SPHERE FEDERATION

Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

# Our curriculum guide: Topics

**Date:** reviewed regularly; see date in document label for most recent update

## Introduction

This Curriculum Guide relates primarily to the foundation subjects we teach in half-termly topics: Art, Computing, Design and Technology, Geography, and History. It sits alongside similar documents for Early Years, Reading, Writing, Maths, Science and others.

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'.*)

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). Alongside these statutory curriculum requirements, there is additional or explicit learning, too.

## Curriculum structure: 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. Teachers adapt the delivery in order to meet the needs of all pupils. 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's delivered and supported in a different way.

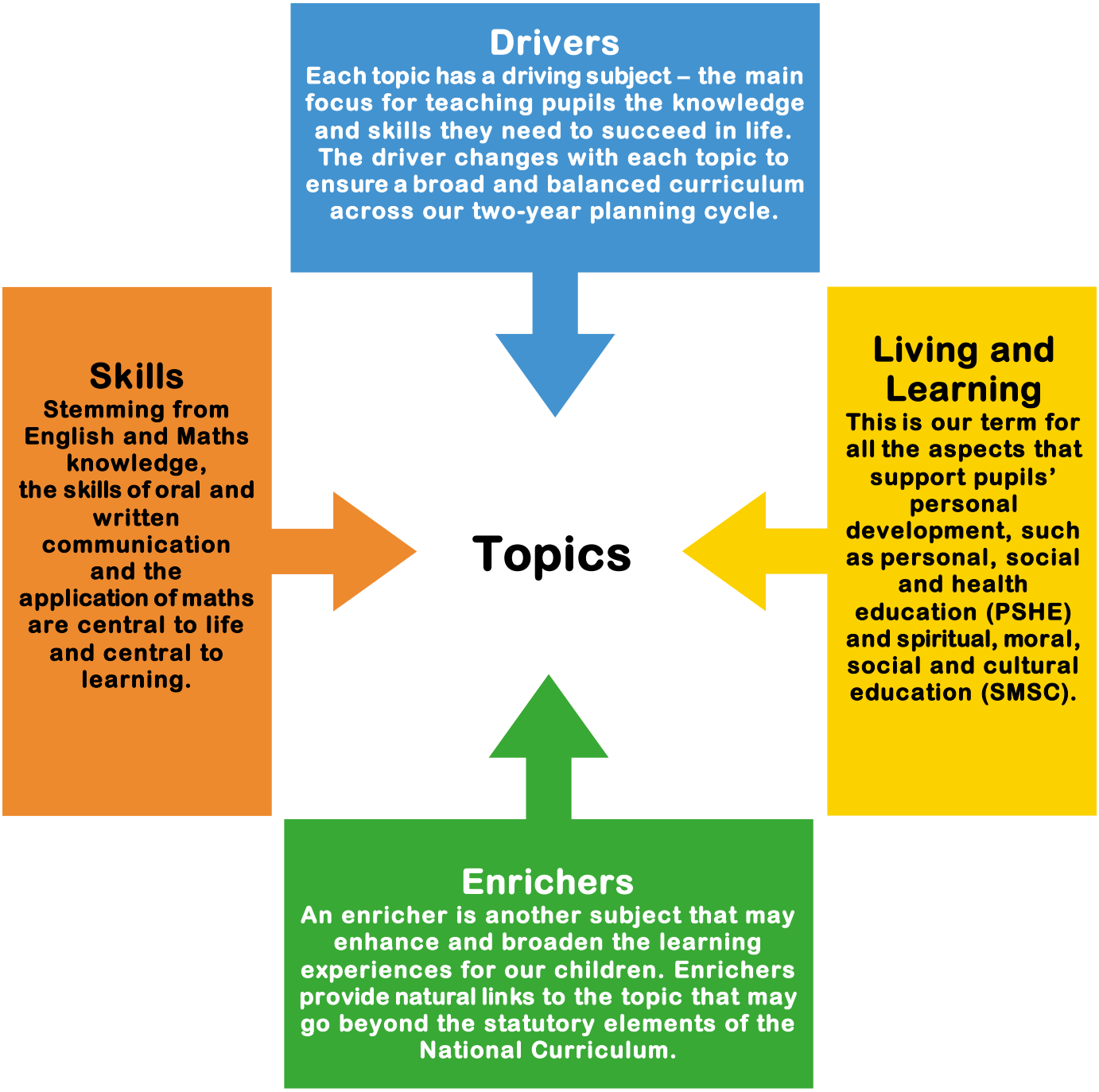
To supplement this Long-Term Plan, teachers are provided with more detailed medium-term planning grids. The medium plan breaks down each unit into individual lessons and provides clear success criteria, suggested activities and further information for teachers to aid their subject knowledge.

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.

## Curriculum structure: drivers, enrichers and other curriculum connections

Half-termly topics are driven by a particular **foundation subject**: Art, Computing, Design and Technology, Geography, and History. They are enriched by other subjects. The **core subjects** of English, Maths and Science are taught as discrete subjects. Other subjects, such as Physical Education (PE), Music and Religious Education (RE), are taught as discrete subjects, too.

We deliver much of the curriculum through topics which have four elements:




The diagram below illustrates the relationship between two of the elements: topic drivers and core skills.

**Core skills (English and Maths)**

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

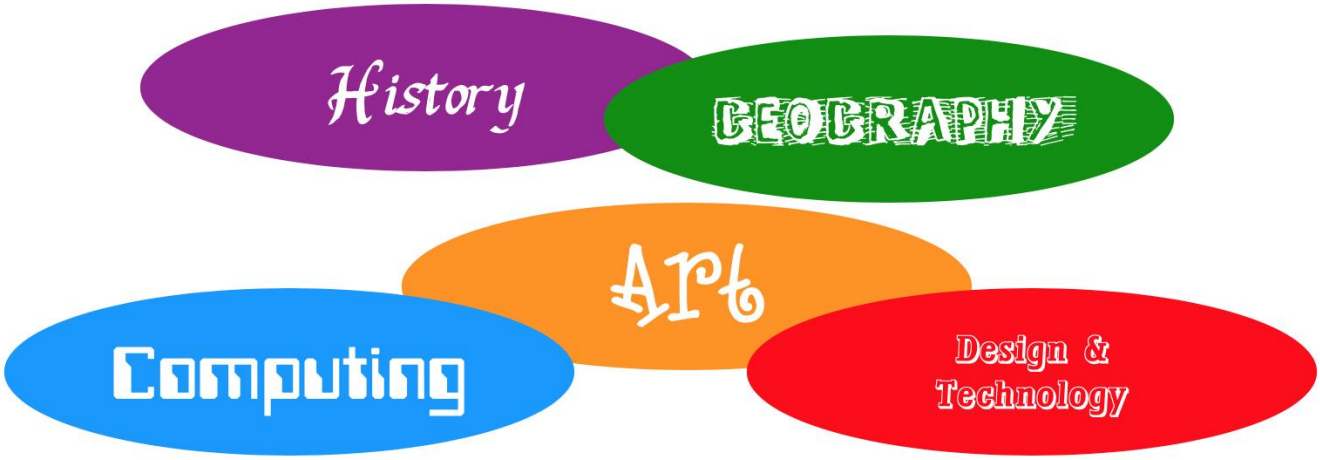
For example, during a History-driven topic, children may:
read some linked poetry, fiction or non-fiction texts;
write a recount based around an event from the past;
perform calculations based around historical dates.

