



Broadway GROW Curriculum

Academic Year 2024/25

Broadway Primary School

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OUR BROADWAY GROW CURRICULUM

We know at Broadway that *‘These four walls contain the future’* and our curriculum is designed to promote a love of life-long learning and challenge. We embed skills alongside exciting and engaging experiences to prepare our children to become valued members of the community who have an empathetic understanding of the wider-world.

We have designed our curriculum to incorporate the ethos to ‘GROW’ as learners. Each letter is an attribute that we base our teaching and learning on to ensure that the children within our school gain exposure to an exciting, inclusive, and demanding curriculum that embeds physical activity; language rich environments; our wider community; and awe-inspiring visits, trips and activities at its centre point.

We have used the acronym of GROW to drive and support our bespoke Broadway Curriculum. These attributes of learning are the following:

G = Get up and Go!

- **Active curriculum elements in each lesson and within every subject**
- **Collaborative learning and using Kagan structures to encourage teamwork, perseverance and resilience**
- **Using the outdoor environment. We are proud of our playground and this should be utilised as much as possible as a learning environment as well as a play environment**
- **Opportunities to get our children as active will be utilised at every possibility to promote a healthy, active lifestyle.**

R = Rich in language and vocabulary

- Opportunities to talk and discuss amongst peers utilising a wide range of subject-specific vocabulary
- Key knowledge and language to be used and identified by all staff in all lessons.
- Inspiring displays that children use to develop their learning
- The understanding of subject-specific 'tier 3' vocabulary within lessons

O = Our Broadway Family

- Broadway Broader Family – links made with the wider world to provide exposure to our children of different cultures.
- Community links and involvement with our immediate local area. We are proud of our local communities and strive to work alongside them.
- Charity – Our house system is based upon local charities that become the focal point of events throughout the academic year.
- Values – These are built upon the foundation of our 3Cs (Care, Curiosity and Concentration). These attributes are praised by staff when a child displays these.
- Culture and diversity – We follow the #Broadway Family and #BroadwayBroaderFamily in everything that we do. This encompasses an understanding of culture and diversity, through the House Point System, the inspirational weeks, charity acts, trips and visitors and focus people. We believe that the children of Broadway have a wealth of experience to understand the varied cultures and the diverse society we are in.
- Citizenship – we want our children to become valued members of society so teach them about the morals and values that are required to do this. We also promote British Values throughout all areas of our curriculum wherever possible.

W = Wonder and Awe

- Questioning – We want to deepen our children's understanding and endeavour to do by implementing open-ended, thought-provoking questions based upon Bloom's Taxonomy.

- **Curiosity – Through our topic-based learning, we ensure that children become curious, inquisitive learners who want to question and find the ‘why’ to questions posed.**
- **Trips and visitors – where possible, visitors and tips will be used to provide opportunities that will complement learning and promote excitement.**
- **Practical and first hand experiences – Artefacts, sources of information, role play activities, themed days: all of these will be promoted by staff to inspire our children with their learning.**
- **Enjoyment – our children need to be happy learners. If they are not, learning will not occur. Therefore, staff at Broadway embed enjoyment as a key principle that drives teaching and learning within the school.**

We give priority to teaching the fundamentals of reading, writing and maths every day to ensure that all pupils acquire the basic skills for learning and life, and these skills are used, practised and embedded across other subjects.

Rocket Phonics is used for the teaching and learning of phonics in Early Years and Key Stage 1.

We teach the National Curriculum and Early Years Foundation Stage curriculum using a wide range of strategies.

OUR FOCUS PEOPLE

Each class has a few 'focus' individuals. These are people will be studied within the topics of the academic year. Each class also has an inspirational week character – this is extra to the names listed below.

Year 1	<ul style="list-style-type: none"> • Sacagawea (Explorer) • David Bellamy (Horticulture)
Year 2	<ul style="list-style-type: none"> • Bessie Coleman (Aviator) • Dian Fossey (Habitats) • Greta Thunberg (Activist)
Year 3	<ul style="list-style-type: none"> • Mary Anning (Palaeontology) • Howard Carter (Archaeologist) • Admiral Byrd (Antarctica)
Year 4	<ul style="list-style-type: none"> • Lewis Latimer (Electricity) • Jane Goodall (primatologist and anthropologist) • Bear Grylls (Adventurer)
Year 5	<ul style="list-style-type: none"> • Gladys West (G.P.S) • Nicola Adams (Olympian) • Mark A. Garlick (Artist)
Year 6	<ul style="list-style-type: none"> • Irene Uchida (Genetics) • Walter Tull – (Footballer and WW1 soldier) • Queen Elizabeth I – (Queen)

OUR BRITISH VALUE TERMLY THEMES

Taught through whole school assembly, PSHE and the school ethos.

The Gold stars can be awarded for the terms focus values.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respect	Kindness	Loyalty	Honesty	Effort	Courage
Responsibility	Diversity	Teamwork	Forgiveness	Determination	Curiosity

HOW TO USE THE BROADWAY GROW DOCUMENT

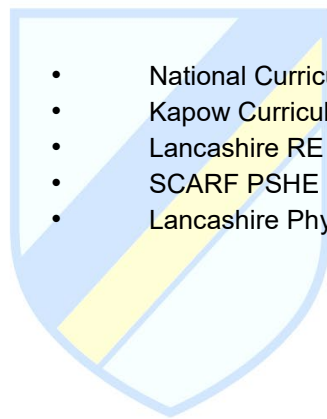
This document has three primary aims:

- Guide teachers on what they should be teaching in their year group, throughout the year, and how they can ensure it is progressive.
- Allow teachers to assess the children against National Curriculum expectations and determine children that are on track and those not meeting expectations.
- Guide coordinators when monitoring their subjects on progression, coverage, and current levels that the children are attaining.

When planning a unit of work or lesson, teachers will be required to follow the objectives set out for their year group. Teachers are not required to teach objectives in any order but need to ensure that there is complete coverage by the end of the year. The Broadway GROW curriculum document will be monitored by the SLT and individual subject coordinators throughout the academic year. Medium Term Plans, Topic Knowledge organisers and individual lessons will need to refer to the objectives set out in this document. The Broadway GROW curriculum Document will be reviewed annually.

It is important to note that the Broadway Grow curriculum document is instrumental in the designing of a topic. Objectives that are not within this document and found elsewhere should only be covered to supplement the topic and only if objective coverage will not be jeopardised.

The Curriculum Intent, Implementation and Impact for each subject has also been included. This needs to be considered when planning sessions to ensure that it is being covered. This also features the GROW for individual subjects. This document has been cross referenced with the following documents.



- National Curriculum 2014
- Kapow Curriculum
- Lancashire RE syllabus
- SCARF PSHE Planning
- Lancashire Physical Education scheme of work 2020

Broadway
Primary
#BroadwayFamily

LITERACY – INTENT, IMPLEMENTATION, AND IMPACT STATEMENT

Literacy Intent Statement

At Broadway Primary School, we intend for our children to be avid readers when they leave. We hope that they can read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites.

We want to help foster children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a Broadway cursive script (from Year 3 onwards from Sept 2024). We aim to give exposure to a wide range of vocabulary so that they are able to understand new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

We are also committed to ensuring we provide our children with our GROW ethos. This can be seen below:

G = Get up and Go!

R = Rich in language and vocabulary

O = Our Broadway Family

W = Wonder and Awe

Literacy Implementation Statement

At Broadway we use the Pathways to Read, Pathways to Write and Pathways to Progress from EYFS through to Key Stage 2. This ensures plans for progression and depth for all units. An engaging text is the focal point of each unit and drives the unit forward for every class. Class teachers are empowered and encouraged to take the time to embed and deepen understanding and application of skills as the units focus on a 'mastery' approach. A wide range of genre types, books are delivered which enable pupils to develop their knowledge and skills in literary education in a variety of different areas.

In EYFS, we develop our youngest learners' love of Literacy through our application of phonics skills and our 'Pathways to Write' model. Our EYFS is a vocabulary rich environment where all learning areas are supplemented by books that either inspire conversation or are used by adults to further develop the understanding of words. Children are given ample opportunities to develop their fine and gross motor skills within the classroom and they are encouraged to 'mark-make' and form letters from the first day they enter the room. This then progresses into full sentences by the end of the year. Literacy skills in EYFS are derived from 'Development Matters' and the Lancashire Framework to Support Curriculum Development parallel to our Pathways units.

The Writing Cycle

Pathways to Write follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit.

Within our writing cycle, sessions will follow this pattern:

• Session 1: Gateway

This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of Gateway skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use Gateways keys, these should be built into the planning of the unit to ensure more personalised learning.

• Sessions 2-11: Pathway

In this section, the Mastery skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

• Sessions 12-15: Writeway

This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. If the final outcome is narrative based, then this will usually be the text which has been read or for younger pupils a shortened version to support retelling has been included. If the outcome is a non-fiction text, then a model will be available in the resource section. Two sessions have been allocated for the writing of the text in the Writeway, but this may be extended depending on the year group and what is being written. Suggestions have been made as to how this could be structured but it needs to be responsive to pupils' needs. Within the Writeway, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

Class texts

Every class has a high-quality text that is used to drive Guided Reading and Literacy. They are two separate texts but they may be linked by theme. These texts are vocabulary-rich and allow children to be exposed to different tiered vocabulary. All of the English work is then planned and delivered through the context of this text.

