *painting* **printing** *(key focus)* *featured artists:* **Paul Klee** *(modern artist) contrasting with* **Leonardo da Vinci** *(Renaissance artist)*	**Art** *drawing* *painting* **sculpture** *(key focus)* *featured artists:* **Bridget Riley** *(op art) contrasting with* **Georges Seurat** *(pointillism)*	**Art** *painting* **collage** *(key focus)* *featured artists:* **Martha McDonald Napaltjarri** *(traditional native Australian) contrasting with* **Wassily Kandinsky** *(abstract)*	**Art** *drawing* **digital art** *(key focus)* *featured architects:* **Sir Christopher Wren** *contrasting with* **Zaha Hadid**	**Art** *painting* **sculpture** *(key focus)* *featured artists:* **Barbara Hepworth**, **Henry Moore** *(both modernist, abstract / semi-abstract sculptors) and* **Thomas J Price**	**Art** *drawing* **printing** *(key focus)* *featured artist:* **William Morris** *(Victorian designer) contrasting with* **Orla Kiely** *(current designer)*
Spring 1	**History**: *Shopping (Changes within living memory; with reference to local history)*	**Geography**: *Environment / Natural disasters* *'The streets around our school'* *primary focus: environmental issues*	**History**: *Romans* *Anglo-Saxons*	**Geography**: *Environment / Natural disasters* *primary focus: volcanoes and/or earthquakes*	**History**: *Vikings* *The Islamic Golden Age (Early non-European civilisation)*	**Geography**: *Environment / Natural disasters* *primary focus: climate change*
Spring 2	**Computing** *primary focus: programming*	**Computing** *primary focus: programming*	**Computing** *primary focus: programming*	**Computing** *primary focus: programming*	**Computing** *primary focus: programming*	**Computing** *primary focus: programming*
Summer 1	**Geography**: *Explorers (Contrasting locations: UK and non-Europe)*	**History**: *'Heroes' (Lives of significant individuals – civil rights; including Leonora Cohen, local suffragette)*	**Geography**: *Explorers (Contrasting locations: UK and Europe)*	**History**: *Leeds over time (Local history)*	**Geography**: *Explorers (Contrasting locations: UK and the Americas)*	**History**: *World War II inc evacuees and refugees, and Leeds at war (Study of an aspect or theme)*
Summer 2	**Design & Technology** *primary focus: textiles*	**Design & Technology** *primary focus: construction*	**Design & Technology** *primary focus: textiles*	**Design & Technology** *primary focus: construction*	**Design & Technology** *primary focus: textiles*	**Design & Technology** *primary focus: construction*

Our curriculum implementation
Reading as an integral part of our topics

When reading cross-curricular texts, teachers support children to read as a 'subject expert' (reading, for example, as a geographer / historian etc). This role will help them to focus on foundation subject knowledge and skills. (For the biggest impact, teachers focus on one or two of the points, rather than all at once.)

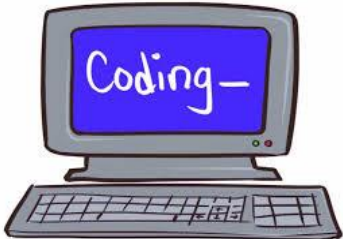| Reading as a…		
scientist (closely matching our working scientifically skills)	**historian**	**geographer**
• What scientific questions can you ask about this text? • What scientific questions does this text answer? • Can you visualise what this text is describing? • Can you draw diagrams based on the text? • Can you find and evaluate information in the text? • What are the similarities, differences or changes explained in the text? • What does the data show us? • Can you explain this science? • What conclusions can we draw from the text? • Why has the author chosen to present this information in this way? (ie diagram, bold, text)	• What's the **source** of this text? When was it written? By whom? Why? What is their likely intent or viewpoint? How much should we trust it? Is it primary or secondary? • What's the **context** of the text? What time period was it written in? What was happening at the time that might impact on this evidence? • Can anything **corroborate** this evidence? Is there a different source that can back it up or that has an opposing view? • Why has the author chosen to present this information in this way? (ie diagram, bold, text)	• What geographical vocabulary is being used? • Can I find this location on a map? If so, where? • What do I know already about the locations mentioned? • What geographical features are mentioned/shown? • How is this place similar or different to others that I know? • What human influences are mentioned in the text? • How have these places been influenced by humans? How can you tell? • Why has the author chosen to present this information in this way? (ie diagram, bold, text)
artist	**designer or technician** (the process of designing and making)	**programmer**
• What art vocabulary is being used? • What do I already know about the technique being described? • Can I visualise the process being described? • What sounds like the most difficult part? Why? Is it realistic to do? • Is there a better guide elsewhere? • What could I do differently? Why?	• What technology vocabulary is being used? • What do I already know about the techniques being described? • What techniques, materials, equipment and tools have been described in the text? Why? • Can I visualise the process being described? • What sounds like the most difficult part? Why? Is it realistic to do? • Why has the author chosen to present this information in this way? (ie diagram, bold, text) • Is there a better guide elsewhere? • What could I do differently? Why?	• What technical vocabulary is being used? • What do I already know about the programming being described? • Will it work? Why/why not? • What sounds like the most difficult part? Why? Is it realistic to do? • How has the author broken the task down into smaller steps? • What could I do differently? Why?
art 'audience'	**design** 'appreciator'	**(safe)** **internet user**
• Before I read this text, what are my views or thoughts about the piece of art or artist? • What is purpose of the text? To give me background information? To help me understand the art? To persuade me to like it? • Does the text help me to appreciate the art or artist? How? • Now that I've read the text, have my views or thoughts changed? How? Why? • Does it inspire my creativity?	• Before I read this text, what are my views or thoughts about the piece of design, designer or product? • What is purpose of the text? To give background information? To help me understand the design or designer? To persuade me? Does the text help me to appreciate the design or product? How? • Now that I've read the text, have my views or thoughts changed? How? Why? • Does it inspire my creativity?	• Is this content safe? How do you know? Is it something I've used before? Do I know the author or trust the website? • What is the purpose of the text? Is it trying to persuade me to do something or change my mind? If so, I need to be careful. • Is this content positive, negative or neutral? • Is the content and/or author trustworthy and reliable? How do I know? How can I check this? What else could I read to check it? **See age-related expectations for Staying safe online for more.**

Age-related expectations: Art

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
• I know the difference between drawing pencils (eg 2H, HB, 2B). • I know the primary and secondary colours. • I know some famous artists and can comment on their work (eg Paul Klee contrasting with Leonardo da Vinci; Bridget Riley contrasting with Georges Seurat).	• I know the difference between drawing pencils (eg 2H, HB, 2B), paints (eg poster and watercolour) and pastels (eg chalk and oil). • I know and understand the colour wheel (specifically, primary/secondary colours, complementary colours and hot/cold colours). • I know a growing number of famous artists (including designers and architects) and can comment on their work, including similarities and differences (eg as previous, plus Martha McDonald Napaltjarri contrasting with Wassily Kandinsky; Sir Christopher Wren contrasting with Zaha Hadid).	• I know the difference between drawing pencils (eg 2H, HB, 2B), paints (eg poster and watercolour) and pastels (chalk and oil); and know their effect including when talking about famous art. • I know a wide range of famous artists (including designers and architects) and can comment on their work, including similarities and differences and making reference to visual and tactile elements (eg as previous, plus Barbara Hepworth and Henry Moore contrasting with Thomas J Price, William Morris contrasting with Orla Kiely). • I have an understanding of how art has changed over time (making reference to historical skills and concepts such as chronology, change and continuity, and cause and effect to help with this understanding).
Skills	**Skills**	**Skills**
• I can use some processes to create drawings, paintings and other art. • I can draw an object from direct observation with some accuracy. • I can use different media (eg pencil, paint). • I can use some visual and tactile elements: colour, pattern, texture.	• I can use a range of processes to create art (eg drawings, paintings, sculpture, collage, printing, e-art and textiles). • I can draw an object from direct observation with growing accuracy. • I can use a range of media with some control (eg pencil, paint, pastel, charcoal). • I can use visual and tactile elements (eg colour, pattern, texture, line, shape, form and space).	• I can use a range of processes with success to create art (eg drawings, paintings, sculpture, collage, printing, e-art and textiles). • I can draw an object accurately from direct observation. • I can select and use a range of media with control (eg pencil, watercolours, poster paint, chalk pastel, oil pastel). • I can use visual and tactile elements to achieve my intentions (eg colour, pattern, texture, line, shape, form and space). • I can mix paint effectively to achieve a desired colour.

Age-related vocabulary: **Art**

Years 1 and 2	Years 3 and 4	Years 5 and 6
Cycle A and B	**Cycle A and B**	**Cycle A and B**
• **graphite:** mixed with clay, graphite forms the 'lead' in a pencil • **HB:** referring to pencils, HB stands for 'hard black' – a medium hard pencil • **H:** stands for 'hard' • **B:** stands for 'black'; these pencils are soft • **primary colours:** three colours (red, yellow, blue) that can't be made by mixing other colours, but can make other colours • **secondary colours:** three colours (orange, green, purple) that are made when two primary colours are mixed using paint • **pattern:** arrangements of things such as colour, shapes and lines that repeat in a logical way • **texture:** how something feels, like smooth or rough	• **complementary colours:** colours that are opposite on the colour wheel (roughly, a primary and a secondary colour can be paired up like this) • **warm colours:** roughly one half of the colour wheel, warm colours (like red, orange, yellow) usually represent heat and emotions like anger and excitement • **cool colours:** roughly one half of the colour wheel, cool colours (like blue, green, purple) usually represent cold things and emotions like calm and sadness • **form:** often used to talk about sculpture or the human body, form is the physical aspects or the shape of the artwork or parts of the artwork • **space:** usually used to describe areas or parts of an artwork where there are large blocks of colour or 'gaps' • **medium:** the type of art (eg painting, sculpture, printmaking), or the materials an artwork is made from (plural: media)	• **pastel:** a coloured drawing medium, usually stick-shaped, produced in soft, hard and pencil form produced in soft, hard and pencil form • **art:** the expression of creativity or imagination, or both • **art movement:** a style in art followed by a group of artists, often linked to a time and place or to particular artists (sometimes called an 'ism')
Cycle A	**Cycle A**	**Cycle A**
• **shape:** a two-dimensional area which may be created using lines or colour • **tone:** how light or dark a colour is	• **collage:** the technique and the resulting artwork where things like pieces of paper, photographs and fabric are arranged and attached to a surface • **mixed media:** artworks created from a combination of different media or materials • **abstract art:** a type of modern art that is not an accurate depiction but instead use shapes, colours, forms and marks to achieve its effect • **figurative art:** art that has strong references to the real world and in particular, the human figure	• **sculpture:** three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing • **negative space:** the space around and between the subject • **maquette:** a sculptor's initial model or sketch • **modern art:** art that is often experimental and not traditional (1900s onwards approximately) • **classical art:** used to describe art that makes reference to ancient Greek or Roman style
Cycle B	**Cycle B**	**Cycle B**
• **op art:** short for 'optical art', op art is a style of art that uses visual illusions • **pointillism:** a form of painting where very small dots are used to form colours and images • **forgery:** copying another artist's work and making money from it	• **digital art:** art that is made or presented using digital technology • **architecture:** a specific form of design: buildings and other structures • **architect:** a person who designs buildings and other structures • **commission:** an instruction, command or role given to a person or group to produce something, eg a portrait, a building	• **printing:** transferring ink (or some other medium) from one surface to another • **Arts and Crafts Movement:** a design movement started by William Morris in 1861 which aimed to improve the quality of design and make it available to the widest possible audience • **graphic design:** covers a range of design activities including logo creation, advertising and typography (fonts) • **industrialisation:** the process of using machines to work that was previously done by people.