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 may:
locate information using the contents and index pages of an atlas;
use capital letters for place names (Writing);
apply their knowledge of place value when looking at larger numbers such as population (Maths).

**Drivers**

## 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, plus on-going Art Skills lessons)
- Design Technology (one half-term as a driver each year, plus termly Cooking and Nutrition sessions)

## Curriculum enrichers

Some subjects are not taught as a topic. These subjects are all additional foundation subjects. They can help to enrich any of the topics we implement, but they're 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.*)

There are two other key ways we enrich the curriculum: **themed weeks**, and **trips and visits**.

The themed weeks have a Living and Learning focus, but learning in History, Geography and other subjects happens, too. Each year, there are two themed weeks:

- Me and My Money (Cycle A)
- Staying Safe (Cycle A)
- Me and My Communities (Cycle B)
- Being Healthy (Cycle B)

Trips and visits are mapped out across Reception, Key Stage 1 and Key Stage 2 to ensure progression and continuity:

| | Cycle A | Cycle B |
|---|---|---|
| **Reception** | **Art (Spring 2)**<br>This Green Moon<br>*A Wild Explosion of Colour*<br>*The adventure to rebuild the shattered rainbow using colours found within the natural environment including story telling then followed by some team 'ground art' on a huge scale using natural forest materials.*<br>*Essential Skills and Development: Storytelling, creativity, spiritual, construction, social and team building.* | **Art (Spring 2)**<br>This Green Moon<br>*A Wild Explosion of Colour*<br>*The adventure to rebuild the shattered rainbow using colours found within the natural environment including story telling then followed by some team 'ground art' on a huge scale using natural forest materials.*<br>*Essential Skills and Development: Storytelling, creativity, spiritual, construction, social and team building.* |
| | **Science / Geography (Summer 2)**<br>Nell Bank<br>*Tidy* | **Science / Geography (Summer 2)**<br>Nell Bank<br>*Tidy* |
| **Years 1 and 2** | **Art (Autumn 2)**<br>The Hepworth Wakefield<br>*Printmaking* | **Science (Spring 2)**<br>RHS Harlow Carr Garden<br>*How plants grow: discovering plants* |
| | **History (Spring 1)**<br>Abbey House Museum<br>*Topics through time – toys and games* | **Design & Technology (Summer 2)**<br>Temple Newsam<br>*STEM workshop: The Three Little Pigs* |
| **Years 3 and 4** | **Geography, History and Science (Spring 1)**<br>Yorkshire Museum, York<br>*Roman Ryedale Hoard, Rocks and Fossils and Geography survey and flood defences* | **Science (Summer 1)**<br>Howsham Mill<br>*Dataloggers* |
| | **Music, Computing and DT (Summer 1 or 2)**<br>National Science and Media Museum<br>*Bring the Thunder* | **Science and Geography Spring 1)**<br>Magna<br>*Volcanoes and Rocks* |
| **Years 5 and 6** | **Art (Autumn 1 or 2)**<br>Yorkshire Sculpture Park, Leeds<br>*Henry Moore, Barbara Hepworth and Thomas J Price* | **History (Autumn 2)**<br>Leeds Discovery Centre<br>*Stone Age-Iron Age hands on with artefacts* |
| | *Three day Year 6 residential replaces the second school visit in Y5,6* | |

(The plan shown here is subject to change
eg if another event becomes available.)

**Reading, Writing, Maths and Science**

Reading and Writing (part of the English curriculum), Maths and Science are core subjects with a great deal of content. We've a Curriculum Guide for each, providing an overview of the curriculums and listing our age-related expectations for each year group, too.

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).

Reading is especially important: children learn to read and then read to learn.

## Reading as an integral part of our topics

Our topics are 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 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.

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.

The following table provides an overview of the sorts of questions teachers might ask when reading in Science, History, Geography, Art, Design and Technology, or Computing.
(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?<br>• What scientific questions does this text answer?<br>• Can you visualise what this text is describing?<br>• Can you draw diagrams based on the text?<br>• Can you find and evaluate information in the text?<br>• What are the similarities, differences or changes explained in the text?<br>• What does the data show us?<br>• Can you explain this science?<br>• What conclusions can we draw from the text?<br>• 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?<br>• 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?<br>• Can anything **corroborate** this evidence? Is there a different source that can back it up or that has an opposing view?<br>• Why has the author chosen to present this information in this way? (ie diagram, bold, text) | • What geographical vocabulary is being used?<br>• Can I find this location on a map? If so, where?<br>• What do I know already about the locations mentioned?<br>• What geographical features are mentioned/shown?<br>• How is this place similar or different to others that I know?<br>• What human influences are mentioned in the text?<br>• How have these places been influenced by humans? How can you tell?<br>• 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?<br>• What do I already know about the technique being described?<br>• Can I visualise the process being described?<br>• What sounds like the most difficult part? Why? Is it realistic to do?<br>• Is there a better guide elsewhere?<br>• What could I do differently? Why? | • What technology vocabulary is being used?<br>• What do I already know about the techniques being described?<br>• What techniques, materials, equipment and tools have been described in the text? Why?<br>• Can I visualise the process being described?<br>• What sounds like the most difficult part? Why? Is it realistic to do?<br>• Why has the author chosen to present this information in this way? (ie diagram, bold, text)<br>• Is there a better guide elsewhere?<br>• What could I do differently? Why? | • What technical vocabulary is being used?<br>• What do I already know about the programming being described?<br>• Will it work? Why/why not?<br>• What sounds like the most difficult part? Why? Is it realistic to do?<br>• How has the author broken the task down into smaller steps?<br>• 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?<br>• What is purpose of the text? To give me background information? To help me understand the art? To persuade me to like it?<br>• Does the text help me to appreciate the art or artist? How?<br>• Now that I've read the text, have my views or thoughts changed? How? Why?<br>• Does it inspire my creativity? | • Before I read this text, what are my views or thoughts about the piece of design, designer or product?<br>• 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?<br>• Now that I've read the text, have my views or thoughts changed? How? Why?<br>• 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?<br>• 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.<br>• Is this content positive, negative or neutral?<br>• 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?<br><br>**See age-related expectations for Staying safe online for more.** |

### 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

## Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen resources
- prioritising foundational learning in Reading, Writing and Maths

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.