Cross Curricular

Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.

Phonics and spelling

We teach phonics through the Rocket Phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level. KS2 children follow the spelling scheme, 'Pathways to Spell', which builds upon a child's understanding from Phase 6 Phonics and teaches them spelling rules, patterns and the etymology of other words.

Whole school events

We celebrate World Book Day and organise termly story weeks. We also plan whole school competitions such as 'Spelling Bees' and sponsored reads. These bring the whole school together to concentrate on one theme.

Reading for Pleasure

Teachers are encouraged to promote a love of reading. They are encouraged to read to the class as well as give children the opportunity for reading themselves. When staff read they are modelling the excitement and expression that story telling brings. We encourage our children to visit the local library and share recommendations to others. We also have our Reading Vending Machine which all children can access to inspire this love of reading.

G = Get up and Go!

In order to achieve an active curriculum, teachers are expected to provide a range of ways to implement this. These could be:

Outdoor learning - We recognise that children learn in a variety of ways, and so where appropriate, children will use our outdoor learning space as a means of delivering a literacy (phonics, guided or writing) session outside the classroom.

Role Play – children will use drama as an excellent opportunity to re-enact what has been taught.

Drama activities – These will be used to ensure children show a deeper understanding of what is being taught and how characters are feeling. Children will do this in a variety of ways that involve teamwork and movement.

Collaborative learning – Through the use of Kagan structures, children will be encouraged to move around the classroom and work collaboratively on tasks to achieve an outcome.

Use of classroom – Teachers use their classroom areas in inventive ways that promote movement around the classroom as much as possible.

Active assessment – Children are encouraged to move around the classroom to find a new partner and peer assess their work.

ActiveTeach – Teachers are encouraged to use practical, active learning activities to teach Literacy objectives when appropriate. These activities are designed to challenge the children with various literacy activities, whilst also providing more physical activity

R = Rich in language and vocabulary

Subject specific vocabulary - Identified through knowledge organisers and topic walls and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes. Teachers are expected to exemplify and utilise tier 3 vocabulary throughout the units. Expectations are that children can then use this themselves in the correct context.

Engaging texts – Staff ensure that texts used to drive their literacy and guided units are language-rich. That they are engaging for the children and foster a love of reading.

Vocabulary trees – Vocabulary is displayed that has been taught throughout literacy units. This is so that children can refer back to it and use in their spoken and written language. Meanings and etymology of words shall be discussed explicitly by staff so children can use them competently and confidently.

Book rich environments – our classrooms will have books that can be linked to what is being taught in various areas of the classroom. This is so children's interests are met and that a wide range of genre types and authors can be read by the children.

O = Our Broadway Family

Local Authors – where possible, teachers will use books set in the local area or from local authors. Visits may be organised from local authors also.

School Library – Our library is open for all to use on set days so families can access books for free for their children.

Parent workshops – we will provide workshops so parents are aware of expectations in Year Groups and to make them aware of what will be taught throughout the year.

Stay and Learn – Parents will be invited throughout the year to celebrate the children's learning as well as gain an insight into how Literacy is taught in school.

W = Wonder and Awe

Reading challenge – We have a reading challenge for all children and all ability levels that allow them to win a book from our reading vending machine. This is celebrated in our weekly celebration assemblies.

Author Visits – where possible, authors will be invited to come and visit our school to work alongside our children.

500 Word Story competitions – We promote this competition to allow children the chance to write a story of their choice. It allows creativity to flourish and for children to foster their vivid imagination.

School productions – these are carried out every other half term and allow children to display their speaking and listening skills.

Story time – story time is used in every classroom to expose children to books and foster that love of reading.

Literacy Impact Statement

Our Literacy Curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills in the different literary areas.

If children are keeping up with the curriculum, they are deemed to be making expected or better progress.

In addition, we measure the impact of our curriculum through the following methods:

PUPIL VOICE

Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.

EVIDENCE IN KNOWLEDGE

Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.

EVIDENCE IN SKILLS

Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.

OUTCOMES

At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

MATHEMATICS IMPLEMENTATION, INTENT AND IMPACT

Mathematics Intent Statement

When teaching mathematics at Broadway Primary School, we intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. We aim to prepare them for a successful working life. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving.

Mastery

Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete, pictorial and abstract form wherever suitable. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience, adaptability and acceptance that struggle is often a necessary step in learning. Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life.

G = Get up and Go!

In order to achieve an active curriculum, teachers are expected to provide a range of ways to implement this. These could be:

Practical Maths – Teachers use as many manipulatives that will aid the children's learning. This can be measuring which involves being up and active.

Outdoor learning - We recognise that children learn in a variety of ways, and so where appropriate, children will use mathematics outside the classroom. For example, measuring, sorting activities and fractions are good opportunities to utilise large areas for practical activities.

Collaborative learning – Through the use of Kagan structures, children will be encouraged to move around the classroom and work collaboratively on tasks to achieve an outcome such as Quiz, Quiz, Trade.

ActiveTeach – Teachers are encouraged to use practical, active learning activities to teach maths objectives when appropriate. These activities are designed to challenge the children with problem solving, whilst also providing more physical activity

R = Rich in language and vocabulary

Subject specific vocabulary – Teachers must use technical and accurate Mathematical vocabulary with the children. Children are actively encouraged to use the correct terminology and the different synonyms for the same word.

Reasoning and Problem Solving – Children are encouraged to reason mathematically using distinct and correct terminology. Children will be able to spot patterns to develop fluency in their Maths lessons.

O = Our Broadway Family

Maths Workshop – Parents will be invited annually to a “Maths Workshop” so that calculations, practical Maths, and curriculum structure can be discussed and demonstrated to aid them when helping their child(ren) at home.

Stay and Learn – Parents will be invited throughout the year to celebrate the children’s learning as well as gain an insight into how Maths is taught in school.

W = Wonder and Awe

Practical Maths – Teachers are encouraged to use manipulatives to engage and enthuse children in Maths, as well as to aid their understanding and broadening the Maths curriculum.

Challenge – Teachers provide interesting and thought provoking mathematical challenges to ALL children so that they have an opportunity to explore mathematical theories, procedures and concepts.

This will be underpinned by...

High Expectations and Mastery	Modelling
All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations.
A Vocabulary Rich Environment	Pattern and Connection Identification
We intend to create a vocabulary rich environment, where talk for maths is a key learning tool for all pupils. Pre-teaching key vocabulary is a driver for pupil understanding and develops the confidence of pupils to explain mathematically.	All children will have opportunities to identify patterns or connections in their maths; they can use this to predict and reason and to also develop their own patterns or links in maths and other subjects.
The Teaching of Fluency	The Teaching of Reasoning
We intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall	We intend for all pupils to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

and apply knowledge rapidly and accurately.	
The Teaching of Problem Solving	MASTERY
We intend for all pupils to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.	All children secure longterm, deep and adaptable understanding of maths which they can apply in different contexts.

Mathematics Implementation Statement

White Rose	Pre-teaching and Flashback 4
<p>Every class from EYFS to Y6 follows the White Rose scheme of learning which is based on the National Curriculum. Lessons may be personalised to address the individual needs and requirements for a class but coverage is maintained.</p> <p>In order to further develop the children's fluency, reasoning and problem-solving, we use Testbase which correlates to the White Rose lessons and further develops children's understanding of a concept and the links between maths topics.</p> <p>We also use a range of planning resources including those provided by the NCETM and NRICH to enrich our children's maths diet.</p>	<p>We have Flashback 4 in each class whereby children are set a maths task to ensure general maths knowledge and fluency are maintained and developed; these may take many forms, for example: arithmetic, specific times tables or several questions about a mixture of maths topics.</p> <p>While the class are solving the questions, the staff are able to support children with consolidation or pre-teaching ensuring they are confident with skills required for the upcoming session.</p>
Online Maths Tools	Concrete, Pictorial, Abstract (CPA)

<p>In order to advance individual children's maths skills in school and at home, we utilise Times Tables Rock Stars for multiplication practise, application and consolidation.</p> <p>In both Key Stages, maths homework is set weekly, often using MyMaths.</p>	<p>We implement our approach through high quality teaching delivering appropriately challenging work for all individuals. To support us, we have a range of mathematical resources in classrooms including Numicon, Base10 and counters (concrete equipment).</p> <p>When children have grasped a concept using concrete equipment, images and diagrams are used (pictorial) prior to moving to abstract questions.</p> <p>Abstract maths relies on the children understanding a concept thoroughly and being able to use their knowledge and understanding to answer and solve maths without equipment or images.</p> <p>We will implement a "Big Maths" book which will showcase the best practical Maths we have done starting in September 2021.</p>
<p>Cross Curricular</p>	<p>Continuing Professional Development (CPD)</p>
<p>Maths is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.</p>	<p>We continuously strive to better ourselves and frequently share ideas and strategies that have been particularly effective.</p> <p>We take part in training opportunities such as the use of CPA from White Rose in Summer 2021 moving to using Bar Models in Autumn 2021.</p> <p>We will be working with regional networking events, such as the NCETM work groups in 2021-22.</p>
<p>Assessment</p>	<p>Whole School events</p>
<p>Through our teaching we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching.</p> <p>Summative assessments are completed at the end of each half term; their results form discussions in termly Pupil Progress Meetings and update our summative school tracker. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child.</p>	<p>We celebrate National Maths Day and have whole school maths themed days. We also plan whole school competitions using Times Tables Rockstars. These bring the whole school together to concentrate on one theme.</p>