Age-related expectations: **Computing**

Years 1 and 2 (expectations for the end of Year 2)	**Years 3 and 4** (expectations for the end of Year 4)	**Years 5 and 6** (expectations for the end of Year 6)
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
Programming • I know what an algorithm is and that digital devices use them. • I know that algorithms need clear, precise instructions to work effectively. **Digital literacy** • I know that there are search engines to help find information. • I know that technology is used beyond school and I can give some examples.	**Programming** • I know what an algorithm is and that computer programmers strive to make them as simple as possible, using concepts like repetition to do this. **Digital literacy** • I know what a computer is. • I know there are different search engines and can compare how results are selected and ranked. • I know and understand how at least one key individual (eg Lovelace, Turing, Berners-Lee) has helped shape the world of computing.	**Programming** • I know that computer simulations are used to model a real-world or imaginary situation (eg NASA simulating take-offs and landings; responses to natural disasters). **Digital literacy** • I know what a computer network (eg the school network) is and the opportunities they offer for collaboration and communication. • I know there are different search engines and can evaluate them, showing an awareness of how results are selected and ranked. • I know the difference between the Internet and the World Wide Web. • I know and understand the impact of some key individuals (eg Lovelace, Turing, Berners-Lee).
Skills	**Skills**	**Skills**
Programming • I can create and debug simple programs. • I can look at an algorithm and use logical reasoning to predict what will happen when it is executed. **Digital literacy** • I can create digital content (eg take photographs for a specific purpose; use software to create artwork; use a child-friendly word processor). • I can store and retrieve digital content (eg locate a photo just taken on an iPad; open a file saved on the school network; give created content a suitable name; save a document correctly). • I can manipulate digital content (eg when taking photographs, select the most appropriate and delete others; edit photographs within the app or using a second app; when using art software, delete or change aspects).	**Programming** • I can design, write and debug programs that accomplish specific goals. • I can use repetition in programs. • I can use sequence in programs. • I can identify different inputs and outputs (eg mouse, keyboard, microphone and screen, speaker, printer). • I can use logical reasoning to explain how algorithms work and to debug (ie detect and correct errors). • I can solve problems by decomposing them into smaller parts (eg if creating a maze game, break the task up into a number of steps: design and create the maze, design and then program the main sprite or character, program other characters or features of the game). **Digital literacy** • I can use search technologies effectively and can evaluate results. • I can create digital content and programs by using different software and different digital devices.	**Programming** • I can design, write and debug programs that accomplish specific goals, including controlling physical systems or simulating physical systems (eg robots, motors, sensors or animation of the water cycle or a simulation of how the moon orbits the Earth). • I can write programs that include repetition, sequence and selection. • I can use variables in programs (eg timer, score, health). • I can identify and use different inputs and outputs. • I can use logical reasoning to enhance algorithms programs (eg to make a game more or less challenging). • I can solve increasingly complex problems by decomposing them into smaller parts. **Digital literacy** • I can be discerning in evaluating digital content. • I can create digital content and programs by combining different software and different digital devices (eg combining video, audio and images in a movie or presentation, creating an animation on Scratch with music, sound effects, text). • I can use digital devices to collect data and then use it to answer questions or solve problems (eg using data loggers or sensors).

Age-related vocabulary: **Computing**

Years 1 and 2	Years 3 and 4	Years 5 and 6
Cycle A and B	**Cycle A and B**	**Cycle A and B**
algorithm: a sequence of instructions or a set of rules to get something done **program:** a collection of algorithms **to debug:** to find and fix errors in algorithms **computer:** a type of machine that can follow instructions and do useful things	**computer:** a machine that can input, process and output data **program:** a collection of algorithms **repetition:** to repeat the execution of certain instructions **sequence:** to arrange instructions in a particular order **logical reasoning:** helps us explain why something happens **sprite:** a 2d character in a computer game **decomposition:** the process of breaking down a task into smaller, more-manageable parts **input:** data sent to a computer system from a device (eg keyboard, mouse, microphone) **output:** data sent out of a computer system via a device (eg monitor, printer, speaker) **digital footprint:** information about a particular person that exists on the internet as a result of their online activity	**computer**: a machine that can input, process, store and output data **computer network**: a collection of interconnected computer systems which 'talk' to each other by exchanging data **internet:** a huge global computer network **decomposition**: the process of breaking down a task into smaller, more-manageable parts **repetition**: to repeat the execution of certain instructions **selection**: choosing to execute one set of instructions over another **variable**: something that is stored in a program and can be changed or used (eg a timer, a score, a number of lives left) **simulation**: modelling a real-world or imaginary situation
Staying safe online	**Staying safe online**	**Staying safe online**
password: a string of letters, numbers or symbols which give you access to something (eg a computer, a service like Numbots) **personal information:** information that can be used to identify you (eg age, school, address, password) **appropriate:** something that is suitable **advert:** adverts (advertisements) encourage you to buy things **online:** a device is online if it is connected to the internet; a person is online if they are using a device connected to the internet	**digital footprint:** information about a particular person that exists on the internet as a result of their online activity and is difficult to remove **age-restriction:** an age, under or over which, something can or cannot be done **to post:** to publish online a piece of writing, image or other item of digital content (this would be called 'a post') **pop-up advert:** a form of advertising that suddenly appears ('pops up') when online **anonymous:** a person not named or identified **troll:** a person who deliberately tries to create conflict in an online community to provoke anger or upset **secure password:** a password that is hard to identify by both humans and the computer	**search engine:** program that searches for and identifies items on the internet using complex algorithms **internet:** made up of computers which are connected to each other around the world **world wide web:** 'www' or 'web' for short is a collection of web pages of digital content found on the internet **social media:** apps and websites that allow you to connect with people and share information, ideas and opinions **bot:** an online 'robot' that performs automated, repetitive tasks, deliberately behaving like a human, but much faster **disinformation:** deliberately false information **misinformation:** accidentally false information **to phish:** to send fake emails that appear to be from reputable companies so that someone might mistakenly share personal information **cookie:** websites use cookies to help them remember the web pages you've looked at **hate crime:** a crime (eg online abuse and threats) where the perpetrator is hostile towards a victim's protected characteristic

Age-related expectations: Design and Technology

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
• I know that products are designed. • Through exploration, I know how products can be made stronger, stiffer or more stable. 	• I know that products go through a design process before they are made. • I know and understand how to strengthen or stiffen structures. • I know how electrical circuits are integrated into a product. • I know at least one key event (eg the invention of the steam engine, electricity, plastic) in design and technology. • I know at least one famous designer (eg Jonathan Ive, Vivienne Westwood, Charles Eames).	• I know and understand how to strengthen, stiffen and reinforce more complex structures. • I know how electrical circuits / computing principles are integrated into a product. • I know and understand how key events (eg the invention of the steam engine, electricity, plastic) and key individuals (eg Isambard Kingdom Brunel, George Stephenson, Lewis Latimer) in design and technology have helped shape the world. • I understand how historical restrictions have previously limited the opportunities for some groups (eg women) to be successful designers.
Skills	**Skills**	**Skills**
Design • I can generate, develop and communicate my ideas in different ways (eg by talking, drawing, mock-ups and, where appropriate, information and communication technology). • I can design purposeful, functional, appealing products for myself and other users based on given design criteria. **Make** • I can select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing). • I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients. **Evaluate** • I can explore and evaluate a range of existing products. • I can evaluate my ideas and products against given design criteria.	**Design** • I can generate, develop and communicate my ideas in different ways (eg through discussion, annotated sketches, prototypes and, where appropriate, information and communication technology). • I can design purposeful, functional, appealing products for myself and others based on my own design criteria. **Make** • I can select from and use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing). • I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function. • I can use electrical systems in my products (eg circuits, switches, bulbs, buzzers and motors). **Evaluate** • I can evaluate my ideas and products against my own design criteria. • I can investigate and analyse a range of existing products.	**Design** • I can generate, develop and communicate my ideas in different ways (eg through discussion; annotated sketches; cross-sectional and exploded diagrams; prototypes; and information and communication technology). • I can use research to develop my own design criteria to inform the design of innovative, functional, appealing products that are aimed at particular individuals or groups. **Make** • I can select from and use a wider range of tools and equipment to accurately perform practical tasks (eg cutting, shaping, joining and finishing). • I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function and looks. • I can use mechanical systems in my products (eg gears, pulleys, cams, levers and linkages). **Evaluate** • I can evaluate my ideas and products against my own design criteria and consider the views of others. • I can investigate and analyse a range of existing products with a greater level of scrutiny and critical thought.