Similarly, teachers provide opportunities for challenge and deeper learning. Pupils benefit from this: whoever needs it, in whatever lesson. Challenge may be seen in pupils' exercise books: for example, teacher feedback which provides an additional task or thought-provoking question, or an open-ended activity that promotes reasoning. However, often 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.

Occasionally, teachers may also adapt teaching by deviating from the topic if it ensures learning is responsive and relevant. An example would be responding to significant local, national and world events, such as a natural disaster or a national sporting or cultural event. This flexibility 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.

## 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: we want to ensure that children are able to use and apply new knowledge, skills and understanding without having to pack up and transfer their thinking to a new curriculum area
- enables children to learn more deeply
- enables children to build knowledge in a carefully considered sequence of learning

- presents opportunities for extended writing stemming from the deeper learning – we find 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
- just like we want to immerse children in the learning, teachers are able to focus on quality implementation: there are fewer subjects to consider at any one time
- means that assessment is more meaningful as it allows teachers to focus on pupils' progress and allows for staff to address misconceptions
- 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 long-term plans set out below, 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. Our monitoring and evaluation shows our topic approach is effective and engaging.

# Long-term plans for topic

The topic plan for each phase is set out below.
Cycle A are 'odd years': 202**3**-24, 202**5**-26… and Cycle B are 'even': 202**4**-25, 202**6**-27…

| half-term | Year 1 and Year 2 Cycle A | Year 1 and Year 2 Cycle B | Year 3 and Year 4 Cycle A | Year 3 and Year 4 Cycle B | Year 5 and Year 6 Cycle A | Year 5 and Year 6 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*<br><br>*Ancient Egypt* |
| **Autumn 2** | **Art** *drawing painting* ***printing*** *(key focus)*<br><br>*featured artists:* ***Paul Klee*** *(modern artist) contrasting with* ***Leonardo da Vinci*** *(Renaissance artist)* | **Art** *drawing sculpture* ***painting*** *(key focus)*<br><br>*featured artists:* ***Bridget Riley*** *(op art) contrasting with* ***Georges Seurat*** *(pointillism)* | **Art** *painting* ***sculpture*** *(key focus)*<br><br>*featured artists:* ***Martha McDonald Napaltjarri*** *(traditional native Australian) contrasting with* ***Wassily Kandinsky*** *(abstract)* | **Art** *digital art* ***drawing*** *(key focus)*<br><br>*featured architects:* ***Sir Christopher Wren*** *contrasting with* ***Zaha Hadid*** | **Art** *painting* ***sculpture*** *(key focus)*<br><br>*featured artists:* ***Barbara Hepworth***, ***Henry Moore*** *(both modernist, abstract / semi-abstract sculptors) and* ***Thomas J Price*** | **Art** *drawing* ***printing*** *(key focus)*<br><br>*featured artist:* ***William Morris*** *(Victorian designer) contrasting with* ***Orla Kiely*** *(current designer)* |
| **Spring 1** | **History**: *Toys and Games (Changes within living memory; with reference to local history)* | **Geography**: *Environment / Natural disasters*<br><br>*'The streets around our school' primary focus: environmental issues* | **History**: *Romans*<br><br>*Anglo-Saxons* | **Geography**: *Environment / Natural disasters*<br><br>*primary focus: volcanoes and/or earthquakes* | **History**: *Vikings*<br><br>*The Islamic Golden Age (Early non-European civilisation)* | **Geography**: *Environment / Natural disasters*<br><br>*primary focus: climate change* |
| **Spring 2** | **Computing**<br><br>*primary focus: programming* | **Computing**<br><br>*primary focus: programming* | **Computing**<br><br>*primary focus: programming* | **Computing**<br><br>*primary focus: programming* | **Computing**<br><br>*primary focus: programming* | **Computing**<br><br>*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**<br><br>*primary focus: textiles* | **Design & Technology**<br><br>*primary focus: construction* | **Design & Technology**<br><br>*primary focus: textiles* | **Design & Technology**<br><br>*primary focus: construction* | **Design & Technology**<br><br>*primary focus: textiles* | **Design & Technology**<br><br>*primary focus: construction* |