Mathematics Impact Statement

Evidence in Knowledge	Evidence in Skills
<p>Pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential.</p> <p>Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.</p> <p>Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times tables</p>	<p>Pupils use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems.</p> <p>The flexibility and fluidity to move between different contexts and representations of maths.</p> <p>Children show a high level of pride in the presentation and understanding of the work.</p> <p>The chance to develop the ability to recognise relationships and make connections in maths lessons.</p> <p>Teachers plan a range of opportunities to use maths inside and outside school.</p>
Pupil Voice	Outcomes
<p>Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes.</p> <p>Children show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.</p>	<p>At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.</p> <p><u>Mastery</u></p> <p>All children secure long-term, deep and adaptable understanding of maths which they can apply in different contexts</p>

SCIENCE IMPLEMENTATION, INTENT, AND IMPACT STATEMENT

Science Intent Statement

Through the quality teaching of the 2014 National Curriculum for Science, children will understand the world around them and use it to enhance their natural curiosity. At Broadway Primary, children of all abilities are provided with opportunities to succeed in Science and develop a love or keen interest for the subject. The children are to be inquisitive and to ask questions - as they work towards achieving year group objectives and then encouraged to develop a greater depth of understanding. With our approach of learning through enquiry, we will enable the children at Broadway Primary School to conduct fair tests, both individually and collaboratively, and be able to develop their own informed

explanations. The children will become increasingly successful at acquiring and analysing data and offering conclusions based upon evidence, whilst presenting their findings in a clear and concise manner by using scientific vocabulary.

G = Get up and Go!

R = Rich in language and vocabulary

O = Our Broadway Family

W = Wonder and Awe

Science Implementation Statement

To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school and that lessons are taught on a weekly basis. We ensure that teachers have the same standards of expectation during Science lessons that they would have when teaching English or Mathematics.

The science curriculum at Broadway Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our own skills document and are additionally supported by the TigTag schemes of work (which incorporate Working Scientifically).

A variety of teaching approaches are used based on the teacher's judgement. When teaching science, teachers should follow the children's interests, encourage ideas and ensure their learning is engaging, broad and balanced and that experimentation is fundamental to each area of the subject. Before planning a unit of work, teachers should assess children's prior knowledge and understanding, to ensure work is pitched at the correct level for the individual. Teaching and developing subject-specific vocabulary is also a key part of our science curriculum, alongside implementing meaningful cross-curricular links.

Science provides excellent opportunities to enhance the greater depth of learning for pupils – this will be encouraged by planning lines of enquiry, asking opened ended problems, analysing results and drawing conclusions based on scientific findings.

At Broadway Primary School, we provide a variety of opportunities for science learning both inside and outside the classroom. Throughout both key stages, we frequently utilise our forest school setting, incorporate the use of experts and provide after school clubs, which are linked to the subject. In addition, opportunities for further scientific enquiry and analysis are provided to children via the half-termly topic homework grid.

G = Get up and Go!

In order to achieve an active curriculum, teachers are expected to provide a range of ways to implement this. These could be:

Outdoor learning – Whenever possible, we make use of the outside spaces. We encourage the children to explore, investigate and experiment. Our children benefit from 'Forest School' activities and explore the wider, local area via fieldtrips.

Outside of the standard classroom, we have the benefit of the 'Eco-classroom' where the children can learn more about the outside world, gardening, nature and clean energy.

Collaborative learning – Through the use of mixed ability groupings, challenge and Kagan structures, we wonder, investigate and evaluate together.

Gardening Club – Our young gardeners (Reception – Y6) have helped to develop a very boring space into an area which supports the local eco-system and their learning. The garden is accessible at all times and children can use equipment to explore the bug hotel and plant life.

R = Rich in language and vocabulary

Subject specific vocabulary – The use of scientific vocabulary is greatly encouraged and expected.

We display vocabulary within the classrooms and praise the children when it is used.

O = Our Broadway Family

School Garden – Pupil and parent volunteers help to cultivate and maintain the school garden.

Many of the plants on display have been donated by members of our Broadway Family.

Scientists Just Like Me – during science week we invite community scientists into the school to promote science within our community and the impact that they have had.

Scientist in Focus - Each year group focus on two different scientists that link to their learning.

Where possible we try and promote cultural diversity.

W = Wonder and Awe

Science Week – Annually, we promote science during the National Science week. We promote science by allowing the children to experience multiple activities, taught by a different member of teaching staff.

Visitors – We provide the children with opportunities to meet experts or take part in exciting experiments.

Experiments – We place experimentation at the forefront of our curriculum and provide numerous opportunities for the children to be captivated by science.

Science Impact Statement

The children at Broadway Primary school are enthusiastic about science and develop an inquisitive approach. Within books, there is a clear progression of children's work and an enhanced understanding, which shows evidence of the curriculum coverage for all science topics. With a high-quality science curriculum, we demonstrate progression of skills and knowledge and scientific vocabulary is consistently applied. The children develop an increasing independence during a scientific enquiry, where they are capable of selecting their own tools and materials, devise experiments and choose their own appropriate strategies for recording results. Conclusions are

concise and informed and show a clear understanding of the results obtained.

We measure the impact of our curriculum through the following methods:

Assessing children's understanding of topic linked vocabulary before and after the unit is taught.

Marking of written work in books

Summative assessment of pupil discussions about their learning.

Images and videos of the children's practical learning.

Interviewing the pupils about their learning.

Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

External moderation of children's work at the end of each Key Stage.

Annual reporting of standards across the curriculum to parents.



**Broadway
Primary**

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SCIENCE EYFS

Our Science curriculum within the EYFS aligns with the Educational Programme for Understanding the World. We believe that stories, non-fiction books, rhymes, and poems play a crucial role in teaching Science, as they enrich and widen children's vocabulary while developing their knowledge and understanding.

Throughout the year, we engage in nature-focused learning experiences, particularly during our Welly Walk Wednesdays when we explore the local area. This provides opportunities for the children to develop an appreciation for the natural world and learn about plants, animals, and the seasons. We observe and discuss the changes in nature, such as the growth of plants, the behaviour of animals, and the impact of seasonal variations.

In guided sessions, we introduce children to different climates and the animals that inhabit them. We explore topics such as bird species, the life cycles of ducklings and frogs, and the growth and development of plants. By studying these topics, we deepen the children's understanding of the natural world and foster a sense of wonder and curiosity.

During our outdoor walks, we also encounter various aspects of the local area, including animal habitats. We learn about different habitats and the adaptations that animals have developed to survive in their environments. Additionally, we explore different materials and their properties, fostering an understanding of the physical world around us.

In the winter, we focus on changing states, specifically the freezing and melting of water. Through hands-on experiments and observations, we investigate how water can transition between solid and liquid states. This provides a practical understanding of the concept and encourages scientific thinking.

In Continuous Provision, the children are encouraged to work scientifically, exploring and investigating the world around them. This allows them to engage in open-ended experiments, make predictions, and draw conclusions based on their observations. Regular reflection on their learning enables them to develop the characteristics of effective teaching and learning, such as curiosity, resilience, and critical thinking.

By following the Educational Programme for Understanding the World and incorporating stories, non-fiction books, rhymes, and poems into our teaching, we aim to create a rich and immersive Science curriculum within the EYFS. Through hands-on experiences, outdoor exploration, and scientific inquiry, we nurture children's natural curiosity and encourage them to develop a deeper understanding of the world around them.