Age-related vocabulary: Design and Technology

Years 1 and 2	Years 3 and 4	Years 5 and 6
Cycle A and B	**Cycle A and B**	**Cycle A and B**
• **design process:** the steps that need to happen for something to go from an idea to a finished product • **to plan:** to think about and decide how you're going to do something • **to evaluate:** to decide, after careful consideration, how good or bad something is	• **product:** something that is designed and made • **function:** the purpose of something • **design brief:** a description of what a new product should do • **design criteria:** the precise features a product must have to be successful • **annotated sketch:** a detailed sketch labelled with notes (eg dimensions, materials)	• **design criteria:** the precise features a product must have in order to be successful • **innovative:** an adjective to describe new or original ideas • **sustainable material:** a material is sustainable if it comes from renewable sources and it does not damage the environment • **dimension:** a measurement of something in a particular direction (eg height, length, width) • **aesthetic:** something about the appearance (eg something can be aesthetically pleasing)
Cycle A	**Cycle A**	**Cycle A**
• **felt:** a kind of cloth made from wool • **needle:** a thin piece of metal or plastic with a point at one end and a hole or eye for thread in the other, used in sewing • **thread:** a long, thin strand of cotton used in sewing or weaving • **over stitch:** a stitch that circles the edge of a piece of fabric	• **fabric:** cloth or other material produced by weaving or knitting fibres • **binka:** a firm piece of fabric with holes in to help beginners to sew and embroider • **over stitch:** a stitch that circles the edge of a piece of fabric • **running stitch:** a line of small even stitches • **template:** a tool used to mark out shapes repeatedly	• **running stitch:** of a line of small even stitches • **back stitch:** a method of sewing with overlapping stitches to form a solid line of stitching • **applique:** pieces of fabric sewn or stuck on to a larger piece to form a picture or pattern • **pattern:** a repeated decorative design
Cycle B	**Cycle B**	**Cycle B**
• **base:** the bottom part of an object; the part on which something rests • **structure:** a combination of materials and/or parts to create a 3d shape • **stable:** something that is unlikely to fall down or collapse • **freestanding:** something that stands up by itself	• **prototype:** an early sample or model of a product used to evaluate a design • **component:** a part that combines with other parts to make something (eg a machine or a piece of equipment) • **exploded diagram:** a drawing that shows the individual components or parts of a product and how they fit together • **mechanism:** a number of parts or components that work together, usually as part of a machine	• **computer-aided design (CAD):** a way of drawing on a computer to visualise designs and simulating them to see how they work • **to reinforce:** to strengthen or support

Age-related expectations: **Geography** topic overview
The key geographical concepts highlighted below draw links between processes and ideas. These concepts are enduring and will be relevant in any geography curriculum past, present or future.

location	Location is a position (eg a country, a city), often described in clear, precise way (ie using a latitude and longitude). It is separate from people's perceptions and experiences.
place	Place = location + meaning. It is dynamic and constantly changing. A sense of place is also defined by how an individual perceives it (eg one person's perception of Leeds or Wetherby as a place will be very different to another's).
scale	Scale is the relative sizes of different places. This could be differences in area, population, distance or the amount of natural resources. Scale is also defined by our view of the world. We may consider an aspect of geography on a local, national or international scale eg climate change.
interdependence	Interdependence is the idea that the world is connected. No country or individual acts in isolation. Our actions here affect people in different countries around the world. This can be related to where we get our food and energy, where we go on holiday, or the effects of climate change across the world.

Years 1 and 2	Years 3 and 4	Years 5 and 6
Where in the world am I?	**Where in the world am I?**	**Where in the world am I?**
Pupils develop their knowledge of location when locating and identifying the four countries that make up the UK and their capital cities. They also learn which seas surround the UK. A sense of place is developed as children explore the human and physical features of their own locality using maps, photographs and fieldwork. They get a sense of scale as they 'zoom in' from country to city to local area.	The concept of location is developed as children learn about the locations of different cities and counties in the UK. They describe these locations using the eight points of a compass. They use OS maps to develop a sense of place about their own locality and contrast that with a locality in the Yorkshire Dales. They also develop a sense of scale by 'zooming in' from country to county to city to local area using a range of maps. Children also learn about scale on maps. Finally, interdependence is explored when children learn about how important it is to respect and look after the places that we live in and the places we visit.	Location is explored as we learn about UK locations: the main cities, rivers and mountains and national parks. They develop a sense of place through the study of their own locality. Understanding of scale is developed by cementing our understanding of the relative scales of the places we live: Leeds, UK, Europe. Interdependence is a key concept covered as children learn about the importance of urban green spaces in cities due to city expansion. They learn about the importance of trees in storing carbon and the links to climate change. They conduct fieldwork in their locality to measure the amount of carbon stored in trees. Scale is also relevant when we consider small changes that we can make to reduce our carbon footprint and how this can have an impact on a wider national and international level.
Explorers	**Explorers**	**Explorers**
The concepts of location and scale are explored as children learn about the different continents and oceans and their relative sizes. They develop a sense of place as they learn about hot and cold places on our planet. They develop an understanding of location, place and scale as children contrast Kenya with the UK and Nairobi with Leeds and a Kenyan National Park with the Yorkshire Dales.	Location will be developed as a concept when children learn about the Equator and Tropics of Cancer and Capricorn. It is also developed as they learn the locations of Venice and York. They develop a sense of place about these two cities by learning about the physical and human geography of these places. They get a sense of scale as they contrast the population of both places and the number of tourists that visit each year. Interdependence is developed as they learn about the different issues that affect the localities and how those issues can be exacerbated or resolved.	Location is developed as we learn about the specific locations of Brazil within South America and the Amazon rainforest. Pupils learn about different biomes within Brazil and the UK. Place is considered as children learn about Brazil and the UK. They develop their knowledge and understanding of the Amazon rainforest. Scale is constantly referred to when comparing the relative sizes of Brazil and the UK and the scale of deforestation of the Amazon rainforest. Scale is also explored when children learn about the causes of deforestation and how the UK has an effect on it. Children also learn about interdependence as they develop an understanding of how plants, animals and people rely on the Amazon rainforest and the problems caused, therefore, by its destruction.
Environment / Natural disasters	**Environment / Natural disasters**	**Environment / Natural disasters**
Children consider the streets around their school with a focus on what they like and dislike about their locality. This allows them to begin to develop an understanding of interdependence. For example, they conduct fieldwork investigating an issue in their locality, such as litter. This leads to them thinking about the effects of this issue on their environment and what they, and others, can do to improve or resolve the issue. A sense of place is developed as children think carefully about the physical and human features of their locality.	We focus on volcanoes. Children will develop their understanding of location as they learn that most volcanoes are located on tectonic plate boundaries. They also learn about location when they locate volcanoes in Hawaii and Iceland. Place is developed as they learn about the volcanoes and the similarities and differences between them. They also gain a better understanding of place as they learn that mountains were formed due to tectonic movement and that some of the UK's tallest mountains are extinct volcanoes. Scale will be explored as they learn about the relative sizes of volcanoes and their eruptions. Finally, children study interdependence as they learn about how volcanoes bring both positives and negatives for the people and living things in that locality.	Here, we focus on climate change so scale and interdependence are key concepts. Scale is considered in the way we view climate change on a local, national and international scale. Interdependence is closely linked as there are things that we do on a local scale that have consequences on a national and international scale. Water is a feature of this unit. Children learn about how climate change is resulting in rising sea levels and extreme weather. They study the effect of climate change on the Maldives and compare this to the Yorkshire coastline. This presents children with an opportunity to further develop the concepts of location and place in relation to these places and also world climate zones.

Age-related expectations: **Geography** *Where in the world am I?* topic

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
(British geography and fieldwork)	**(British geography and fieldwork)**	**(British geography and fieldwork)**
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
Locational knowledge • I know the four countries and capital cities of the UK. • I know the seas which surround the UK. **Human and physical geography** • I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather). • I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops).	**Locational knowledge** • I know the main cities of the UK (the four capitals and at least four more). • I know some of the counties in the UK. • I know some of the main rivers and mountains in the UK (at least three of each). **Human and physical geography** • I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus volcanoes and earthquakes). • I know some key vocabulary relating to human geography (all of the Year 1/2 plus **types of settlement and land use**).	**Locational knowledge** • I know some of the main rivers, mountains and regions (eg the Yorkshire Dales, the Lake District, the Highlands of Scotland) in the UK (at least three of each). • I know how some physical and human features of the UK have changed over time (eg **expansion of cities, travel networks**, coastal erosion). **Human and physical geography** • I know some key vocabulary relating to physical geography (all of the Year 1/2 and Year 3/4 vocabulary plus climate zones, biomes and vegetation belts). • I know some key vocabulary relating to human geography (all of the Year 1/2 and Year 3/4 vocabulary plus economic activity, trade links and the distribution of natural resources such as energy, food, minerals and water).
Skills	**Skills**	**Skills**
Geographical skills and fieldwork • I can use maps, atlases and globes to identify places (must include places in the Knowledge section). • I can use simple compass directions (North, South, East, West) and locational / directional language (eg near and far, left and right) to describe the location of features and routes on a map. • I can use simple fieldwork and observational skills to study the geography of my school and its surrounding environment (including physical and human features). • I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features. • I can devise a simple map, using and constructing basic symbols in a key.	**Geographical skills and fieldwork** • I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section). • I can use fieldwork to observe, measure, record and present the human and physical features in the local area (eg collect data, take photographs, use and annotate maps). • I can use the eight points of a compass, four figure grid references and can identify some map symbols (including through the use of Ordnance Survey maps). **Human and physical geography** • I can describe features of the UK (referring to physical and human geography in the Knowledge section).	**Geographical skills and fieldwork** • I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section). • I can use the eight points of a compass, six figure grid references and can identify a wider range of map symbols (including through the use of Ordnance Survey maps). • I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (including sketching maps, creating plans and graphs and using digital technologies). **Human and physical geography** • I can describe features of the UK (referring to physical and human geography in the Knowledge section).