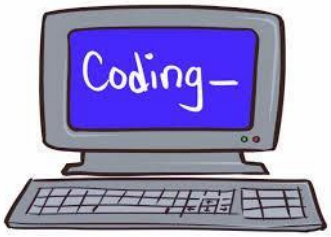
# Age-related expectations: **Art**

| **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).<br>• I know the primary and secondary colours.<br>• I know some artists and can comment on their work (eg Paul Klee contrasting with Leonardo da Vinci; Bridget Riley contrasting with Georges Seurat).<br>• I can talk about what I see in art referring to visual and tactile elements, such as line, colour, texture, pattern, shape, form, space and composition.<br> | • I know the difference between drawing pencils (eg 2H, HB, 2B), paints (eg poster and watercolour) and pastels (eg chalk and oil).<br>• I know and understand the colour wheel (specifically, primary/secondary colours, complementary colours and hot/cold colours).<br>• I know a growing number of 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).<br>• I can make comparisons and express opinions about pieces of art, referring to visual and tactile elements, such as line, colour, texture, pattern, shape, form, space and composition. | • 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.<br>• I know a wide range of artists (including designers and architects) and can talk about their work and my thoughts and feelings towards it (eg as previous, plus Barbara Hepworth and Henry Moore contrasting with Thomas J Price, William Morris contrasting with Orla Kiely).<br>• I can critique different pieces of art, referring to visual and tactile elements, such as line, colour, texture, pattern, shape, form, space and composition.<br>• 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.<br>• I can draw an object from direct observation with some accuracy.<br>• I can use different media (eg pencil, paint).<br>• I can explore visual and tactile elements, such as line, colour, texture, pattern, shape, form, space and composition. | • I can use a range of processes to create art (eg drawings, paintings, sculpture, collage, printing, e-art and textiles).<br>• I can draw an object from direct observation with growing accuracy.<br>• I can use a range of media with some control (eg pencil, paint, pastel, charcoal).<br>• I can use visual and tactile elements such as line, colour, texture, pattern, shape, form, space and composition. | • I can use a range of processes with success to create art (eg drawings, paintings, sculpture, collage, printing, e-art and textiles).<br>• I can draw an object accurately from direct observation.<br>• I can select and use a range of media with control (eg pencil, watercolours, poster paint, chalk pastel, oil pastel).<br>• I can use visual and tactile elements to achieve my intentions such as line, colour, texture, pattern, shape, form, space and composition.<br>• 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<br>• **HB:** referring to pencils, HB stands for 'hard black' – a medium hard pencil<br>• **H:** stands for 'hard'<br>• **B:** stands for 'black'; these pencils are soft<br>• **primary colours:** three colours (red, yellow, blue) that can't be made by mixing other colours, but can make other colours<br>• **secondary colours:** three colours (orange, green, purple) that are made when two primary colours are mixed using paint<br>• **pattern:** arrangements of things such as colour, shapes and lines that repeat in a particular way<br>• **texture:** how something feels, like smooth or rough | • **complementary colours:** colours that are opposite on the colour wheel<br>• **warm colours:** roughly one half of the colour wheel, warm colours (like red, orange, yellow) usually represent heat and emotions like anger and excitement<br>• **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<br>• **form:** a three-dimensional shape (sculpture is about creating forms); in paintings and drawings, form can be shown using tone<br>• **space:** usually used to describe areas or parts of an artwork where there are large blocks of colour or 'gaps'<br>• **medium:** the type of art (eg painting, sculpture, printmaking), or the materials an artwork is made from (plural: media)<br>• **composition:** the way that something has been deliberately 'put together' | • **pastel:** a coloured drawing medium, usually stick-shaped, produced in soft, hard and pencil form<br>• **art:** the expression of creativity or imagination, or both<br>• **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<br>• **line:** a continuous mark made on a surface by a moving point<br>• **printing:** transferring ink (or some other medium) from one surface to another | • **sculpture:** a piece of three-dimensional art<br>• **wax resist:** a technique where wax is used to create a pattern which is then covered in water-based paint to create a desired effect<br>• **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<br>• **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<br>• **negative space:** the space around and between the subject<br>• **patina:** a green or brown layer on the surface of bronze and similar metals formed over a long period<br>• **maquette:** a sculptor's initial model or sketch<br>• **modern art:** art that is often experimental and not traditional (1900s onwards approximately)<br>• **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<br>• **pointillism:** a form of painting where very small dots are used to form colours and images<br>• **forgery:** copying another artist's work and making money from it | • **digital art:** art that is made or presented using digital technology<br>• **architecture:** a specific form of design: buildings and other structures<br>• **architect:** a person who designs buildings and other structures<br>• **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<br>• **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<br>• **graphic design:** covers a range of design activities including logo creation, advertising and typography (fonts)<br>• **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**<br>● I know what an algorithm is and that digital devices use them.<br>● I know that algorithms need clear, precise instructions to work effectively.<br>**Digital literacy**<br>● I know that there are search engines to help find information.<br>● I know that technology is used beyond school and I can give some examples. | **Programming**<br>● 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.<br>**Digital literacy**<br>● I know what a computer is.<br>● I know there are different search engines and can compare how results are selected and ranked.<br>● I know and understand how at least one key individual (eg Lovelace, Turing, Berners-Lee) has helped shape the world of computing. | **Programming**<br>● 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).<br>**Digital literacy**<br>● I know what a computer network (eg the school network) is and the opportunities they offer for collaboration and communication.<br>● I know there are different search engines and can evaluate them, showing an awareness of how results are selected and ranked.<br>● I know the difference between the Internet and the World Wide Web.<br>● I know and understand the impact of some key individuals (eg Lovelace, Turing, Berners-Lee). |
| **Skills** | **Skills** | **Skills** |
| **Programming**<br>● I can create and debug simple programs.<br>● I can look at an algorithm and use logical reasoning to predict what will happen when it is executed.<br>**Digital literacy**<br>● I can create digital content (eg take photographs for a specific purpose; use software to create artwork; use a child-friendly word processor).<br>● 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).<br>● 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).<br>  <br> | **Programming**<br>● I can design, write and debug programs that accomplish specific goals.<br>● I can use repetition in programs.<br>● I can use sequence in programs.<br>● I can identify different inputs and outputs (eg mouse, keyboard, microphone and screen, speaker, printer).<br>● I can use logical reasoning to explain how algorithms work and to debug (ie detect and correct errors).<br>● 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).<br>**Digital literacy**<br>● I can use search technologies effectively and can evaluate results.<br>● I can create digital content and programs by using different software and different digital devices. | **Programming**<br>● 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).<br>● I can write programs that include repetition, sequence and selection.<br>● I can use variables in programs (eg timer, score, health).<br>● I can identify and use different inputs and outputs.<br>● I can use logical reasoning to enhance algorithms programs (eg to make a game more or less challenging).<br>● I can solve increasingly complex problems by decomposing them into smaller parts.<br>**Digital literacy**<br>● I can be discerning in evaluating digital content.<br>● 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).<br>● 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

### Cycle A and B

- **algorithm:** a sequence of instructions or a set of rules to get something done
- **command:** an instruction that can be used in a program
- **program:** an algorithm or algorithms which can be run by a computer
- **to debug:** to find and fix errors in algorithms
- **computer:** a type of machine that can follow instructions and do useful things

### 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

## Years 3 and 4

### Cycle A and B

- **computer:** a machine that can input, process and output data
- **program:** an algorithm or algorithms which can be run by a computer
- **code**: the commands that a program can run (eg the blocks in Scratch)
- **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)

### Staying safe online

- **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

## Years 5 and 6

### Cycle A and B

- **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**: a value that can be set and changed throughout the running of a program (eg a timer, a score, a number of lives left)
- **simulation**: modelling a real-world or imaginary situation

### Cycle A

- **computer**: a machine that can input, process, store and output data
- **search engine:** program that searches for and identifies items on the internet using complex algorithms

### Cycle B

- **computer network**: a collection of interconnected computer systems which 'talk' to each other by exchanging data
- **world wide web:** 'www' or 'web' for short is a collection of web pages of digital content found on the internet
- **internet:** a huge global computer network