SCIENCE KEY STAGE 1

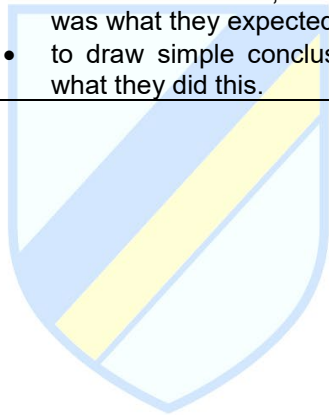
Year 1	Year 2
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Animals including humans		Animals including humans	
Skills			
<ul style="list-style-type: none"> • What are the five senses and how do we use these to find out about the world. • Identify and label the basic body parts. • Identify and name common animals. (fish, amphibians, reptiles, birds and mammals) Identify and name common animals (carnivores, herbivores and omnivores) • Describe and compare the structure of common animals 	<ul style="list-style-type: none"> • How do humans keep healthy? (exercise, food, hygiene) • What are the basic needs for survival? (water, food, air) • Notice that animals, including humans, have offspring which grow into adults. 		
Rich in Language and Vocabulary			
fish, amphibians, reptiles, birds, mammals carnivores herbivores omnivores human body senses see hear feel smell taste habitat local environment pet wild animal insect minibeast food eat head neck body arms legs ears eyes nose mouth tongue hands feet fingers toes elbows knees hair teeth grow healthy offspring adults young water air survive exercise hygiene egg chick chicken caterpillar pupa moth butterfly tadpole frog spawn lamb sheep calf cow foal horse			
Year 1		Year 2	
Plants		Living things and their habitats	
Skills			
<ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants and trees. • What do plants need to grow well/thrive? • What plants can you find by our school? • Can you identify and name common wild and garden plants (deciduous and evergreen trees) 	<ul style="list-style-type: none"> • Identify/name plants and animals including microhabitats • How can we sort living, dead and never been alive things? • Describe how animals get food – food chain • What are the similarities and differences between local habitats and how does it affect the animals and plants that live there? 		
Rich in Language and Vocabulary			
plants wild plants garden plants evergreen trees deciduous trees common flowering plants flowers vegetables leaf/leaves flower blossom petal stem trunk branch root seed bulb bud growth grow habitat local environment leaf fall water light temperature healthy growth survive soil germinate stages of growth		pond garden field park woodland sea shore river ocean forest rainforest stones rocks logs leaf litter habitat micro -habitat living dead not living alive healthy food, food chain depend source of food shelter grow growth healthy	
Year 1		Year 2	
Everyday Materials		Use of everyday Materials	
Skills			
<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials based on their simple properties 	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching. 		

Rich in Language and Vocabulary	
wood paper plastic metal glass water rock brick stone fabric material foil elastic dough rubber card cardboard clay object make/made hard/soft shiny/dull stretchy/stiff rough/smooth bendy/not bendy waterproof/not waterproof transparent/opaque absorbent/not absorbent squash twist bend stretch	Material, metal, plastic, wood, paper, glass, rock, fabric, sand, hard, soft, rough, smooth, shiny, dull, bendy, waterproof, strong, weak, group, object, sort, stretchy, magnetic, not magnetic, lets light through, transparent, natural, man-made, manufactured, object, change, bake, bend, twist, stretch, squash, heat, cool, freeze, melt, boil, new material
Year 1	Year 2
Seasonal Changes	Plants
Skills	
<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons Observe and describe how the day length varies based on the season 	<ul style="list-style-type: none"> How do seeds and bulbs grow into mature plants? Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.
Rich in Language and Vocabulary	
seasons seasonal change spring summer autumn winter weather sun sunshine rain snow sleet ice frost fog cloud hot cold storm sky earth night day	Reproduce, produce young, produce new plants, animals, plants, shoot, within, under, next to, fruit, earth, soil, seeds
Year 1	Year 2
Pushes and pulls	
Skills	
<ul style="list-style-type: none"> How do objects move? How do you stop or slow down an object? 	
Rich in Language and Vocabulary	
Push, pull, movement, twist, spin, swing, slide, swerve, hop, jump, turn, fast, slow, faster, slower, go further, safe, danger, be careful, pushing, pushed, pulling, pulled, moving	
Year 1	Year 2
Investigating Skills Planning	
Skills	
<ul style="list-style-type: none"> To test ideas suggested to them and say what they think will happen. 	<ul style="list-style-type: none"> to suggest some ideas and questions based on simple knowledge and say how they might find out about them. to say what they think might happen. to think about and discuss whether comparisons and tests are fair or unfair
Ideas and Evidence in Science	
Skills	
<ul style="list-style-type: none"> To collect evidence to try and answer a question 	<ul style="list-style-type: none"> To collect evidence to try and answer a question.

Obtaining and Presenting Evidence	
Year 1	Year 2
<ul style="list-style-type: none"> to make observations using appropriate senses; to make some measurements of length using standard and nonstandard measures; to present some findings in simple tables and block graphs using ICT where relevant. 	<ul style="list-style-type: none"> to make observations and measurements of standard and nonstandard measures; to make records of observations; and to present results in tables, drawings and block graphs using ICT where relevant

Considering Evidence and Evaluating	
Year 1	Year 2
<ul style="list-style-type: none"> to make simple comparisons and groupings that relate to differences and similarities between living things and objects. in some cases to say what their observations show, and whether it was what they expected. to draw simple conclusions and explain what they did this. 	<ul style="list-style-type: none"> to make simple comparisons, identifying similarities and differences between living things, objects, and events; to say what results show to say whether their predictions were supported. in some cases to use knowledge to explain what was found out and to draw conclusions.



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SCIENCE LOWER KS2

Year 3	Year 4
Investigating Skills Planning	
Skills	
<ul style="list-style-type: none"> Animals including humans need the right amount of nutrition and they get nutrition from what they eat. Why do we have a skeleton and what does it protect? How do muscles work? How do animals move their muscles? How do the main joints move? 	<ul style="list-style-type: none"> What are the simple functions of the basic parts of the digestive system in humans? What are the different types of teeth in a human and what are their simple functions? Construct and interpret a variety of food chains Identify producers, predators, and prey

Year 3	Year 4
Animals including Humans	
Skills	
<ul style="list-style-type: none"> Animals including humans need the right amount of nutrition and they get nutrition from what they eat. Why do we have a skeleton and what does it protect? How do muscles work? How do animals move their muscles? How do the main joints move? 	<ul style="list-style-type: none"> What are the simple functions of the basic parts of the digestive system in humans? What are the different types of teeth in a human and what are their simple functions? Construct and interpret a variety of food chains Identify producers, predators, and prey
Rich in Language and Vocabulary	
nutrition diet skeleton muscles protection support movement bones skull shell digestive system stomach small intestine large intestine oesophagus types of teeth: molar, pre - molar, incisor, canine saliva	Skeleton, bone, bones, ribs, spine, skull, vertebrate, contract, relax, contraction, joint, move, muscles, muscle

Year 3	Year 4
Plants	Living things and their habitats
Skills	

<ul style="list-style-type: none"> Explore the part the flower plays in the life cycle of flowering plants including pollination, seed formation and seed dispersal. How is water transported through the plant? What are the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) Discover how this can vary from plant to plant? What is the job of roots, leaves and stems/trunk and flowers? Identify that soil is made from organic matter. 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. How do I use a key to identify and classify local plants and animals? That environments can change and that this can sometimes pose dangers to living things. What ways can we protect living things and the environment?
Rich in Language and Vocabulary	
functions nutrients nutrition air transport (water) life cycle pollination seed formation seed dispersal reproduce fertiliser	environment non-flowering plants ferns mosses flowering plants grasses vertebrate animals: fish, birds, mammals, amphibians, reptiles invertebrate animals: snails, worms, slugs, spiders, insects human impact – litter, deforestation, population increase, nature reserves

Year 3	Year 4
Forces and Magnets	States of Matter
Skills	
<ul style="list-style-type: none"> Compare how things move on different surfaces Some forces need contact between two objects but magnetic forces can act at a distance Magnets can attract, repel each other. Recognise that they can attract some materials and not others. Understand that magnets have two poles. Predict whether two magnets will attract or repel each other based on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet Identify some magnetic materials 	<ul style="list-style-type: none"> Compare and group materials together according to whether they are solids, liquids or gases How do some materials change state when they are heated or cooled? I can measure or research the temperature at which this change happens in degree Celsius Identify the part played by evaporation and condensation in the water cycle and then associate the rate of evaporation with temperature.
Rich in Language and Vocabulary	
move movement surfaces forces push pull contact distance magnet bar magnet ring magnet horseshoe magnet attract repel poles (of magnets) magnetic materials	Solid, liquid, melt, freeze, solidify, dissolve, solution, filter, undissolved, dissolved, separate, sieve, mix

Year 3	Year 4
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Rocks	Electricity
Skills	
<ul style="list-style-type: none"> Compare and group together different kinds of rocks based on appearance and simple physical properties Describe in simple terms how fossils are formed when things have lived and then are trapped within rock Recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> What common appliances run on electricity? Construct a simple series circuit Identify the different parts to a circuit including cell, wires, bulbs, switches and buzzers Identify whether a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. How does a switch work and will this light the lamp in the simple series circuit? What are the common conductors and isolators? Are metals good conductors?
Rich in Language and Vocabulary	
rock soil fossil organic matter grains crystals sedimentary rock, Rock, slate, granite, sandstone, chalk, soil, clay, sand, limestone, quartz, marble, stone, pebble, texture, absorbent, characteristic, surface	<ul style="list-style-type: none"> electricity simple circuit light bulb cell wire buzzer switch motor battery series circuit conductor insulator