Age-related vocabulary: Geography

Years 1 and 2	Years 3 and 4	Years 5 and 6
(British geography and fieldwork)	**(British geography and fieldwork)**	**(British geography and fieldwork)**
Where in the world am I? topic	*Where in the world am I?* topic	*Where in the world am I?* topic
atlas: a collection of maps, usually in a book **city:** a large town **compass:** a tool for finding direction **locality:** an area or neighbourhood **landmark:** an object or feature of a locality that has importance and can be used to help you find your way **physical geography:** physical geography looks at the natural things in our environment **human geography:** human geography looks at changes in the environment by humans **to survey:** to find the opinions of a group of people by asking them questions **issue:** an important topic or problem that needs discussion	**grid reference:** a location on a map which is found using numbered lines **Ordnance Survey (OS):** Britain's mapping agency **scale:** the relationship between distance on a map and the matching distance on the ground **county:** a region within the United Kingdom **settlement type:** places where people live and work **land use:** the specific purpose that an area of land is used for **compass points:** the marks on a compass that show direction	**national park:** an area set aside by the government for the preservation of the natural environment **six figure grid reference:** six numbers which give a precise location on a map **city expansion:** also called urban sprawl, this is the increase in a built-up area of a city **urban green space:** any vegetated land or water within an urban area **carbon stores:** places where carbon is stored in the environment **quantitative data:** data which can be written in numbers **qualitative data:** data that can be written in words, not numbers **soundscape:** a qualitative record of the sounds in any environment **sampling:** a way of collecting fieldwork data without measuring everything

Age-related expectations: **Geography** *Explorers* topic

Years 1 and 2 (expectations for the end of Year 2)	**Years 3 and 4** (expectations for the end of Year 4)	**Years 5 and 6** (expectations for the end of Year 6)
(Contrasting locations: UK and non-Europe)	**(Contrasting locations: UK and Europe)**	**(Contrasting locations: UK and the Americas)**
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
Locational knowledge • I know the world's seven continents. • I know the world's five oceans. **Human and physical geography** • I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather). • I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops).	**Locational knowledge** • I know some European countries and their capital cities (at least four, not including those in the UK). • I know some of the main rivers and mountains in Europe. • I know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • I know that latitude tells us how north or south a place is (the Equator is 0° latitude) and the causal link to world climates. **Human and physical geography** • I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus volcanoes and earthquakes). • I know some key vocabulary relating to human geography (all of the Year 1/2 plus types of settlement and land use).	**Locational knowledge** • I know some European countries and their capital cities (at least six, not including those in the UK). • I know some world-wide countries and some of their major cities. **Human and physical geography** • I know some key vocabulary relating to physical geography (all of the Year 1/2 and Year 3/4 vocabulary plus climate zones, **biomes and vegetation belts**). • I know some key vocabulary relating to human geography (all of the Year 1/2 and Year 3/4 vocabulary plus **economic activity**, **trade links** and the distribution of natural resources such as energy, **food, minerals and water**).
Skills	**Skills**	**Skills**
Geographical skills and fieldwork • I can use maps, atlases and globes to identify places (must include places in the Knowledge section). • I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features. **Skills which develop place knowledge** • I can compare and contrast a small area of the United Kingdom and a small area of a contrasting non-European country (referring to physical and human geography in the Knowledge section). **Skills which develop locational knowledge** • I can identify features of countries and cities in the UK and its surrounding seas (referring to physical and human geography in the Knowledge section).	**Geographical skills and fieldwork** • I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section). **Skills which develop place knowledge** • I can compare and contrast a region of the UK and a region within Europe, showing some understanding of the similarities and differences (referring to physical and human geography in the Knowledge section). 	**Geographical skills and fieldwork** • I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section). **Skills which develop place knowledge** • I can compare and contrast a region of the UK and a region within **North or South America**, showing understanding of the similarities and differences (and referring to physical and human geography in the Knowledge section). **Skills which develop locational knowledge** • I can identify the position and significance of latitude, longitude, the Prime / Greenwich Meridian and time zones (including day and night).

Age-related vocabulary: Geography

Years 1 and 2	Years 3 and 4	Years 5 and 6
(Contrasting locations: UK and non-Europe)	(Contrasting locations: UK and Europe)	(Contrasting locations: UK and the Americas)
Explorers	*Explorers*	*Explorers*
continent: a very large area of land **globe:** a model of the Earth which shows what it looks like from space **ocean:** a large area of water between continents **Equator:** an imaginary line that goes around the centre of the Earth **physical geography:** physical geography looks at the natural things in our environment **human geography:** human geography looks at changes in the environment by humans **population:** the number of people living in a certain place **national park:** a park or area of land looked after by a country's government	**climate zones:** areas of the world with similar temperature and weather **hemisphere:** a half of the earth, divided into a northern and southern hemisphere **Equator:** an imaginary line that circles around the earth and divides it equally into the two hemispheres **latitude:** the distance north or south of the equator, measured in degrees **tourism:** travelling to a place for fun **economy:** how a country or place makes and spends money **overtourism:** when there are too many tourists and it results in conflict with local people who live there **flood defences:** used to prevent flooding in a specific place	**biome:** areas of the world with similar climate, landscapes, animals and plants **vegetation belt:** an area with distinct plant types **climate zone:** areas of the world with similar temperature, weather and precipitation **natural resources:** something that is found in nature and can be used by humans **exports:** goods that are sent to other countries for sale **deforestation:** the destruction of forests by humans **agriculture:** growing and harvesting crops and raising animals; another word for farming **indigenous people:** the earliest or original inhabitants of a place

Age-related expectations: **Geography** *Environment / Natural disasters* topic

Years 1 and 2 (expectations for the end of Year 2)	**Years 3 and 4** (expectations for the end of Year 4)	**Years 5 and 6** (expectations for the end of Year 6)
'The streets around our school' **(primary focus: environmental issues)**	**(primary focus: volcanoes and/or earthquakes)**	**(primary focus: climate change)**
Knowledge and other learning	Knowledge and other learning	Knowledge and other learning
Locational knowledge • I know the four countries and capital cities of the UK. • I know weather patterns in the UK (seasonal and daily). **Human and physical geography** • I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather). • I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops).	**Locational knowledge** • I know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **Human and physical geography** • I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus **volcanoes and earthquakes**). • I know some key vocabulary relating to human geography (all of the Year 1/2 plus **types of settlement and land use**).	**Locational knowledge** • I know how some physical and human features of the UK have changed over time (eg expansion of cities, travel networks, **coastal erosion**). • I know that latitude tells us how north or south a place is (the Equator is 0° latitude) and the causal link to world climates. **Human and physical geography** • I know some key vocabulary relating to physical geography (all of the Year 1/2 and Year 3/4 vocabulary plus **climate zones**, biomes and vegetation belts). • I know some key vocabulary relating to human geography (all of the Year 1/2 and Year 3/4 vocabulary plus economic activity, trade links and the distribution of natural resources such as **energy**, food, minerals and **water**).
Skills	**Skills**	**Skills**
Geographical skills and fieldwork • I can use maps, atlases and globes to identify places (must include places in the Knowledge section). • I can use simple fieldwork and observational skills to study the geography of my school and its surrounding environment (including physical and human features). • I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features.	**Geographical skills and fieldwork** • I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section). **Skills which develop place knowledge** • I can study a locality showing understanding of its physical and human geography (see knowledge section). For example, a case study on people living near to an active volcano.	**Geographical skills and fieldwork** • I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section). **Skills which develop place knowledge** • I can study a locality showing understanding of its physical and human geography (see knowledge section) and can compare it to a contrasting locality. For example, comparing the impact of climate change on polar bears in Greenland and contrasting this to the impact of rising sea levels for people living in a coastal area.

Age-related vocabulary: **Geography**

Years 1 and 2	Years 3 and 4	Years 5 and 6
'The streets around our school' **(primary focus: environmental issues)**	**(primary focus: volcanoes and/or earthquakes)**	**(primary focus: climate change)**
Environment / Natural disasters **topic**	*Environment / Natural disasters* **topic**	*Environment / Natural disasters* **topic**
locality: an area or neighbourhood **environment:** the surroundings of a human, animal or plant **recycling:** turning waste into new materials **pollution:** something harmful or poisonous in an environment **to survey:** to find the opinions of a group of people by asking them questions **physical geography:** physical geography looks at the natural things in our environment **human geography:** human geography looks at changes in the environment by humans **issue:** an important topic or problem that needs discussion **solution:** a way of solving an issue or problem	**tectonic plates:** different pieces of the Earth's crust which fit together like a jigsaw and move in different directions and at different speeds **volcano:** an opening in the Earth's crust that allows magma, ash and gases to escape **magma:** molten rock (rock so hot that it has turned into liquid) which is underneath the Earth's crust **lava:** when magma reaches the surface of the Earth it is called lava **active volcano:** these have a recent history of eruptions and are likely to erupt again **dormant volcano:** these have not erupted for a very long time but may erupt at a future time **extinct volcano:** these are not expected to erupt in the future **land-use:** the specific purpose that an area of land is used for **geothermal:** heat produced from within the Earth (geo means earth and thermal means heat)	**climate zones:** different parts of the world grouped by temperature and rainfall (eg the Met Office give six: arid, equatorial, Mediterranean, polar, snow and temperate) **climate change:** a change in climate (temperature and rainfall) over a period of time (also known as 'climate crisis' and 'climate emergency') **global warming:** an outcome of climate change: a gradual increase in the overall temperature of the Earth (also known as 'global heating') **latitude:** imaginary lines which show how north or south a place is (the equator is the best-known line of latitude) **fossil fuel:** a non-renewable energy source, formed from the remains of plants and animals that died millions of years ago (eg coal, oil, gas) **renewable energy:** a source of energy that is sustainable so it will never run out (eg wind energy, solar energy, tidal energy) **emission:** an emission is something that been released into the world (eg carbon dioxide is an emission created when fossil fuels are burned) **erosion:** a process where materials are worn away and transported by natural forces such as wind or water **groyne:** a low wall or barrier built out into the sea from a beach to slow erosion

Age-related expectations: **History** topic overview

These historical concepts are referred to as 'abstract terms' in the National Curriculum. They are themes that are considered within our History topics.

invasion	Invasion is when a country or region is entered (ie invaded) by force or without permission.
trade	Trade is the exchange of goods and services, initially for other goods and services, and then for money.
inequality	Inequality is being treated unfairly and not having the same chances in life as someone else.
innovation	An innovation is an improvement or replacement for something.
power	Power throughout history is the capacity to direct or influence others.