### Staying safe online

- **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.<br>● Through exploration, I know how products can be made stronger, stiffer or more stable.<br> | ● I know that products go through a design process before they are made.<br>● I know and understand how to strengthen or stiffen structures.<br>● I know how electrical circuits are integrated into a product.<br>● I know at least one key event (eg the invention of the steam engine, electricity, plastic) in design and technology.<br>● 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.<br>● I know how electrical circuits / computing principles are integrated into a product.<br>● 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.<br>● I understand how historical restrictions have previously limited the opportunities for some groups (eg women) to be successful designers. |
| **Skills** | **Skills** | **Skills** |
| **Design**<br>● I can generate, develop and communicate my ideas in different ways (eg by talking, drawing, mock-ups and, where appropriate, information and communication technology).<br>● I can design purposeful, functional, appealing products for myself and other users based on given design criteria.<br>**Make**<br>● I can select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing).<br>● I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients.<br>**Evaluate**<br>● I can explore and evaluate a range of existing products.<br>● I can evaluate my ideas and products against given design criteria. | **Design**<br>● I can generate, develop and communicate my ideas in different ways (eg through discussion, annotated sketches, prototypes and, where appropriate, information and communication technology).<br>● I can design purposeful, functional, appealing products for myself and others based on my own design criteria.<br>**Make**<br>● I can select from and use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing).<br>● I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function.<br>● I can use electrical systems in my products (eg circuits, switches, bulbs, buzzers and motors).<br>**Evaluate**<br>● I can evaluate my ideas and products against my own design criteria.<br>● I can investigate and analyse a range of existing products. | **Design**<br>● 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).<br>● 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.<br>**Make**<br>● I can select from and use a wider range of tools and equipment to accurately perform practical tasks (eg cutting, shaping, joining and finishing).<br>● 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.<br>● I can use mechanical systems in my products (eg gears, pulleys, cams, levers and linkages).<br>**Evaluate**<br>● I can evaluate my ideas and products against my own design criteria and consider the views of others.<br>● 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 (evaluate, design, make)<br>• **to plan:** to think about and decide how you're going to do something<br>• **to evaluate:** to decide, after careful consideration, how good or bad something is | • **product:** something that is designed and made<br>• **function:** the purpose of something<br>• **design brief:** a description of what a new product should do<br>• **design criteria:** the precise features a product must have to be successful<br>• **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<br>• **innovative:** an adjective to describe new or original ideas<br>• **sustainable material:** a material is sustainable if it comes from renewable sources and it does not damage the environment<br>• **dimension:** a measurement of something in a particular direction (eg height, length, width)<br>• **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<br>• **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<br>• **thread:** a long, thin strand of cotton used in sewing or weaving<br>• **over stitch:** a stitch that circles the edge of a piece of fabric | • **fabric:** cloth or other material produced by weaving or knitting fibres<br>• **binka:** a firm piece of fabric with holes in to help beginners to sew and embroider<br>• **over stitch:** a stitch that circles the edge of a piece of fabric<br>• **running stitch:** a line of small even stitches<br>• **template:** a tool used to mark out shapes repeatedly | • **running stitch:** of a line of small even stitches<br>• **back stitch:** a method of sewing with overlapping stitches to form a solid line of stitching<br>• **applique:** pieces of fabric sewn or stuck on to a larger piece to form a picture or pattern<br>• **pattern:** a repeated decorative design |
| **Cycle B** | **Cycle B** | **Cycle B** |
| • **base:** the bottom part of an object; the part on which something rests<br>• **structure:** a combination of materials and/or parts to create a 3d shape<br>• **stable:** something that is unlikely to fall down or collapse<br>• **freestanding:** something that stands up by itself | • **prototype:** an early sample or model of a product used to evaluate a design<br>• **component:** a part that combines with other parts to make something (eg a machine or a piece of equipment)<br>• **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<br>• **to reinforce:** to strengthen or support<br>• **exploded diagram:** a drawing that shows the individual components or parts of a product and how they fit together |

# 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.<br>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.<br>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.<br>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 most volcanoes are located on tectonic plate boundaries. They also learn about **location** when they locate them 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 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.<br>**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**<br>● I know the four countries and capital cities of the UK.<br>● I know the seas which surround the UK.<br>**Human and physical geography**<br>● I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather).<br>● I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops). | **Locational knowledge**<br>● I know the main cities of the UK (the four capitals and at least four more).<br>● I know some of the counties in the UK.<br>● I know some of the main rivers and mountains in the UK (at least three of each).<br>**Human and physical geography**<br>● I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus volcanoes and earthquakes).<br>● I know some key vocabulary relating to human geography (all of the Year 1/2 plus **types of settlement and land use**).<br> | **Locational knowledge**<br>● 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).<br>● I know how some physical and human features of the UK have changed over time (eg **expansion of cities, travel networks**, coastal erosion).<br>**Human and physical geography**<br>● 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).<br>● 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**<br>● I can use maps, atlases and globes to identify places (must include places in the Knowledge section).<br>● 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.<br>● I can use simple fieldwork and observational skills to study the geography of my school and its surrounding environment (including physical and human features).<br>● I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features.<br>● I can devise a simple map, using and constructing basic symbols in a key. | **Geographical skills and fieldwork**<br>● I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section).<br>● 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).<br>● 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).<br>**Human and physical geography**<br>● I can describe features of the UK (referring to physical and human geography in the Knowledge section). | **Geographical skills and fieldwork**<br>● I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section).<br>● 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).<br>● 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).<br>**Human and physical geography**<br>● 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<br>• **city:** a large town<br>• **capital city:** a city where the government of a country is located<br>• **compass:** a tool for finding direction<br>• **locality:** an area or neighbourhood<br>• **landmark:** an object or feature of a locality that has importance and can be used to help you find your way<br>• **physical geography:** physical geography looks at the natural things in our environment<br>• **human geography:** human geography looks at changes in the environment by humans<br>• **fieldwork:** observing and collecting data in a locality<br>• **map:** a drawing of a place, usually from above<br>• **map key:** a little box on a map which explains what the different lines and symbols on a map mean | • **grid reference:** a location on a map which is found using numbered lines<br>• **easting:** a vertical grid line which tells you how east or west you are on a map<br>• **northing:** a horizontal grid line which tells you how north or south you are on a map<br>• **Ordnance Survey (OS):** Britain's mapping agency<br>• **scale:** the relationship between distance on a map and the matching distance on the ground<br>• **county:** a region within the United Kingdom<br>• **fieldwork:** observing and collecting data in a locality<br>• **land use:** the specific purpose that an area of land is used for<br>• **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<br>• **city expansion:** also called urban sprawl, this is the increase in a built-up area of a city<br>• **urban green space:** any vegetated land or water within an urban area<br>• **girth:** the distance around the outside of something thick<br>• **carbon stores:** places where carbon is stored in the environment<br>• **justification:** a good reason or explanation for something<br>• **interpolation:** a process of finding unknown values that sit in between known values<br>• **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**<br>● I know the world's seven continents.<br>● I know the world's five oceans.<br>**Human and physical geography**<br>● I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather).<br>● I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops). | **Locational knowledge**<br>● I know some European countries and their capital cities (at least four, not including those in the UK).<br>● I know some of the main rivers and mountains in Europe.<br>● I know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.<br>● 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.<br>**Human and physical geography**<br>● I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus volcanoes and earthquakes).<br>● I know some key vocabulary relating to human geography (all of the Year 1/2 plus types of settlement and land use). | **Locational knowledge**<br>● I know some European countries and their capital cities (at least six, not including those in the UK).<br>● I know some world-wide countries and some of their major cities.<br>**Human and physical geography**<br>● 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**).<br>● 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**<br>● I can use maps, atlases and globes to identify places (must include places in the Knowledge section).<br>● I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features.<br>**Skills which develop place knowledge**<br>● 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).<br>**Skills which develop locational knowledge**<br>● 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**<br>● I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section).<br>**Skills which develop place knowledge**<br>● 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).<br> | **Geographical skills and fieldwork**<br>● I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section).<br>**Skills which develop place knowledge**<br>● 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).<br>**Skills which develop locational knowledge**<br>● 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<br>• **globe:** a model of the Earth which shows what it looks like from space<br>• **ocean:** a large area of water between continents<br>• **Equator:** an imaginary line that goes around the centre of the Earth<br>• **physical geography:** physical geography looks at the natural things in our environment<br>• **human geography:** human geography looks at changes in the environment by humans<br>• **population:** the number of people living in a certain place<br>• **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<br>• **hemisphere:** a half of the earth, divided into a northern and southern hemisphere<br>• **Equator:** an imaginary line that circles around the earth and divides it equally into the two hemispheres<br>• **latitude:** the distance north or south of the equator, measured in degrees<br>• **lagoon:** a stretch of saltwater separated from the sea by a low sandbank or coral reef<br>• **tourism:** travelling to a place for fun<br>• **economy:** how a country or place makes and spends money<br>• **over tourism:** when there are too many tourists and it results in conflict with local people who live there<br>• **flood defences:** used to prevent flooding in a specific place | • **biome:** areas of the world with similar climate, landscapes, animals and plants<br>• **vegetation belt:** an area with distinct plant types<br>• **climate zone:** areas of the world with similar temperature, weather and precipitation<br>• **natural resources:** something that is found in nature and can be used by humans<br>• **exports:** goods that are sent to other countries for sale<br>• **deforestation:** the destruction of forests by humans<br>• **agriculture:** growing and harvesting crops and raising animals; another word for farming<br>• **indigenous people:** the earliest or original inhabitants of a place<br>• **mining:** the process of getting valuable or useful minerals from the ground |