Year 3	Year 4
Light	Sound
Skills	
<ul style="list-style-type: none"> Recognise the need for light to see things and that dark is the absence of light? Light is reflected from surfaces. Light from the sun can be dangerous and that there are ways to protect your eyes. Shadows are formed when the light from light sources is blocked by a solid object. Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> How are sounds made? (vibration) Vibrations travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibration. Find patterns between the pitch of a sound and features of the object that produces it. What happens to sound as the distance from the sound source increases?
Rich in Language and Vocabulary	
<ul style="list-style-type: none"> light dark (absence of light) reflect shadow opaque mirror reflective surface 	<ul style="list-style-type: none"> sound vibration vibrate pitch volume insulation

Year 3	Year 4
Ideas and Evidence in Science	

Skills	
<ul style="list-style-type: none"> to collect evidence in a variety of contexts to answer a question or test an idea 	<ul style="list-style-type: none"> to collect evidence in a variety of contexts to test an idea or prediction based on their scientific knowledge and understanding

Year 3	Year 4
Investigating Skills Planning	
Skills	
<ul style="list-style-type: none"> in a variety of contexts, to suggest questions and ideas and how to test them; to make predictions about what will happen. to think about how to collect sufficient evidence in some contexts to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests 	<ul style="list-style-type: none"> to suggest questions that can be tested and make predictions about what will happen, some of which are based on scientific knowledge; to design a fair test or plan how to collect sufficient evidence; in some contexts, to choose what apparatus to use and what to measure

Year 3	Year 4
Obtaining and Presenting Evidence	
Skills	
<ul style="list-style-type: none"> to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables using ICT where relevant. 	<ul style="list-style-type: none"> to make observations and comparisons of relevant features in a variety of contexts; to make measurements of temperature, time and force as well as measurements of length; to think about why observations and measurements should be repeated; to present results in bar charts and tables using ICT where relevant.

Year 3	Year 4
Considering evidence and evaluating	
Skills	
<ul style="list-style-type: none"> to draw conclusions from results and begin to use scientific knowledge to suggest explanations for them to make generalisations and begin to identify simple patterns in results presented in tables 	<ul style="list-style-type: none"> to identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these. to explain what the evidence shows and whether it supports any prediction made; to link the evidence to scientific knowledge and understanding in some contexts

SCIENCE UPPER KEY STAGE 2

Year 5	Year 6
Properties and changes of materials	Animals including humans
Skills	
<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of the properties including hardness, solubility, transparency, conductivity (electricity and thermal) and response to magnets Some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Separate solids, liquids and gases through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials including wood, plastic and metals Demonstrate that dissolving, mixing and changes of state are reversible changes Some changes result in the formation of new materials. Changes associated with burning and the action of acid on bicarbonate of soda are irreversible 	<ul style="list-style-type: none"> What are the main parts of the human circulatory system? What are the functions of the heart, blood vessels and blood What is the impact of diet, exercise, drugs and lifestyle on the way the body functions? What ways are nutrients and water transported within animals, including humans?
Rich in Language and Vocabulary	
<ul style="list-style-type: none"> properties hardness solubility transparency electrical conductivity thermal conductivity magnetism dissolve solution substance separating mixing filtering sieving reversible change burning rusting reactions irreversible change 	Diet, balanced diet, side effect, fats, sugars, starches, food types, heart, circulation, heart beat, pulse, pulse rate, muscle, blood, blood vessel, lung, breathe, growth, activity

Year 5	Year 6
Living things and their habitats	
Skills	

<ul style="list-style-type: none"> • What is the difference between the life cycles of a mammal, an amphibian, and insect and a bird? • Describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals. • What are the reasons for classifying plants and animals (specific characteristics)
Rich in Language and Vocabulary	
Reproduce, reproduction, stamen, stigma, sepal, petal, ovary, pollen, style, germinate, germination, fertilise, fertilisation, pollinate, pollination, disperse, dispersal, life cycle, babyhood, childhood, adolescence, adulthood	micro-organism, microbe, germ, virus, decay, mould, feed, grow, reproduce, bacteria



Year 5	Year 6
Animals including Humans	Evolution and inheritance
Skills	
<ul style="list-style-type: none"> • What are the changes as humans develop to old age? 	<ul style="list-style-type: none"> • How do living things change over time • What information does a fossil provide? (Information about living things that inhabited the Earth millions of years ago) • Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • How do animals and plants adapt to suit their environment? • How does adaptation lead to evolution
Rich in Language and Vocabulary	
double circulation circulatory System blood vessel heart pump vein capillary artery lungs oxygen carbon dioxide gaseous exchange respiration exercise pulse rate heart chambers heart valves stethoscope blood group muscle skeleton smoking	evolution adapted characteristic common ancestor diverge evolutionary tree extinction fossils generation habitat mutations natural selection offspring palaeontologist population penta-dactyl limb variation

Year 5	Year 6
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Earth and Space	Light
Skills	
<ul style="list-style-type: none"> Describe the movement of the earth and other planets, relative to the Sun in the solar system . Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth, and Moon as approximately spherical bodies? Why does the sun seem to move across the sky, rising in the East and setting in the West? Why do we have daytime and nighttime? 	<ul style="list-style-type: none"> What direction does light travel? (Recognise that it appears to travel in straight lines). Objects are seen because they give out or reflect light into the eye. How do we see things? (light travels from light sources to our eyes or from light sources to objects then to our eyes) Understand that light travels in straight lines which explain why shadows have the same shape as the object that cast them.
Rich in Language and Vocabulary	
<ul style="list-style-type: none"> solar system planets: Mercury, Venus, earth, Mars, Jupiter, Saturn, Neptune, Uranus moon stars spherical bodies rotation orbit satellite 	<ul style="list-style-type: none"> light sources periscope

Year 5	Year 6
Forces	Electricity
Skills	
<ul style="list-style-type: none"> Why do unsupported objects fall towards the Earth (forces of gravity) What are the effects of air resistance, water resistance and friction on moving surfaces? That some mechanicalness, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> How does the number and voltage of cells effect the brightness of a lamp or the volume of a buzzer? Compare and give reasons for variations in how components function including brightness of bulb, loudness of buzzer, on/off position of switches. Recognise symbols when representing a simple circuit in a diagram.
Rich in Language and Vocabulary	
<ul style="list-style-type: none"> gravity air resistance water resistance friction levers pulleys gears springs 	<ul style="list-style-type: none"> voltage components symbols circuit diagram

Year 5	Year 6
Ideas and Evidence in Science	
Skills	

Broadway GROW Curriculum 2024-25

<ul style="list-style-type: none"> to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena. 	<ul style="list-style-type: none"> to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.
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Year 5	Year 6
Investigating Skills - Planning	
Skills	
<ul style="list-style-type: none"> to make predictions of what will happen based on scientific knowledge and understanding and suggest how to test these. to use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea. to identify factors that need to be taken into consideration in different contexts. 	<ul style="list-style-type: none"> to decide how to turn ideas into a form that can be tested and, where appropriate, to make predictions using scientific knowledge and understanding. to identify factors that are relevant to a particular situation. to choose what evidence to collect to investigate a question, ensuring the evidence is sufficient. to choose what equipment to use

Year 5	Year 6
Obtaining and Presenting Evidence	
Skills	
<ul style="list-style-type: none"> to make relevant observations; to consolidate measurement of volume, temperature, time and length. to measure pulse rate. to think about why observations and measurements should be repeated. to present results in bar charts and line graphs using ICT where relevant. 	<ul style="list-style-type: none"> to make a variety of relevant observations and measurements using simple apparatus correctly. to decide when observations and measurements need to be checked, by repeating, to give more reliable data; to make a variety of relevant observations and measurements using simple apparatus correctly. to decide when observations and measurements need to be checked, by repeating, to give more reliable data. to use tables, bar charts and line graphs to present results using ICT where relevant.

Year 5	Year 6
Considering Evidence and Evaluating	
Skills	
<ul style="list-style-type: none"> to decide whether results support any prediction. to begin to evaluate repeated results. to recognise and make predictions from patterns in data and suggest 	<ul style="list-style-type: none"> to make comparisons; to evaluate repeated results. to identify patterns in results and results that do not appear to fit the pattern. to use results to draw conclusions and to make further predictions.

<p>explanations for these using scientific knowledge and understanding.</p> <ul style="list-style-type: none"> • to interpret data and think about whether it is sufficient to draw conclusions. • to draw conclusions indicating whether these match any prediction made. 	<ul style="list-style-type: none"> • to suggest and evaluate explanations for these predictions using scientific knowledge and understanding. • to say whether the evidence supports any prediction made.
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HISTORY INTENT, IMPLEMENTATION, AND IMPACT STATEMENT

Intent
<p>To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will know more, remember more and understand more.</p> <p>To provide a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study.</p> <p>To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p> <p>We are also committed to ensuring we provide our children with our GROW ethos. This can be seen below:</p> <p>G = Get up and Go!</p> <p>R = Rich in language and vocabulary</p> <p>O = Our Broadway Family</p> <p>W = Wonder and Awe</p>
Implementation

- **Curriculum** – Our curriculum provides a progressive, skills-based curriculum which is based on the needs of Broadway children. It encompasses many opportunities to learn more about the history of the local area and the wider world and its ancient civilizations.
- **Knowledge Organisers**
Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.
- **Working Walls**
Working walls within classrooms reflect current learning. When a history unit is being taught, these will display subject-specific vocabulary, work the children have produced and the learning journey that they are on.
- **Provision in EYFS** –
- Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.
- **Use of sources / bias** –
- We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.
- **Assessment** –
- Class teachers assess children's understanding in History and this is then recorded on Insight Tracker for Subject Leads to monitor and record progress.
- **Consistent teaching sequence**
History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, placing of the History being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.
- **Learning environment**
The learning environment is designed to ensure children develop their history knowledge, and continue to know more and remember more. Knowledge walls and class timelines are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including during weekly knowledge quizzes.
- **Research**
- Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.
- **Basic skills**
- English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

G = Get up and Go!