In the following table, the historical concepts in **bold** text will be a strong focus of the topic. The concepts in regular text will be covered but with less emphasis.

Years 1 and 2	Years 3 and 4	Years 5 and 6
Shopping **(Changes within living memory, inc local history)**	**Romans** **Anglo-Saxons**	**Vikings** **The Islamic Golden Age**
The key historical concept in this topic is **trade**. It's played a powerful influence throughout history, often a cause of conflict and the movement of people. This topic illustrates trade in a way that is relevant to younger children, through real-life experience and through role-play in a school setting. Children consider changes within living memory, and go much further into the past, too. Children develop their understanding of trade more in the Y3,4 Carnival topic, when they consider the slave trade.	The key historical concepts which we'll explore in this topic are **invasion**, **power** and **innovation**. Children will learn about the invasion of Britain by the Roman Empire. They'll learn about the changing power from Celtic tribal kingdoms to Roman rule to Anglo-Saxon kingdoms. Children will also learn about the innovations that Roman occupation brought. We'll also consider trade, such as the people Romans traded with and what they traded.	**Trade**, **innovation**, **invasion** and power are all explored in this topic. During this period of time, Baghdad was the largest city in the world and was the centre of the world's trade routes. Trade between Vikings and Baghdad happened and provides a real link between these two societies. Through studying the Vikings, children again learn about how people invaded and settled in Britain. The Islamic Golden Age was a period of great innovation. Learning and knowledge was key to their success. This provides a stark contrast to Viking Britain at that time. Invasion is relevant as it brought an end to the Islamic Golden Age.
The Great Fire of London **(Events beyond living memory, inc local history)**	**Ancient Greece**	**Stone Age to Iron Age** **Ancient Egypt**
Innovation is the key historical concept in this topic. This topic identifies how innovation often happens out of necessity: cause and effect. As a result of the Great Fire of London, advances were made in fire-fighting equipment and the origins of a fire service. The rebuilding of London after the fire also established new building regulations.	The key historical concepts in this topic are **power** and **innovation**. We'll also consider invasion and inequality. Children learn about power in terms of the different types of government in Ancient Greek city states, with a focus on the development of democracy in Athens and how this has influenced Britain's development of democracy. The Ancient Greeks were great innovators and children will learn about the legacy they left in terms of maths, literature, philosophy, the arts. They'll also learn about inequality in Ancient Greece such as the role of women in Athenian society and the use of slaves. Invasion is also relevant as this civilisation was weakened and ultimately ended by Roman invasion.	The historical concepts we'll explore in this topic are **innovation**, **power** and trade. This learning about Ancient Egypt contrasts really well with Stone Age Britain because, whilst the Egyptians were building the great pyramids, Stone Age Britain's innovations and developments were much more modest. This is an important reminder that different societies developed at different speeds in different parts of the world. Power will be explored when children look at the way that Stone Age societies developed compared to the highly organised Egyptians.
Heroes **(Lives of significant individuals, inc local history)**	**Carnival** **(Local history)**	**World War II (evacuees, refugees and Leeds at war)** **(Study of an aspect or theme in British history)**
The key historical concept in our Heroes topic is **inequality**. This topic identifies inequality by studying the life of a local suffragette, Leonora Cohen, and her fight for voting rights for women. It also illustrates how Nelson Mandela dedicated his life to fight for equality for black people in South Africa.	Our Carnival topic has three key concepts which we'll consider: **trade**, **inequality** and **power**. These concepts go hand in hand as children learn about the triangle trade of humans, raw materials and products enabled by the Atlantic Slave Trade. They'll learn about how the Leeds West Indian Carnival has its roots in the emancipation celebrations that followed the abolition of slavery.	In this topic, the historical concepts we'll develop are **invasion**, **power** and **inequality**. This topic focusses on the impact on Britain and its people during and after World War II. The link to invasion begins with how the war began. We then look at the impact of the war in Britain and the fear of invasion by Nazi Germany. Power returns as we look at the allied response to the invasion and the difference between a dictatorship and a democracy. Inequality is explored as children learn about how Britain was rebuilt after the war and the important role that immigration from Commonwealth countries played in this and the inequality immigrants faced upon arrival in Britain.

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Age-related expectations: History Cycle A, Spring 1

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Shopping **(Changes within living memory, inc local history)** historical concepts: trade	**Romans** **Anglo-Saxons** historical concepts: invasion, power, innovation, trade	**Vikings** **The Islamic Golden Age** historical concepts: trade, invasion, innovation, power
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
• I know and can use words and phrases relating to time and chronology (eg old, new, past, a very long time ago, present, ancient, modern). • I know that a very long time ago people traded without money. • I know that over time there are more ways to buy and sell things. • I know that over time there are more products available. • I know how some products have changed over time (eg a toy, a household item). • I know that Marks and Spencer is an example of a shop that started in Leeds and has grown.	• I know that the Celts lived in Britain before the Roman invasion. • I know what life in Britain was like in Britain before the Romans invaded (eg Celts lived in tribes with a king or queen, they were farmers, they lived in round houses, they used metal tools). • I know that the centre of the Roman Empire was Rome in Italy. • I know that the Romans successfully invaded Britain in 43AD. • I know that Boudicca led an uprising against the Roman occupation. • I know how the Roman occupation of Britain helped to advance British society (eg roads, religion, writing, numbers). • I know how Britain changed between the end of the Roman occupation and the Anglo-Saxon invasion and settlement. • I know that during the Anglo-Saxon period Britain was divided into many kingdoms and that some of these boundaries still exist today.	• I know that the Islamic Golden Age and Viking Britain occurred around the same time. • I know that Vikings first came to Britain around 800AD. • I know that Vikings first came to Britain to raid but settled in Britain due to the fertile farmland. • I know that the Vikings came from Scandinavia. • I know that the Vikings and Anglo-Saxons were often in conflict. • I know that the Islamic Golden Age was at its peak in 900AD. • I know that the centre of the Islamic Golden Age was Baghdad in modern day Iraq. • I know that Baghdad was the biggest city in the world and was the centre of the world's trade routes. • I know the impact that the ancient Islamic civilisation in Baghdad had on the world (eg. number system, universities, hospitals). • I know why this Islamic civilisation was considered an advanced society, especially in relation to that period of time in Britain.
Skills	**Skills**	**Skills**
Time and chronology • I can sequence events (eg within my own life time) and objects (eg Victorian, 1970s and modern products) in chronological order and give plausible reasons for this order. **Change and continuity** • I can recognise similarities and differences between my life and the life of an older person (eg shopping, holidays, toys, transport). **Cause and effect** • I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened). **Historical sources** • I can ask and answer questions about the past using different historical sources (eg photographs, written records, people). **Historical interpretation** • I can use my historical imagination to make inferences about people's lives and their feelings (eg how Mary Seacole felt when tending injured soldiers).	**Time and chronology** • I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates. **Change and continuity** • I can recognise similarities and differences between the lives of people living in different periods of time. **Cause and effect** • I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Romans invaded Britain and what this meant for British people). **Historical sources** • I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding. • I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources. **Historical interpretation** • I understand that people may have different interpretations of the past (eg Howard Carter: tomb raider or celebrated archaeologist?) and that there may be different points of view in primary and secondary sources.	**Time and chronology** • I can sequence key periods of British and world history in chronological order using dates. • I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg plot key developments of a theme, like transport, across periods of history). **Change and continuity** • I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing Viking Britain to the Early Islamic Civilisation). **Cause and effect** • I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including for the present (eg conflicts, inventions, advances). **Historical sources** • I can evaluate historical sources based on reliability and bias. • I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding. **Historical interpretation** • I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.

Age-related vocabulary: **History**

Years 1 and 2	Years 3 and 4	Years 5 and 6
Shopping **(Changes within living memory, inc local history)** historical concepts: trade	**Romans** **Anglo-Saxons** historical concepts: invasion, power, innovation, trade	**Vikings** **The Islamic Golden Age** historical concepts: trade, invasion, innovation, power
Cycle A, Spring 1	**Cycle A, Spring 1**	**Cycle A, Spring 1**
past: something that has already happened **present:** something that is happening now **ancient:** very old **modern:** the present day **similarity:** when something is the same **difference:** when something is different **sequence:** put in the correct order **trade:** the buying or swapping of products and services **timeline:** a list of important events arranged in order	**chronology:** arrangement of events or dates in time order **empire:** a large group of countries or states ruled by an emperor or empress **invasion:** when a country or region is invaded by an armed force **settlement:** a place or area where a group of people live **to resist:** to stand up to or fight back against something **primary source:** a source of evidence created at the time of the event (eg diaries, letters, photographs, newspaper articles, artefacts, ruins) **secondary source:** a source of evidence created after time of the event (eg replica objects, text books, illustrations) **prehistory:** before written records **kingdom:** an area of land ruled by a monarch (a king or queen)	**chronology:** arrangement of events or dates in time order **conflict:** a series of battles over time **invasion:** when a country or region is invaded by an armed force **civilisation:** the society considered most advanced at a time **caliph:** ruler in a Muslim country **golden-age:** a time when an activity or society is at its best **innovation:** an improvement or replacement for something **trade:** the exchange of goods and services **impact:** the effect one thing has on another **bias:** a particular viewpoint for one thing over another, especially an unfair one