# 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**<br>● I know the four countries and capital cities of the UK.<br>● I know weather patterns in the UK (seasonal and daily).<br>**Human and physical geography**<br>● I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather).<br>● I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops). | **Locational knowledge**<br>● I know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.<br>**Human and physical geography**<br>● I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus **volcanoes and earthquakes**).<br>● I know some key vocabulary relating to human geography (all of the Year 1/2 plus **types of settlement and land use**). | **Locational knowledge**<br>● I know how some physical and human features of the UK have changed over time (eg expansion of cities, travel networks, **coastal erosion**).<br>● 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.<br>**Human and physical geography**<br>● 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).<br>● 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**).<br> |
| **Skills** | **Skills** | **Skills** |
| **Geographical skills and fieldwork**<br>● I can use maps, atlases and globes to identify places (must include places in the Knowledge section).<br>● I can use simple fieldwork and observational skills to study the geography of my school and its surrounding environment (including physical and human features).<br>● I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features. | **Geographical skills and fieldwork**<br>● I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section).<br>**Skills which develop place knowledge**<br>● 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**<br>● I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section).<br>**Skills which develop place knowledge**<br>● 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<br>• **environment:** the surroundings of a human, animal or plant<br>• **recycling:** turning waste into new materials<br>• **pollution:** something harmful or poisonous in an environment<br>• **to survey:** to find the opinions of a group of people by asking them questions<br>• **physical geography:** physical geography looks at the natural things in our environment<br>• **human geography:** human geography looks at changes in the environment by humans<br>• **issue:** an important topic or problem that needs discussion<br>• **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<br>• **volcano:** an opening in the Earth's crust that allows magma, ash and gases to escape<br>• **magma:** molten rock (rock so hot that it has turned into liquid) which is underneath the Earth's crust<br>• **lava:** when magma reaches the surface of the Earth it is called lava<br>• **active volcano:** these have a recent history of eruptions and are likely to erupt again<br>• **dormant volcano:** these have not erupted for a very long time but may erupt at a future time<br>• **extinct volcano:** these are not expected to erupt in the future<br>• **land-use:** the specific purpose that an area of land is used for<br>• **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)<br>• **climate change:** a change in climate (temperature, rainfall and wind patterns) over a period of time (also known as 'climate crisis' and 'climate emergency')<br>• **global warming:** a gradual increase in the overall temperature of the Earth (also known as 'global heating')<br>• **latitude:** imaginary lines which show how north or south a place is (the equator is the best-known line of latitude)<br>• **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)<br>• **ice cap:** a covering of ice over a large area, especially on polar climate zones, eg the Greenland ice cap<br>• **renewable energy:** a source of energy that is sustainable so it will never run out (eg wind energy, solar energy, tidal energy)<br>• **emission:** an emission is something that been released into the world (eg carbon dioxide is an emission created when fossil fuels are burned)<br>• **erosion:** a process where materials are worn away and transported by natural forces such as wind or water<br>• **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 |
|---|---|---|
| **Toys and Games**<br>**(Changes within living memory, inc local history)** | **Romans**<br>**Anglo-Saxons** | **Vikings**<br>**The Islamic Golden Age** |
| The key historical concept in this topic is **innovation**.<br>It's played a powerful influence throughout history, often a cause of conflict and the movement of people.<br>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.<br>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**.<br>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.<br>Children will also learn about the innovations that Roman occupation brought.<br>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.<br>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**<br>**(Events beyond living memory, inc local history)** | **Ancient Greece** | **Stone Age to Iron Age**<br>**Ancient Egypt** |
| **Innovation** is the key historical concept in this topic.<br>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.<br>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.<br>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**<br>**(Lives of significant individuals, inc local history)** | **Carnival**<br>**(Local history)** | **World War II (evacuees, refugees and Leeds at war)**<br>**(Study of an aspect or theme in British history)** |
| The key historical concept in our Heroes topic is **inequality**.<br>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**.<br>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**.<br>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. |