In order to achieve an active curriculum, teachers are expected to provide a range of ways to implement this. These could be:

Outdoor learning - We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom.

Role Play – children could use drama as an excellent opportunity to re-enact key events of the time studied.

Collaborative learning – Through the use of Kagan structures, children will be encouraged to move around the classroom and work collaboratively on tasks to achieve an outcome.

Use of classroom – Teachers use their classroom areas in inventive ways that promote movement around the classroom as much as possible.

R = Rich in language and vocabulary

Subject specific vocabulary - Identified through knowledge organisers and topic walls and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes. Teachers are expected to exemplify and utilise tier 3 vocabulary throughout the units. Expectations are that children can then use this themselves in the correct context.

O = Our Broadway Family

Local history – Each year group will have a ‘local history’ unit that encompassed how life has changed over the years. This is important in order for our children to establish understanding of where they are from, and how it has been impacted upon, by the past.

Stay and Learn – Parents will be invited throughout the year to celebrate the children’s learning as well as gain an insight into how history is taught in school.

W = Wonder and Awe

Use of artefacts – Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children’s historical knowledge, understanding and skills.

Trips – Teachers are encouraged to take children on trips and visits to enrich and broaden their enquiry skills and deepen their historical knowledge.

Impact

- Children will know more, remember more and understand more about History.
- Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
- The large majority of children will achieve age related expectations in History.
- Children will have a better understanding of their local area and the wider world.
- As historians children will learn lessons from history to influence the decisions they make in their lives in the future in order to leave school as upstanding citizens within their community.
- Children will learn to question the past and learn how it can shape the future.

HISTORY EYFS

Our History curriculum within the EYFS aligns with the Educational Programme for Understanding the World. We believe that stories and rhymes, whether from the past or helping children develop a concept of time, are essential elements of our teaching, as they enrich vocabulary and build knowledge.

To develop an understanding of the past and time, we integrate historical perspectives into our daily activities. For instance, our monthly calendar, visual timetable, and Learning Journey Floor book all contribute to the children's awareness of the passage of time. Through these visual aids, we encourage discussions about the past, present, and future, fostering their understanding of historical concepts.

We provide the children with rich experiences by inviting grandparents and local community members to share their stories and memories. These interactions offer valuable insights into the past and help children connect with personal and local history. Additionally, we incorporate hands-on learning by providing real-life objects from the past. By encountering these artifacts, the children engage their senses and gain a tangible understanding of historical context. They can incorporate these artifacts into their play, such as using a tin bath for a baby, playing music on a record player, or exploring the texture of real coal for a pretend coal fire in the home corner.

Our curriculum also emphasises local history, as we believe in connecting children with their immediate surroundings. We visit significant local places, such as the cenotaph for Remembrance Day, Blackpool Pier, or the local cotton mill, to provide first-hand experiences and develop an appreciation for the history of their community. These excursions enable the children to see the physical remnants of the past and understand the historical significance of these locations.

By following the Educational Programme for Understanding the World and incorporating stories, rhymes, and hands-on experiences into our teaching, we create a dynamic history curriculum. Through personal connections, sensory exploration, and visits to local historical sites, we foster a sense of curiosity and help children develop a deeper understanding of the past, time, and their own heritage.

HISTORY KEY STAGE 1

Year 1	Year 2
Chronological Awareness	
Knowledge	
<ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. 	<ul style="list-style-type: none"> To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time.

<ul style="list-style-type: none"> To know that within living memory is 100 years 	
Skills	
<ul style="list-style-type: none"> Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally 	

Year 1	Year 2
Substantive (Abstract) Concepts	
Knowledge	
<p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers). 	<p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs. <p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).

	Year 1	Year 2
	Disciplinary Concepts	
Change and continuity	Knowledge	
	<ul style="list-style-type: none"> To know that people change as they grow older. To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday 	<ul style="list-style-type: none"> To know that daily life has changed over time but that there are some similarities to life today

	objects have changed over time	
	Skills	
	<ul style="list-style-type: none"> Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. 	<ul style="list-style-type: none"> Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.
Cause and Consequence	Knowledge	
	<ul style="list-style-type: none"> To know that everyday objects have changed as new materials have been invented. 	<ul style="list-style-type: none"> To know that changes may come about because of improvements in technology
	Skills	
	<ul style="list-style-type: none"> Asking why things happen and beginning to explain why with support. 	<ul style="list-style-type: none"> Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.
Similarities and differences	Knowledge	
	<ul style="list-style-type: none"> To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past. 	<ul style="list-style-type: none"> To know that there are explanations for similarities and differences between children’s lives now and in the past.
	Skills	
	<ul style="list-style-type: none"> Being aware that some things have changed, and some have stayed the same in their own lives. 	<ul style="list-style-type: none"> Knowing some things which have changed / stayed the same as the past. Finding out about people, events, and beliefs in society. Making comparisons with their own lives.
Historical significance	Knowledge	
	<ul style="list-style-type: none"> To know that some people and events are considered 	<ul style="list-style-type: none"> To know that some events are more

	<p>more 'special' or significant than others.</p>	<p>significant than others.</p> <ul style="list-style-type: none"> To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.
	Skills	
	<ul style="list-style-type: none"> Recalling special events in their own lives. 	<ul style="list-style-type: none"> Discussing who was important in a historical event.
Sources of evidence	Knowledge	
	<ul style="list-style-type: none"> To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. 	<ul style="list-style-type: none"> To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.
	Skills	
	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. 	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source.
Historical interpretations	Knowledge	
	<ul style="list-style-type: none"> To know that the past can be represented in photographs. 	<ul style="list-style-type: none"> To know that the past is represented in different ways.
	Skills	
	<ul style="list-style-type: none"> Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. 	<ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources
	Year 1	Year 2
Posing historical	Historical Enquiry	

<p>questions</p>	<p>Skills</p>	
<p>Gathering, organising and evaluating evidence</p>	<p>Skills</p>	
<p>Interpreting findings, analysing and making connections</p>	<p>Skills</p>	
<p>Evaluating and drawing conclusions</p>	<p>Skills</p>	
<p>Communicating findings</p>	<p>Skills</p>	
<ul style="list-style-type: none"> • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). 	<ul style="list-style-type: none"> • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. 	
<ul style="list-style-type: none"> • Using sources of information, such as artefacts, to answer questions. • Drawing out information from sources. • Making simple observations about the past from a source 	<ul style="list-style-type: none"> • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Identifying a primary source 	
<ul style="list-style-type: none"> • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence (e.g., pictures, artefacts and buildings). 	<ul style="list-style-type: none"> • Making links and connections across a unit of study. • Selecting and using sections of sources to illustrate and support answers. 	
<ul style="list-style-type: none"> • Drawing simple conclusions to answer a question. 	<ul style="list-style-type: none"> • Making simple conclusions about a question using evidence to support 	
<ul style="list-style-type: none"> • Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. • Discussing and writing about past events or stories in narrative or dramatic forms. • Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) 	<ul style="list-style-type: none"> • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing. 	

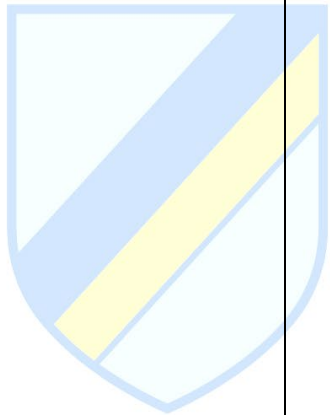
HISTORY TOPIC OVERVIEW AND VOCABULARY KEY STAGE 1

Year 1	Year 2
Topic	
<p>How am I making history? (6 lessons)</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p>How was school different in the past? (6 lessons)</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>
Rich in Language and Vocabulary	
<p>celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline</p>	<p>past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred</p>
Topic	
<p>How have toys changed? (6 lessons)</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p>	<p>How did we learn to fly? (6 lessons)</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>
Rich in Language and Vocabulary	
<p>artefact, century, decade, different, evidence, living memory, memory, modern, now, past, present, remember, similar, source, special</p>	<p>beyond living memory, decade, evidence, eyewitness, historic, historically significant, living memory, past, present, primary source, source</p>
Topic	
<p>How have explorers changed the world? (6 lessons)</p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>	<p>What is a monarch? (6 lessons)</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
Rich in Language and Vocabulary	
<p>achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht</p>	<p>absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep</p>

HISTORY LOWER KEY STAGE 2

Lower Key Stage 2	Upper Key Stage 2
Chronological Awareness	
Skills	
<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline. 	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Sequencing 10 events on a timeline.