Age-related expectations: **History** Cycle B, Autumn 1

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
The Great Fire of London **(Events beyond living memory, inc local history)** historical concepts: innovation	**Ancient Greece** historical concepts: power, innovation, invasion, inequality	**Stone Age to Iron Age** **Ancient Egypt** historical concepts: innovation, power, trade
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
- I know and can use words and phrases relating to time and chronology (eg old, new, past, a very long time ago, present, ancient, modern). - I know what houses were like before the Great Fire of London and that fires were quite common. - I know that Samuel Pepys' diary helps us to know what the Great Fire of London was like. - I know why the fire spread quickly and how it was eventually put out. - I know what changed as a consequence of the Great Fire of London.	- I know that ancient Greece was divided into many city states and I know that Athens and Sparta were the most powerful. I know some of the main characteristics of the Athenians and the Spartans. - I know about the influence the gods had on Ancient Greece. - I know about the influence Ancient Greece has had on the Western world, eg philosophy, arts, science, maths, literature and politics. - I know that democracy is a Greek word meaning 'government by the people' and that our government today is a legacy of the Athenian assembly and council.	- I know how Britain changed between the beginning of the Stone Age and the Iron Age. - I know the main differences between the Stone, Bronze and Iron Ages. - I know about and can name some of the advanced societies that were in the world around 3000 years ago. - I can compare life in Britain 3000 years ago to life in Ancient Egypt. - I know that the Ancient Egyptians had a writing system called hieroglyphics. - I know that the Ancient Egyptians built pyramids as tombs for pharaohs and that the biggest was built around 2500BC.
Skills	**Skills**	**Skills**
Time and chronology - I can sequence events (eg within my own life time) and objects (eg Victorian, 1970s and modern products) in chronological order and give plausible reasons for this order. **Change and continuity** - I can recognise similarities and differences between my life and the life of an older person (eg shopping, holidays, toys, transport). **Cause and effect** - I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened). **Historical sources** - I can ask and answer questions about the past using different historical sources (eg photographs, written records, people). **Historical interpretation** - I can use my historical imagination to make inferences about people's lives and their feelings (eg how Mary Seacole felt when tending injured soldiers).	**Time and chronology** - I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates. **Change and continuity** - I can recognise similarities and differences between the lives of people living in different periods of time. **Cause and effect** - I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Romans invaded Britain and what this meant for British people). **Historical sources** - I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding. - I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources. **Historical interpretation** - I understand that people may have different interpretations of the past (eg Howard Carter: tomb raider or celebrated archaeologist?) and that there may be different points of view in primary and secondary sources.	**Time and chronology** - I can sequence key periods of British and world history in chronological order using dates. - I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg plot key developments of a theme, like transport, across periods of history). **Change and continuity** - I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing Viking Britain to the Early Islamic Civilisation). **Cause and effect** - I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances). **Historical sources** - I can evaluate historical sources based on reliability and bias. - I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding. **Historical interpretation** - I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.

Age-related vocabulary: **History**

Years 1 and 2	Years 3 and 4	Years 5 and 6
The Great Fire of London **(Events beyond living memory, inc local history)** historical concepts: innovation	**Ancient Greece** historical concepts: **power, innovation**, invasion, inequality	**Stone Age to Iron Age** **Ancient Egypt** historical concepts: **innovation, power,** trade
Cycle A, Spring 1	**Cycle A, Spring 1**	**Cycle A, Spring 1**
• **timeline:** a list of important events arranged in order • **similarity:** when something is the same • **difference:** when something is different • **artefact:** an object made by a person that gives us information about life in the past • **cause:** the reason for something happening • **diary:** a book used by a person to write about daily events in their lives • **firebreak:** an obstacle used to stop the spread of a fire • **consequence:** the result or effect of something happening • **innovation:** an improvement or replacement for something	• **period:** a phase in time • **civilisation:** a period of human development that is considered most advanced • **golden-age:** a time when an activity or society is at its best • **government:** the group of people responsible for ruling a country • **monarchy:** a type of government ruled by a king or queen • **democracy:** a type of government where the people living there make decisions • **oligarchy:** a type of government where a small group of people make the decisions • **Parthenon:** an important temple in Athens built during the Ancient Greek golden-age	• **archaeology:** the study of human history through analysis of artefacts and other remains • **henge:** a monument consisting of a circle of stone or wooden uprights • **innovation:** an improvement or replacement for something • **civilisation:** a period of human development that is considered most advanced • **hieroglyphs:** a writing system which uses picture of an object to represent a word, syllable or sound • **Rosetta Stone:** an inscribed slab of stone which was key to translating Egyptian hieroglyphs • **pharaoh:** a ruler in Ancient Egypt • **pyramid:** a large stone monument built as a burial tomb for pharaohs and other important Egyptians • **afterlife:** life after death

Age-related expectations: History Cycle B, Summer 1

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Heroes **(Lives of significant individuals, inc local history)** historical concepts: inequality	**Carnival** **(Local history)** historical concepts: trade, inequality, power	**World War II (evacuees, refugees and Leeds at war)** **(Study of an aspect or theme in British history)** historical concepts: invasion, power, inequality
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
• I know and can use words and phrases relating to time and chronology (eg old, new, past, a very long time ago, present, ancient, modern). • I know why Leonora Cohen (must be studied), Nelson Mandela, Rosa Parks, Martin Luther King (at least one other must be studied) were significant individuals. • I know what impact Leonora Cohen (must be studied), Nelson Mandela, Rosa Parks, Martin Luther King (at least one other must be studied) had or what changed because of them.	• I know what the Atlantic Slave Trade was. • I know that Leeds West Indian Carnival is a celebration of West Indian culture and the abolition of slavery. • I know when the first Leeds West Indian Carnival took place and how it began. • I know some features of the Leeds West Indian Carnival (eg processions, costumes, dancing, music, food).	• I know what caused World War II. • I know that the bombing of British cities by German planes was called The Blitz. • I know some ways that life changed for people living in Britain during WWII (eg rationing, role of women, evacuation, refugees) • I know how and when WWII ended. • I know the important role that immigration from Commonwealth countries played in helping Britain rebuild after WWII (eg Windrush).
Skills	**Skills**	**Skills**
Time and chronology • I can sequence events (eg within my own life time) and objects (eg Victorian, 1970s and modern products) in chronological order and give plausible reasons for this order. **Change and continuity** • I can recognise similarities and differences between my life and the life of an older person (eg shopping, holidays, toys, transport). **Cause and effect** • I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened). **Historical sources** • I can ask and answer questions about the past using different historical sources (eg photographs, written records, people). **Historical interpretation** • I can use my historical imagination to make inferences about people's lives and their feelings (eg how Mary Seacole felt when tending injured soldiers).	**Time and chronology** • I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates. **Change and continuity** • I can recognise similarities and differences between the lives of people living in different periods of time. **Cause and effect** • I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Romans invaded Britain and what this meant for British people). **Historical sources** • I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding. • I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources. **Historical interpretation** • I understand that people may have different interpretations of the past (eg Howard Carter: tomb raider or celebrated archaeologist?) and that there may be different points of view in primary and secondary sources.	**Time and chronology** • I can sequence key periods of British and world history in chronological order using dates. • I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg plot key developments of a theme, like transport, across periods of history). **Change and continuity** • I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing Viking Britain to the Early Islamic Civilisation). **Cause and effect** • I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances). **Historical sources** • I can evaluate historical sources based on reliability and bias. • I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding. **Historical interpretation** • I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.

Age-related vocabulary: **History**

Years 1 and 2	Years 3 and 4	Years 5 and 6
Heroes **(Lives of significant individuals, inc local history)** historical concepts: inequality	**Carnival** **(Local history)** historical concepts: trade, inequality, power	**World War II (evacuees, refugees and Leeds at war)** **(Study of an aspect or theme in British history)** historical concepts: invasion, power, inequality
Cycle B, Summer 1	**Cycle B, Summer 1**	**Cycle B, Summer 1**
equality: being treated fairly and having the same chances in life **rights:** the basic things people need to live (eg food, housing) and reach their potential (eg education, safety) **apartheid:** a system that keeps people apart, usually because of their different skin colour **racism:** treating people differently because of the colour of their skin, their religious beliefs or their culture **suffragette:** a woman who campaigned for the rights of women to vote **protest:** people coming together to show others that they are against an idea or an event **impact:** a strong and powerful effect on something or someone **belief:** a strongly held opinion that something is right	**West Indies:** a group of islands located in the Caribbean Sea **slave:** a person who is owned by another person and forced to work for them with no pay or rights **slave trade:** the buying and selling of slaves (the Atlantic Slave Trade was the forced movement of millions of African people to the West Indies and America by Europeans) **abolition:** officially stopping or ending something, for example, slavery **plantation:** a large piece of land (farm or estate) used for growing crops on a large scale, such as cotton, tea, sugar cane **carnival:** a festival involving processions, music, dancing and wearing masks and costumes **culture:** the things that are shared by a society or group of people, such as food, language, clothing, music, arts, beliefs, customs, religion **immigration:** coming to live permanently from another country	**evacuation:** the movement of people from a place of danger to a safer place **refugee:** a person who has been forced to leave their country to escape war, natural disaster or persecution **The Blitz:** the German bombing campaign against the United Kingdom in 1940-41 **persecution:** the treatment of people really badly, especially because of their race, political or religious beliefs **The Holocaust:** the mass murder of Jewish people by the German Nazis **Women's Land Army:** a unit of women recruited to do agricultural work in the UK during World War I and World War II **immigration:** the action of coming to live permanently in a foreign country **British Empire:** the group of countries which were ruled or controlled by Britain **Windrush Generation:** people from the West Indies who immigrated to Britain after the war, initially on the ship called The Empire Windrush

Age-related expectations: Foreign language - Latin

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
We don't teach a foreign language in Key Stage 1. This is in-line with the National Curriculum. There are lots of reasons to teach Latin rather than the perhaps more typical choices of Spanish or French. They include: Learning Latin supports learning other languages in the future. About 80% of words in Romance languages such as French, Spanish and Italian come from Latin. In Year 7, your child might learn French, or Spanish, or German perhaps. In most cases, there won't be much choice, and different secondary schools offer different languages for Year 7 students. Latin provides a really useful basis to learn other languages. Latin also helps to enhance your child's understanding in English, too. About two thirds of English words are derived from Latin, so your child will be more confident when they come across a new word in English.	**Knowledge and other learning** • I know at least three reasons why it's good to learn a language in addition to English. • I know where some foreign languages are spoken. • I know some facts about the culture, people, and places of Spain. • I know some strategies that help me to remember key words and phrases.	**Knowledge and other learning** • I know some facts about the culture, people, and places of Spain and at least one other country where Spanish is spoken. • I know some strategies that help me to remember key words and phrases. • I understand that online dictionaries, translator websites and apps can't be relied on to translate accurately, and know some of the language problems that can be caused by them.
	Skills • I can listen to spoken Latin and show understanding by joining in and responding. • I can explore the patterns and sounds of language through songs and rhymes and begin to link the spelling, sound and meaning of words. • I can speak in sentences, using increasingly familiar vocabulary, phrases and basic language structures. • I can read and show understanding of words, phrases and simple writing. • I can appreciate stories, songs, poems and rhymes in Latin. • I can broaden my vocabulary and develop my ability to understand new words, including through using a dictionary. • I can write phrases from memory. • I can begin to describe people, places, things and actions. • I can understand basic Latin grammar (including feminine and masculine; the conjugation of high-frequency verbs; key features and patterns of the language; and how these differ from or are similar to English).	**Skills** • I can listen attentively to spoken Latin and show understanding by joining in and responding. • I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can read carefully and show understanding of words, phrases and simple writing. • I can appreciate stories, songs, poems and rhymes in Latin. • I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a dictionary. • I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • I can describe people, places, things and actions in writing. • I can understand basic Latin grammar (including feminine and masculine; the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English).