# 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) |
|---|---|---|
| **Toys and Games**<br>**(Changes within living memory, inc local history)**<br>**historical concepts: innovation** | **Romans**<br>**Anglo-Saxons**<br>**historical concepts: invasion, power, innovation,** trade | **Vikings**<br>**The Islamic Golden Age**<br>**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).<br>• I know that a timeline helps us to sequence things in time order.<br>• I know how some products have changed over time (eg a toy, a household item).<br>• I know that many toys and games are very similar to ones that children played with in the past. | • I know that the Iron Age Britons lived here before the Roman invasion.<br>• 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).<br>• I know that the centre of the Roman Empire was Rome in Italy.<br>• I know that the Romans successfully invaded Britain in 43AD.<br>• I know that Boudicca led an uprising against the Roman occupation.<br>• I know how the Roman occupation of Britain helped to advance British society (eg roads, religion, writing, numbers).<br>• I know how Britain changed between the end of the Roman occupation and the Anglo-Saxon invasion and settlement.<br>• 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.<br>• I know that Vikings first came to Britain around 800AD.<br>• I know that Vikings first came to Britain to raid but settled in Britain due to the fertile farmland.<br>• I know that the Vikings came from Scandinavia.<br>• I know that the Vikings and Anglo-Saxons were often in conflict.<br>• I know that the Islamic Golden Age was at its peak in 900AD.<br>• I know that the centre of the Islamic Golden Age was Baghdad in modern day Iraq.<br>• I know that Baghdad was the biggest city in the world and was the centre of the world's trade routes.<br>• I know the impact that the ancient Islamic civilisation in Baghdad had on the world (eg. number system, universities, hospitals).<br>• 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**<br>• 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.<br>**Change and continuity**<br>• I can recognise similarities and differences between my life and the life of an older person (eg shopping, holidays, toys, transport).<br>**Cause and effect**<br>• I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened).<br>**Historical sources**<br>• I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).<br>**Historical interpretation**<br>• 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**<br>• I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.<br>**Change and continuity**<br>• I can recognise similarities and differences between the lives of people living in different periods of time.<br>**Cause and effect**<br>• 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).<br>**Historical sources**<br>• I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.<br>• I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.<br>**Historical interpretation**<br>• 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**<br>• I can sequence key periods of British and world history in chronological order using dates.<br>• 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).<br>**Change and continuity**<br>• 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).<br>**Cause and effect**<br>• 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).<br>**Historical sources**<br>• I can evaluate historical sources based on reliability and bias.<br>• I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.<br>**Historical interpretation**<br>• 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 |
|---|---|---|
| **Toys and Games**<br>**(Changes within living memory, inc local history)**<br>**historical concepts: innovation** | **Romans**<br>**Anglo-Saxons**<br>**historical concepts: invasion, power, innovation,** trade | **Vikings**<br>**The Islamic Golden Age**<br>**historical concepts: trade, invasion, innovation,** power |
| **Cycle A, Spring 1** | **Cycle A, Spring 1** | **Cycle A, Spring 1** |
| • **past:** something that has already happened<br>• **present:** something that is happening now<br>• **ancient:** very old<br>• **modern:** the present day<br>• **similarity:** when something is the same<br>• **difference:** when something is different<br>• **sequence:** put in the correct order<br>• **innovation:** an improvement or replacement for something<br>• **timeline:** a list of important events arranged in order | • **chronology:** arrangement of events or dates in time order<br>• **empire:** a large group of countries or states ruled by an emperor or empress<br>• **invasion:** when a country or region is invaded by an armed force<br>• **tax:** a payment you must make to a ruler or government<br>• **to resist:** to stand up to or fight back against something<br>• **innovation:** an improvement or replacement for something<br>• **bias:** a viewpoint that may be based more on opinion than fact<br>• **kingdom:** an area of land ruled by a monarch (a king or queen) | • **chronology:** arrangement of events or dates in time order<br>• **primary source:** a source of evidence created at the time of the event (eg diaries, letters, photographs, newspaper articles, artefacts, ruins)<br>• **secondary source:** a source of evidence created after time of the event (eg replica objects, text books, illustrations)<br>• **invasion:** when a country or region is invaded by an armed force<br>• **civilisation:** the society considered most advanced at a time<br>• **caliph:** ruler in a Muslim country<br>• **golden-age:** a time when an activity or society is at its best<br>• **innovation:** an improvement or replacement for something<br>• **trade:** the exchange of goods and services<br>• **impact:** the effect one thing has on another |