	Lower Key Stage 2	Upper Key Stage 2
	Substantive (Abstract) Concepts	
	Knowledge	
Power (monarchy, government and empire)	<ul style="list-style-type: none"> To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. 	<ul style="list-style-type: none"> To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
Invasion, settlement and	<ul style="list-style-type: none"> To know that there were 	<ul style="list-style-type: none"> To understand there are

<p>migration</p>	<p>different reasons for invading Britain.</p> <ul style="list-style-type: none"> • To understand that there are varied reasons for coming to Britain. • To know that there are different reasons for migration. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time. 	<p>increasingly complex reasons for migrants coming to Britain.</p> <ul style="list-style-type: none"> • To understand that migrants come from different parts of the world. • To know about the diverse experiences of the different groups coming to Britain over time.
<p>Civilisation (social and cultural)</p> 	<ul style="list-style-type: none"> • To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that education existed in some cultures, times and groups. 	<ul style="list-style-type: none"> • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To be able to compare education in different cultures, times and groups. • To understand the changing role of women and men in Britain. • To understand that there are differences between early and later civilisations.
<p>Trade</p>	<ul style="list-style-type: none"> • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • To understand that the Roman invasion led to a great increase in British trade with the outside world. • To understand that trading ships and centres (e.g. 	<ul style="list-style-type: none"> • To know that trade routes from Britain expanded across the world. • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • To understand that the expansion of trade routes increased the variety of goods available. • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand the

	<p>York) were a reason for the Vikings raiding Britain.</p> <ul style="list-style-type: none"> To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society. 	<p>development of global trade.</p>
Beliefs	<ul style="list-style-type: none"> To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. 	<ul style="list-style-type: none"> To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.
Achievements and follies of mankind	<ul style="list-style-type: none"> To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians. 	<ul style="list-style-type: none"> To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.

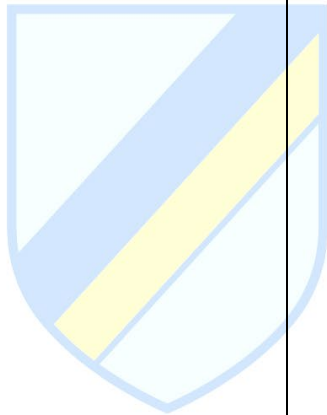
	Lower Key Stage 2	Upper Key Stage 2
Change and continuity	Disciplinary Concepts	
	Knowledge	
	<ul style="list-style-type: none"> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before 	<ul style="list-style-type: none"> Making links between events and changes within and across different time periods / societies. Identifying the reasons for

	<p>the change occurred.</p> <ul style="list-style-type: none"> • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. 	<p>changes and continuity.</p> <ul style="list-style-type: none"> • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity.
	Skills	
	<ul style="list-style-type: none"> • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade. 	<ul style="list-style-type: none"> • To know that change can be brought about by conflict. • To know that change can be traced using the census.
Cause and Consequence	Knowledge	
	<ul style="list-style-type: none"> • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • To know that advancements in science and technology can be the cause of change. 	<ul style="list-style-type: none"> • To know that members of society standing up for their rights can be the cause of change.
	Skills	
	<ul style="list-style-type: none"> • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. 	<ul style="list-style-type: none"> • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Similarities and differences	Skills	
	<ul style="list-style-type: none"> • Identifying similarities and differences between periods of history. • Explaining similarities and differences between daily lives of people in the past and today. • Identifying similarities and 	<ul style="list-style-type: none"> • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied.

	<p>differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<ul style="list-style-type: none"> Describing change throughout time.
<p>Historical significance</p>	<p style="text-align: center;">Knowledge</p>	
	<ul style="list-style-type: none"> To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. 	<ul style="list-style-type: none"> To know how historians select criteria for significance and that this changes.
	<p style="text-align: center;">Skills</p>	
	<ul style="list-style-type: none"> Recalling some important people and events. Identifying who is important in historical sources and accounts 	<ul style="list-style-type: none"> Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
<p>Sources of evidence</p>	<p style="text-align: center;">Knowledge</p>	
	<ul style="list-style-type: none"> To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. 	<ul style="list-style-type: none"> To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.

	Skills	
Historical interpretations	Knowledge	
	<ul style="list-style-type: none"> Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author. 	<ul style="list-style-type: none"> Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
	Skills	
	<ul style="list-style-type: none"> To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence 	<ul style="list-style-type: none"> To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events
	<ul style="list-style-type: none"> Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge. 	<ul style="list-style-type: none"> Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.

	Lower Key Stage 2	Upper Key Stage 2
Posing historical questions	Historical Enquiry	
	Skills	

	<ul style="list-style-type: none"> Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence. 	<ul style="list-style-type: none"> Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
<p>Gathering, organising and evaluating evidence</p> 	Skills	
	<ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources. 	<ul style="list-style-type: none"> Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
<p>Interpreting findings, analysing and making connections</p>	Skills	
	<ul style="list-style-type: none"> Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How 	<ul style="list-style-type: none"> Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period

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	do we know?"	and across time. <ul style="list-style-type: none"> Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions	Skills	
	<ul style="list-style-type: none"> Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today. 	<ul style="list-style-type: none"> Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings	Skills	
	<ul style="list-style-type: none"> Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today. 	<ul style="list-style-type: none"> Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicating simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.

HISTORY TOPIC OVERVIEW AND VOCABULARY LOWER KEY STAGE 2

Year 3	Year 4
Topic	
British History 1 – Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone	How have children's lives changed? (6 lessons) Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working

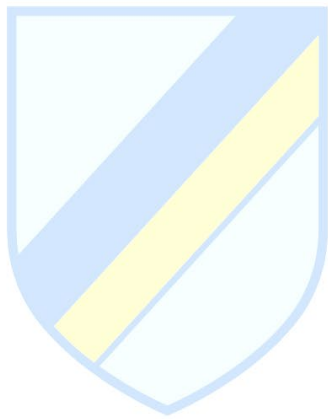
to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.
Rich in Language and Vocabulary	
Stone Age, BC, AD, Prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, Period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, Settlement, archaeological evidence, evidence, limitations, Amesbury Archer, Stonehenge, Artefacts, deduction, flint, duration, similarities, differences	childhood, continuity, change, chronological order, inference, observation, apprentice, chaffing wheat, hot seat, master, oath, primary source, secondary source, trapper, hurrier/hurrying, gin, textile mills, bird scarer, domestic servant, working conditions, historically significant, Factory Acts, Parliament, Government, ragged schools, poverty, bill, reform
Topic	
British history 2: Why did the Romans settle in Britain? (6 lessons) Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	British history 3: How hard was it to invade and settle in Britain? (6 lessons) Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.
Rich in Language and Vocabulary	
Boudicca, Empire, inference, invasion, legacy, Romans, settlers	Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, Settlement, settlers, Vikings
Topic	
What did the ancient Egyptians believe? (6 lessons) Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story	British history 4: Were the Vikings raiders, traders or settlers? (6 lessons) Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.
Rich in Language and Vocabulary	
Afterlife, Book of the Dead, Civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus	Anglo-Saxon Chronicle, Balanced, bias, cause, consequence, Danelaw, Event, longboat, one-sided, perspective, Viking

HISTORY TOPIC OVERVIEW AND VOCABULARY UPPER KEY STAGE 2

Year 5	Year 6
Topic	

<p>British history 5: What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	<p>What was the impact of World War 2 on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>
<p>Rich in Language and Vocabulary</p>	
<p>Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, Tyrant, fair, ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Anne Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, Heir, evidence, Royal Progress, Propaganda, image, litter, historical deductions</p>	<p>accuracy, air raid, Battle of Britain, Bias, The Blitz, Evacuation, evacuee, impact, propaganda, purpose, reliability</p>
<p>Topic</p>	
<p>What did the Greeks do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p>
<p>Rich in Language and Vocabulary</p>	
<p>assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy</p>	<p>abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest</p>
<p>Topic</p>	
<p>What does the census tell us about our local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>	<p>Unheard histories: Who should feature on the £10 bank note?</p> <p>Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00</p>
<p>Rich in Language and Vocabulary</p>	
<p>Bobbins, can-hooker, carding, census, comparing, condition, enumeration books, enumerator, flax, flax linen, flax mill spinner, governess, head of household, inference, joiner, observation, overlooker, piecer, reconstruct, schedule, scholar, shilling, suffragette, textile mill,</p>	<p>Alan Turing, Criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner, Remarkable, remembered, watermark, Winston Churchill, Lily Parr, Betty Snowball</p>

textiles, William Dodd, yarn	
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**Broadway
Primary**

#BroadwayFamily

GEOGRAPHY INTENT, IMPLEMENTATION AND IMPACT STATEMENT

Intent

At Broadway Primary school, we believe that Geography helps to provoke and provide answers to the questions about the natural and human aspects of the world. Throughout their time here, our pupils are encouraged to develop a love for the subject, alongside a detailed understanding of the world, as well as their place in it. The geography curriculum that we provide offers children with the opportunity to develop a far greater knowledge; which they can transfer to other areas of the curriculum areas and which can be used to enhance their social, moral and cultural development. Additionally, we seek to inspire a curiosity and fascination about the world and develop a deep understanding of the variety of people, places, resources, processes and systems within it.