Age-related expectations: **Living and learning**
The headings used below reflect statutory content: Relationships and Sex Education and Health Education (DfE, 2021)

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Families and people who care for me	**Families and people who care for me**	**Families and people who care for me**
• I know that families are important because they can give love and security. • I can appreciate the importance of spending time together and sharing each other's lives. • I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences. • I know that stable, caring relationships, which may be of different types, are at the heart of happy families. • I know that marriage is intended to be lifelong. • I can recognise if family relationships are making me feel unhappy or unsafe, and I can seek help or advice from others if needed.	• I know that families are important because they can give love, security and stability. • I know characteristics of healthy family life. • I can appreciate the importance of spending time together and sharing each other's lives. • I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences and I know that other children's families are also characterised by love and care. • I know that stable, caring relationships, which may be of different types, are at the heart of happy families. • I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • I can recognise if family relationships are making me feel unsafe or unhappy, and I can seek help or advice from others if needed.	• I know that families are important because they can give love, security and stability. • I know characteristics of healthy family life. • I can appreciate the importance of spending time together and sharing each other's lives. • I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences and I know that other children's families are also characterised by love and care. • I know that stable, caring relationships, which may be of different types, are at the heart of happy families. • I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • I can recognise if family relationships are making me feel unsafe or unhappy, and I can seek help or advice from others if needed.
Caring friendships	**Caring friendships**	**Caring friendships**
• I know that friendships can make me feel happy and secure, and how people choose and make friends. • I know some characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • I know that most friendships have ups and downs. • I know that resorting to violence is never right. • I can use simple ways to recognise who to trust and who not to trust. • I can judge when a friendship is making me feel unhappy or uncomfortable. • I can manage conflict, including knowing when and how to seek help or advice from others, if needed.	• I know how important friendships are in making me feel happy and secure, and how people choose and make friends. • I know an increasing range of characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • I know that resorting to violence is never right. • I can recognise who to trust and who not to trust. • I can judge when a friendship is making me feel unhappy or uncomfortable. • I can manage conflict, including knowing when and how to seek help or advice from others, if needed.	• I know how important friendships are in making me feel happy and secure, and how people choose and make friends. • I know characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • I know that resorting to violence is never right. • I can recognise who to trust and who not to trust. • I can judge when a friendship is making me feel unhappy or uncomfortable. • I can manage conflict, including knowing when and how to seek help or advice from others, if needed.

Respectful relationships	Respectful relationships	Respectful relationships
• I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs. • I can take steps in different contexts to improve or support respectful relationships. • I know the conventions of courtesy and manners. • I know the importance of self-respect and how this links to my own happiness. • I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority. • I know about different types of bullying and the responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help. • I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults. Also listed as *Living in the wider world (extra non-statutory content)*: • **Community:** I respect myself and others. • **Community:** I'm aware of different groups and communities. • **Community:** I respect equality and diversity in a diverse community.	• I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs. • I can take practical steps in a range of different contexts to improve or support respectful relationships. • I know the conventions of courtesy and manners. • I know the importance of self-respect and how this links to my own happiness. • I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority. • I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help. • I know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults. Also listed as *Living in the wider world (extra non-statutory content)*: • **Community:** I respect myself and others. • **Community:** I'm aware of different groups and communities, and understand the importance of respecting these. • **Community:** I respect and value equality and diversity in a diverse community.	• I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs. • I can take practical steps in a range of different contexts to improve or support respectful relationships. • I know the conventions of courtesy and manners. • I know the importance of self-respect and how this links to my own happiness. • I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority. • I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help. • I know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults. Also listed as *Living in the wider world (extra non-statutory content)*: • **Protected characteristics:** I'm aware of the protected characteristics and can talk about them in terms of respectful relationships. (Also noted above: respectful relationships.) • **Community:** I respect myself and others. • **Community:** I'm aware of different groups and communities, and understand the importance of respecting and valuing these. • **Community:** I respect and value equality and diversity in a diverse community.
Being safe	**Being safe**	**Being safe**
• I know some boundaries are appropriate in friendships with peers and others (including in a digital context). • I know about the concept of privacy. • I know that it is not always right to keep secrets if they relate to being safe. • I know that each person's body belongs to them. • I know the differences between appropriate and inappropriate/unsafe physical contact. • I know how to respond safely and appropriately to adults who I don't know. • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to ask for advice or help for myself or others, and to keep trying until I am heard. • I know how to report concerns or abuse. • I know I can get help or advice from school.	• I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • I know about the concept of privacy and the implications of it for both children. • I know that it is not always right to keep secrets if they relate to being safe. • I know that each person's body belongs to them. • I know the differences between appropriate and inappropriate/unsafe physical, and other, contact. • I know how to respond safely and appropriately to adults who I don't know (in all contexts, including online). • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to ask for advice or help for myself or others, and to keep trying until I am heard. • I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. • I know where to get advice eg family, school and/or other sources.	• I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • I know about the concept of privacy and the implications of it for both children and adults. • I know that it is not always right to keep secrets if they relate to being safe. • I know that each person's body belongs to them. • I know the differences between appropriate and inappropriate/unsafe physical, and other, contact. • I know how to respond safely and appropriately to adults who I don't know (in all contexts, including online). • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to ask for advice or help for myself or others, and to keep trying until I am heard. • I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. • I know where to get advice eg family, school and/or other sources.

Mental wellbeing	Mental wellbeing	Mental wellbeing
- I know that mental wellbeing is a normal part of daily life, in the same way as physical health. - I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - I know it's important to recognise and talk about my emotions. - I know the benefits of physical exercise, time outdoors and voluntary activity on mental wellbeing and happiness. - I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. - I know that it's very important for children to discuss their feelings with an adult and seek support. - I know that bullying (including cyberbullying) has a negative and impact on mental wellbeing. - I know where and how to seek support, including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing (including issues arising online).	- I know that mental wellbeing is a normal part of daily life, in the same way as physical health. - I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - I know how to recognise and talk about my emotions, and I'm starting to have a varied vocabulary of words to use when talking about my own and others' feelings. - I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate. - I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. - I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - I know where and how to seek support (including recognising the triggers for seeking support), including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - I know it is common for people to experience mental ill health. - I know that mental ill health problems can be resolved.	- I know that mental wellbeing is a normal part of daily life, in the same way as physical health. - I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - I know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings. - I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate. - I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. - I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - I know where and how to seek support (including recognising the triggers for seeking support), including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - I know it is common for people to experience mental ill health. - I know that mental ill health problems can be resolved if the right support is made available, especially if accessed early enough.
Physical health and fitness	**Physical health and fitness**	**Physical health and fitness**
- I know that an active lifestyle is a healthy lifestyle. - I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. - I know that an inactive lifestyle is unhealthy and have an awareness of some consequences. - I know how and when to seek support including which adults to speak to in school if I'm worried about my health.	- I know that an active lifestyle is a healthy lifestyle, both mentally and physically. - I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. - I know that an inactive lifestyle is unhealthy and have an understanding of some consequences (including obesity). - I know how and when to seek support including which adults to speak to in school if I'm worried about my health.	- I know characteristics and mental and physical benefits of an active lifestyle. - I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. - I know risks associated with an inactive lifestyle (including obesity). - I know how and when to seek support including which adults to speak to in school if I'm worried about my health.
Healthy eating	**Healthy eating**	**Healthy eating**
- I know what constitutes a healthy diet. - I know that the '5-a-day' message is a good way to plan for a healthy diet. - I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay).	- I know what constitutes a healthy diet (including an awareness of calories and other nutritional content). - I know simple principles of planning and preparing a range of healthy meals. - I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay).	- I know what constitutes a healthy diet (including understanding calories and other nutritional content). - I know principles of planning and preparing a range of healthy meals. - I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).

Drugs, alcohol and tobacco	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
• I know medicines can be harmful if not taken in the right way. • I know that smoking is harmful.	• I know simple facts about legal and illegal harmful substances, including smoking, alcohol use and drug-taking.	• I know facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	**Health and prevention**	**Health and prevention**
• I know how to reduce the risk of sun damage. • I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn. • I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • I know about personal hygiene and germs, and the importance of handwashing. • I know some simple facts relating to allergies, immunisation and vaccination.	• I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. • I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • I know simple facts and science relating to allergies, immunisation and vaccination.	• I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • I know facts and science relating to allergies, immunisation and vaccination.
Basic first aid	**Basic first aid**	**Basic first aid**
• I am aware of the emergency services and how they can help.	• I can make a call to emergency services if necessary.	• I can clearly, efficiently call emergency services if needed. • I know concepts of basic first-aid eg dealing with common injuries, including head injuries.
Changing adolescent body	**Changing adolescent body**	**Changing adolescent body**
		• I know about puberty and the changing adolescent body, including physical and emotional changes. • I know about menstruation and menstrual wellbeing.
Living in the wider world (extra non-statutory content)	**Living in the wider world** (extra non-statutory content)	**Living in the wider world** (extra non-statutory content)
• **Money:** I know money is an important part of most people's lives, and I know the importance of saving / keeping it safe. • **Rights and responsibilities:** I know about rights and responsibilities. Also listed as *Respectful relationships (above)*: • **Democracy:** I know what democracy means. • **Community:** I respect myself and others. • **Community:** I'm aware of different groups and communities. • **Community:** I respect equality and diversity in a diverse community.	• **Money:** I know money is an important part of most people's lives, and I know it's important to manage it effectively (saving, spending). • **Rights and responsibilities:** I know about rights and responsibilities, and that having responsibilities comes with having rights. • **Rights and responsibilities:** I know the importance of responsible behaviours and actions. • **Democracy:** I know what democracy means, and can describe examples of democracy in school and nationally. Also listed as *Respectful relationships (above)*: • **Community:** I respect myself and others. • **Community:** I'm aware of different groups and communities, and understand the importance of respecting these. • **Community:** I respect and value equality and diversity in a diverse community.	• **Money:** I understand aspects of saving (eg interest rates), spending (eg actual unit costs), and borrowing (eg mortgage interest rates). • **Rights and responsibilities:** I know about rights and responsibilities in different groups and communities (eg family, clubs and ultimately as citizens), and that having responsibilities comes with having rights. • **Democracy:** I know what democracy means, and I'm aware of the main political parties in the UK. Also listed as *Respectful relationships (above)*: • **Protected characteristics:** I'm aware of the protected characteristics and can talk about them in terms of respectful relationships. (Also noted above: respectful relationships.) • **Community:** I respect myself and others. • **Community:** I'm aware of different groups and communities, and understand the importance of respecting and valuing these. • **Community:** I respect and value equality and diversity in a diverse community.