# 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**<br>**(Events beyond living memory, inc local history)**<br>**historical concepts: innovation** | **Ancient Greece**<br>**historical concepts: power, innovation,** invasion, inequality | **Stone Age to Iron Age**<br>**Ancient Egypt**<br>**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).<br>• I know what houses were like before the Great Fire of London and that fires were quite common.<br>• I know that Samuel Pepys' diary helps us to know what the Great Fire of London was like.<br>• I know why the fire spread quickly and how it was eventually put out.<br>• 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.<br>• I know about the influence the gods had on Ancient Greece.<br>• I know about the influence Ancient Greece has had on the Western world, eg philosophy, arts, science, maths, literature and politics.<br>• 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.<br>• I know the main differences between the Stone, Bronze and Iron Ages.<br>• I know about and can name some of the advanced societies that were in the world around 3000 years ago.<br>• I can compare life in Britain 3000 years ago to life in Ancient Egypt.<br>• I know that the Ancient Egyptians had a writing system called hieroglyphics.<br>• 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**<br>• 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.<br>**Change and continuity**<br>• I can recognise similarities and differences between my life and the life of an older person (eg shopping, holidays, toys, transport).<br>**Cause and effect**<br>• I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened).<br>**Historical sources**<br>• I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).<br>**Historical interpretation**<br>• 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**<br>• I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.<br>**Change and continuity**<br>• I can recognise similarities and differences between the lives of people living in different periods of time.<br>**Cause and effect**<br>• 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).<br>**Historical sources**<br>• I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.<br>• I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.<br>**Historical interpretation**<br>• 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**<br>• I can sequence key periods of British and world history in chronological order using dates.<br>• 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).<br>**Change and continuity**<br>• 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).<br>**Cause and effect**<br>• 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).<br>**Historical sources**<br>• I can evaluate historical sources based on reliability and bias.<br>• I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.<br>**Historical interpretation**<br>• 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**<br>**(Events beyond living memory, inc local history)**<br>**historical concepts: innovation** | **Ancient Greece**<br>**historical concepts: power, innovation,** invasion, inequality | **Stone Age to Iron Age**<br>**Ancient Egypt**<br>**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<br>• **similarity:** when something is the same<br>• **difference:** when something is different<br>• **artefact:** an object made by a person that gives us information about life in the past<br>• **cause:** the reason for something happening<br>• **diary:** a book used by a person to write about daily events in their lives<br>• **firebreak:** an obstacle used to stop the spread of a fire<br>• **consequence:** the result or effect of something happening<br>• **innovation:** an improvement or replacement for something | • **period:** a phase in time<br>• **civilisation:** a period of human development that is considered most advanced<br>• **golden-age:** a time when an activity or society is at its best<br>• **government:** the group of people responsible for ruling a country<br>• **monarchy:** a type of government ruled by a king or queen<br>• **democracy:** a type of government where the people living there make decisions<br>• **oligarchy:** a type of government where a small group of people make the decisions<br>• **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<br>• **henge:** a monument consisting of a circle of stone or wooden uprights<br>• **innovation:** an improvement or replacement for something<br>• **civilisation:** a period of human development that is considered most advanced<br>• **hieroglyphs:** a writing system which uses picture of an object to represent a word, syllable or sound<br>• **Rosetta Stone:** an inscribed slab of stone which was key to translating Egyptian hieroglyphs<br>• **pharaoh:** a ruler in Ancient Egypt<br>• **pyramid:** a large stone monument built as a burial tomb for pharaohs and other important Egyptians<br>• **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**<br>**(Lives of significant individuals, inc local history)**<br>historical concepts: inequality | **Carnival**<br>**(Local history)**<br>historical concepts: trade, inequality, power | **World War II (evacuees, refugees and Leeds at war)**<br>**(Study of an aspect or theme in British history)**<br>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).<br>• I know Nelson Mandela stood up for the rights of black people in South Africa.<br>• I know black and white people were separated in South Africa.<br>• I know the separation of black and white people in South Africa ended because of protests<br>• I know Leonora Cohen believed that women should have equal rights<br>• I know suffragettes protested because they wanted women to have the right to vote.<br>• I know the law in Britain was changed so that women could vote. | • I know when the first Leeds West Indian Carnival took place and how it began.<br>• I know that Leeds West Indian Carnival is a celebration of West Indian culture and the abolition of slavery.<br>• I know what the Atlantic Slave Trade was.<br>• I know that slavery was abolished and this ended the Atlantic Slave Trade. | • I know what caused World War II.<br>• I know that Kindertransport was the rescue of thousands of, mainly Jewish, refugee children from Germany to Britain<br>• I know that the bombing of British cities by German planes was called The Blitz.<br>• I know some ways that life changed for people living in Britain during WWII (eg rationing, role of women, evacuation, refugees)<br>• I know how and when WWII ended.<br>• 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**<br>• 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.<br>**Change and continuity**<br>• I can recognise similarities and differences between my life and the life of an older person (eg shopping, holidays, toys, transport).<br>**Cause and effect**<br>• I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened).<br>**Historical sources**<br>• I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).<br>**Historical interpretation**<br>• 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**<br>• I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.<br>**Change and continuity**<br>• I can recognise similarities and differences between the lives of people living in different periods of time.<br>**Cause and effect**<br>• 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).<br>**Historical sources**<br>• I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.<br>• I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.<br>**Historical interpretation**<br>• 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**<br>• I can sequence key periods of British and world history in chronological order using dates.<br>• 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).<br>**Change and continuity**<br>• 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).<br>**Cause and effect**<br>• 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).<br>**Historical sources**<br>• I can evaluate historical sources based on reliability and bias.<br>• I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.<br>**Historical interpretation**<br>• 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**<br>**(Lives of significant individuals, inc local history)**<br>historical concepts: inequality | **Carnival**<br>**(Local history)**<br>historical concepts: trade, inequality, power | **World War II (evacuees, refugees and Leeds at war)**<br>**(Study of an aspect or theme in British history)**<br>historical concepts: invasion, power, inequality |
| **Cycle B, Summer 1** | **Cycle B, Summer 1** | **Cycle B, Summer 1** |
| • **equal rights:** being treated fairly and having the same chances in life<br>• **apartheid:** a system that keeps people apart, usually because of their different skin colour<br>• **racism:** treating people differently because of the colour of their skin, their religious beliefs or their culture<br>• **suffragette:** a woman who campaigned for the rights of women to vote<br>• **protest:** people coming together to show others that they are against an idea or an event<br>• **belief:** a strongly held opinion that something is right | • **West Indies:** a group of islands located in the Caribbean Sea<br>• **slave:** a person who is owned by another person and forced to work for them with no pay or rights<br>• **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)<br>• **abolition:** officially stopping or ending something, for example, slavery<br>• **plantation:** a large piece of land (farm or estate) used for growing crops on a large scale, such as cotton, tea, sugar cane<br>• **carnival:** a festival involving processions, music, dancing and wearing masks and costumes<br>• **primary source:** a source of evidence created at the time of the event (eg diaries, letters, photographs, newspaper articles, artefacts, ruins)<br>• **secondary source:** a source of evidence created after time of the event (eg replica objects, text books, illustrations)<br>• **immigration:** coming to live permanently from another country | • **evacuation:** the movement of people from a place of danger to a safer place<br>• **refugee:** a person who has been forced to leave their country to escape war, natural disaster or persecution<br>• **The Blitz:** the German bombing campaign against the United Kingdom in 1940-41<br>• **persecution:** the really bad treatment of people, especially because of their race, political or religious beliefs<br>• **Women's Land Army:** a unit of women recruited to do agricultural work in the UK during World War I and World War II<br>• **immigration:** the action of coming to live permanently in a foreign country<br>• **British Empire:** the group of countries which were ruled or controlled by Britain<br>• **Windrush Generation:** people from the West Indies who immigrated to Britain after the war, initially on the ship called The Empire Windrush |

# Appendix: Drop-down mornings

The purpose of Topic Drop-down mornings is to re-cap learning taught in previous terms and previous year. They are an opportunity to revisit learning with more depth than in the regular 'recaps' that children complete at the start of every topic lesson. The content of drop-down mornings is determined by assessment, eg end of unit assessments. They are primarily for topic subjects (Art, Computing, Design and Technology, History, Geography) but may also re-cap RE and Music.

The purpose of RE and Music Drop-down mornings is to teach RE over and above what is already taught during PPA afternoons. (See RE and Music Curriculum Guides for more information.)

| half-term | Years 1 and 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** | topic | topic | topic<br>RE | topic<br>Music | topic<br>Music | topic<br>RE |
| **Autumn 2** | topic | topic | topic<br>Music | topic<br>RE | topic<br>RE | topic<br>Music |
| **Spring 1** | topic | topic | topic<br>RE | topic<br>Music | topic<br>Music | topic<br>RE |
| **Spring 2** | topic | topic | topic<br>Music | topic<br>RE | topic<br>RE | topic<br>Music |
| **Summer 1** | topic | topic | topic<br>RE | topic<br>Music | topic<br>Music | topic<br>RE |
| **Summer 2** | topic | topic | topic<br>Music | topic<br>RE | topic<br>RE | topic<br>Music |