Age-related expectations: **Online safety**

Years 1 and 2 (expectations for the end of Year 2)	**Years 3 and 4** (expectations for the end of Year 4)	**Years 5 and 6** (expectations for the end of Year 6)
Online safety	**Online safety**	**Online safety**
Age restrictions • I know that there are sometimes age restrictions online. **Digital content** • I know what a digital footprint is. **Misinformation, disinformation and hoaxes** • I know that some things online may not be true. **Fake websites and scam emails** • I know that I can trust some websites more than others. **Password safety** • I know that passwords are important. **Personal data** • I know that I shouldn't share personal information online. **Persuasion** • I can spot adverts online. **Online vs. offline behaviours** • I know that I should always be respectful, both offline and online. **Impact on quality of life** • I know that I should aim for a healthy balance between online and offline activity.	**Age restrictions** • I know why some online activities have age restrictions. **Digital content** • I know that we need to be aware of our digital footprint. **Misinformation, disinformation and hoaxes** • I know that some things online may not be true, either accidentally or deliberately. **Fake websites and scam emails** • I know that some websites and emails are fake and what their purpose is. **Password safety** • I can explain what is and isn't a secure password. **Personal data** • I know it's important to check with a trusted adult before sharing personal information online. **Persuasion** • I can spot adverts on websites and in a search. **Online vs. offline behaviours** • I know that I should always be respectful, both offline and online. **Impact on quality of life** • I know that I should aim for a healthy balance between online and offline activity.	**Age restrictions** • I know why some online activities have age restrictions. **Digital content** • I think carefully and respectfully about what I post online. **Misinformation, disinformation and hoaxes** • I know that I may encounter misinformation, disinformation and hoaxes. **Fake websites and scam emails** • I'm ready to be suspicious of some websites and emails in case they are fake. **Password safety** • I'm ready to be suspicious if I'm asked for my password. **Personal data** • I know why it's important to check with a trusted adult before sharing personal information online. **Persuasion** • I know that lots of online activity is geared up to persuade or sell. **Online vs. offline behaviours** • I know the potential consequences of bad online behaviour and that it's ok to step away. **Impact on quality of life** • I know why I should aim for a healthy balance between online and offline activity.

Age-related expectations: **Music**

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
• I know at least two different musical elements (eg pitch, tempo), and can comment on their effect. • I know at least six musical instruments, and can comment on their sound. • I listen to music with concentration and comment on it.	• I know at least four different musical elements (eg pitch, tempo, duration, dynamics), and can comment on their effect. • I know an orchestra is typically split into four sections: brass, woodwind, string, percussion. • I can comment on music from different cultures. • I know and can comment on the work of at least two great composers and musicians. • I understand stave and other musical notations.	• I know different musical elements (eg pitch, tempo, duration, dynamics, timbre, texture, structure), identifying them and commenting on their effect. • I know an orchestra is typically split into four sections (brass, woodwind, string, percussion) and can use this knowledge to classify an instrument. • I have an awareness of the history of music and music from different cultures and traditions. • I know and can comment on the work of at least three great composers and musicians.
Skills	**Skills**	**Skills**
• I can follow the pulse of a piece of music by clapping or tapping along with it. • I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. • I can play tuned and untuned instruments musically. • I can experiment with, create, select and combine sounds with some awareness of musical elements.	• I can listen to and repeat (by singing and playing an instrument) a sound with some accuracy. • I can play and perform using my voice and musical instruments with increasing accuracy and control. • I can improvise and compose music using some different musical elements (eg pitch, rhythm, dynamics).	• I can listen to and repeat (by singing and playing an instrument) a sound with increasing accuracy, demonstrating aural memory. • I can play and perform in solo and ensemble contexts, using my voice and musical instruments with increasing accuracy, fluency, control and expression. • I can improvise and compose music using a wider range of different musical elements (eg pitch, rhythm, dynamics, timbre, texture, form). • I can use and understand stave and other musical notations.

Age-related expectations: PE

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge and other learning	**Knowledge and other learning**	**Knowledge and other learning**
- I know at least one good reason why exercise is important. - I know how my body feels during exercise.	- I know at least two good reasons why exercise is important. - I know the effects of exercise on the body.	- I know at least three good reasons why exercise is important. - I know the effects of exercise on the body and the reasons for this. - I know that activities / practices can be used to improve a skill / performance.
Skills	**Skills**	**Skills**
- I can use simple skills (eg throwing, catching, passing, dribbling, hitting). - I can use some simple tactics for attacking and defending (eg moving into space, using others). - I can participate in some simple, competitive team games. - I can change speed and direction when moving. - I can complete a short sequence with some control in dance and gym, including using balance. - I can comment on my own, and others', performances.	- I can use appropriate technique to complete skills (eg throwing, catching, passing, dribbling, hitting) under pressure. - I can use simple tactics with some success for attacking and defending (eg moving into space, using others, marking). - I can participate in some competitive team games. - I can move appropriately to complete a given task (eg moving rapidly into space when playing a game or moving gracefully when completing a gymnastics routine). - I can create and complete a short sequence with some control in dance and gym, including using balance and flexibility. - I can identify strengths and weaknesses in my own, and others', performances.	- I can consistently use appropriate technique to complete skills (eg throwing, catching, passing, dribbling, hitting) under pressure and in competitive situations. - I can select and use tactics for attacking and defending (eg moving into space, using others, marking) to be successful in a game. - I can participate effectively in some competitive team games. - I can move appropriately and effectively to complete a given task (eg moving rapidly into space when playing a game or moving gracefully when completing a gymnastics routine). - I can create and complete a longer sequence with control in dance and gym, including using balance, flexibility, strength. - I can identify strengths and weaknesses in my own, and others', performances comparing past and present performances. - I can take part in outdoor and adventurous activity challenges both individually and within a team. - I can swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively (eg front crawl, backstroke, breaststroke) and I can perform safe self-rescue in different water-based situations.

Age-related expectations: **RE**

We follow 'Believing and Belonging', the statutory curriculum for maintained schools in Leeds. (At St James' CE Primary, we supplement this by using the Understanding Christianity resource.)

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge of the beliefs and practices of religions and other world views	**Knowledge of the beliefs and practices of religions and other world views**	**Knowledge of the beliefs and practices of religions and other world views**
• I know that some people choose to have a religion and some people don't. • I know there are lots of different religions and that this is not the same as nationality. • I know at least four key facts about Christianity and about Islam (eg sacred texts, significant figures, festivals, symbols, places of worship). 	• I know that some people choose to have a religion, some people don't, and some people are unsure, and can suggest possible reasons for a particular choice. • I know there are lots of different religions and can name at least four. • I know at least three religious symbols and can match them to the correct religion. • I know at least four key facts about Christianity, about Islam and – separately – about other religions (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements).	• I know that some people choose to have a religion, some people don't, and some people are unsure, and can talk about reasons for both points of view. • I know there are lots of different religions (and possibly some non-religious systems of belief such as Humanism) and can name at least six. • I can roughly locate on a map where some key world religions are most popular. • I know at least four religious symbols and can match them to the correct religion. • I know at least four key facts about each of Christianity, Islam, Sikhism and Judaism (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements, rules and moral codes).
Skills	**Skills**	**Skills**
We follow *Believing and Belonging*, the statutory curriculum for maintained schools in Leeds. The points set out below are listed in 'Believing and Belonging' as 'the skills required to achieve the end of key stage expectations'. The Y3,4 expectations stem from the expectations set out for the end of Key Stage 2. *Believing and Belonging* puts these points forward as a way to assess each year. The points are listed as sentence stems. They can be regarded in the context of the sub-heading (eg I can recognise similarities and differences…between beliefs and practices) and in the context of the knowledge set out above.		
Beliefs and practices of religions and other world views • I can recall and name… • I can retell and suggest meanings for… • I can recognise similarities and differences… **How religions and other world views address questions of meaning, purpose and value** • I can ask and respond to questions… • I can explore questions… • I can express ideas… • I can respond sensitively… **How religions and other world views influence morality, identity and diversity** • I can observe and recount • I can find out about and respond to… • I can find out about and begin to express ideas… Summarised as: **I am beginning to express ideas and opinions.**	**Beliefs and practices of religions and other world views** • I can describe and make links… • I can describe and show understanding… • I can explore and describe similarities and differences… **How religions and other world views address questions of meaning, purpose and value** • I can explain and give reasons… • I can present ideas… • I can reflect and give examples… **How religions and other world views influence morality, identity and diversity** • I can explain and give reasons… • I can discover and explain ideas… • I can express ideas and opinions… Summarised as: **I can suggest reasons and respond thoughtfully.**	**Beliefs and practices of religions and other world views** • I can compare and contrast… • I can give a considered response… **How religions and other world views address questions of meaning, purpose and value** • I can explain a range of opinions and give reasons… • I can summarise and apply a range of ideas… • I can weigh up different points of view… **How religions and other world views influence morality, identity and diversity** • I can explain a range of opinions and give reasons… • I can summarise and apply a range of ideas… • I can weigh up different points of view… Summarised as: **I can offer ideas and clear responses.**