Implementation

Via the use of quality teaching, lessons and resources, we will aim to engage and intrigue our children into developing awareness and understanding about their world. In order to do this, our lessons will be accessible to all, through the differentiation of work to suit all abilities. To further support learning, the experiences we offer are enhanced by the introduction of quality visitors and relevant fieldwork.

At the beginning of each new element of our geography curriculum, children are able to share prior knowledge and pose questions in regards to what they know, alongside what they would like to find out. This informs the programme of study and ensures that lessons are inclusive, purposeful and it encourages the development of a greater depth of understanding. Throughout both key stages, cross-curricular outcomes in geography are specifically planned for and opportunities to discover and learn outside of the classroom, are fundamental to our practice. In addition, on a half-termly basis, our children are provided with new opportunities to further their knowledge and enjoyment of the subject via tasks set on topic homework grid.

G = Get up and Go!

- Active curriculum elements providing opportunities in Geography to be practical and active in a range of learning opportunities
- Collaborative learning, paired and groupwork
- Using the outdoor environment both within our school grounds and local community to enhance the Geography curriculum and conduct fieldwork
- Dedicated topics in all Key Stages to fully develop fieldwork skills

R = Rich in language and vocabulary

- Opportunities to talk and discuss amongst peers utilising a wide range of subject-specific vocabulary
- Key knowledge and Geographical language to be used and identified in lessons and displayed in classrooms on working walls
- Inspiring displays that children use to develop their learning
- The understanding of subject-specific 'tier 3' vocabulary within lessons
- Opportunities to demonstrate understanding of key language during lesson outcomes

O = Our Broadway Family

- Broadway Broader Family – links made with the wider world to provide exposure to our children of different cultures, through Geographical topics based on locations around the World in all Key Stages
- Community links and involvement with our immediate local area to enhance fieldwork opportunities in Geography lessons
- Knowledge of the World around them through Geographical understanding will support citizenship and cultural capital

W = Wonder and Awe

- Fieldwork and educational visits
- Curiosity – with questioning a key feature in Geography lessons,
- Resources like Now Press Play to create engagement and experiences to bring the Geography curriculum to life
- Cross-curricular links to immerse Geography topics into other subject areas

Impact

The overall aim is that children at Broadway Primary School will enjoy finding out about our world and will develop an inquisitive approach to the environment. Through quality teaching and engaged learning, the standards of geography and its profile will be raised. As our pupils' progress throughout the school, they will develop a deep knowledge, understanding and an appreciation of their local area and its place within the wider geographical context. The children will be encouraged to investigate and research with independence, in order to further their own enjoyment and fascination about the subject.

Outcomes are evidenced in topic books and will show a range of topics covered, cross curriculum links and differentiated work - where children will aim to achieve clear learning objectives - which hold strong links to the national curriculum. Within their topic books, the pupils use KWL grids to record what they have learnt comparative to their starting point. Learning is further evidenced and celebrated via topic display boards and themed events.

GEOGRAPHY - EYFS

Our Geography curriculum is aligned with the Educational Programme for Understanding the World. We believe that stories, non-fiction books, and rhymes are central to our teaching, as they foster a love for learning and enrich vocabulary, allowing children to develop and build their knowledge.

To introduce children to Geography, we engage in guided sessions and small group work. Through these activities, we focus on many different aspects, one being maps and provide opportunities for children to explore a range of maps, photographs, globes, and real maps across various areas, including our classroom, school, local town and park. This helps them develop an understanding of spatial awareness and the concept of place.

Additionally, our Welly Walk Wednesdays provide an excellent opportunity for children to experience and develop their knowledge of the seasons and weather. During these walks, we encourage discussions about different weather conditions, such as sun, wind, rain, storm, thunder, frost, snow, and ice. By exploring the various types of weather throughout the year, children can observe its effects and further develop their vocabulary and understanding.

In our curriculum, we teach children about human and physical features within different places, starting with our local park, town and school grounds. Through observations and discussions, children become familiar with these features and understand their significance in shaping the environment. We then extend their knowledge to the wider world, exploring contrasting countries and discussing global environmental issues facing our planet today.

To reinforce their learning, children are regularly given opportunities to apply their newfound knowledge within areas of Continuous Provision. With the support of an adult, they are encouraged to explore and investigate geographical concepts independently. This helps to challenge and support their understanding, allowing them to extend their knowledge further.

By following the Educational Programme for Understanding the World and incorporating stories, non-fiction books, and rhymes into our teaching, we create an engaging and immersive Geography curriculum. Through map exploration, weather observations, and an exploration of human and physical features, we nurture children's curiosity and develop their understanding of the world around them.

GEOGRAPHY – KEY STAGE 1

	Year 1	Year 2
Locational knowledge		
NC: Name and locate the	Knowledge	

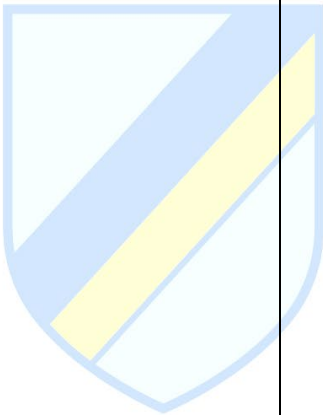
world's seven continents and five oceans	<ul style="list-style-type: none"> To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) 	<ul style="list-style-type: none"> To be able to name the seven continents of the world. To be able to name the five oceans of the world.
	Skills	
	<ul style="list-style-type: none"> Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. 	<ul style="list-style-type: none"> Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.
NC: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Knowledge	
	<ul style="list-style-type: none"> To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. 	<ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.
	Skills	
	<ul style="list-style-type: none"> Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city 	<ul style="list-style-type: none"> Locating the surrounding seas and oceans of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.
Place knowledge		
Understand geographical	Knowledge	

similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<ul style="list-style-type: none"> To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. 	<ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non-European country.
	Skills	
	<ul style="list-style-type: none"> Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country 	<ul style="list-style-type: none"> Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.
Human and Physical Geography		
NC: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Knowledge	
	<ul style="list-style-type: none"> To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded 	<ul style="list-style-type: none"> To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place
	Skills	
<ul style="list-style-type: none"> Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. 	<ul style="list-style-type: none"> Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South 	

		poles.
NC: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Knowledge	
	<ul style="list-style-type: none"> To know that physical features means any feature of an area that is on the Earth naturally. 	<ul style="list-style-type: none"> To know that coasts (and other physical features) change over time. To know some key physical features of the UK.
	Skills	
	<ul style="list-style-type: none"> Recognising some physical features in their locality. 	<ul style="list-style-type: none"> Describing the key physical features of a coast using subject specific vocabulary
NC: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Knowledge	
	<ul style="list-style-type: none"> To know that human features means any feature of an area that was made or built by humans. 	<ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.
	Skills	
	<ul style="list-style-type: none"> Recognising some human features in their locality. 	<ul style="list-style-type: none"> Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary
Geographical Skills and Fieldwork		
NC: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Question	Ask questions about the world around them.	Recognising there are different ways to answer a question.
Observe	<ul style="list-style-type: none"> Commenting on the features they see in their school and school grounds on a walk around the respective places. 	<ul style="list-style-type: none"> Discussing the features, they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
Measure	<ul style="list-style-type: none"> Asking and answering simple questions about the features of their school and school grounds. 	<ul style="list-style-type: none"> Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.
Record	<ul style="list-style-type: none"> Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. 	<ul style="list-style-type: none"> Classifying the features, they notice into human and physical with teacher support. Taking digital photographs of geographical features in

		<p>the locality.</p> <ul style="list-style-type: none"> • Making digital audio recordings when interviewing someone.
Present	<ul style="list-style-type: none"> • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. 	<ul style="list-style-type: none"> • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data.
NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Skills	
	<ul style="list-style-type: none"> • Using an atlas to locate the UK. • Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. • Using a world map and globe to locate two of the world's seven continents (Europe and Asia) • Using an atlas to locate the Atlantic Ocean and Pacific Ocean. 	<ul style="list-style-type: none"> • Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents. • Using a world map, globe and atlas to locate the world's five oceans.
NC: Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map	Skills	
	<ul style="list-style-type: none"> • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. 	<ul style="list-style-type: none"> • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. • Using a map to follow a prepared route.
NC: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Skills	
	<ul style="list-style-type: none"> • Recognising local landmarks on aerial photographs . • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs . • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch 	<ul style="list-style-type: none"> • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to

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	<p>map of the classroom and playground using simple pictures, colours or symbols to represent features.</p> <ul style="list-style-type: none"> • Adding labels to sketch maps. Using simple picture maps and plans to move around the school. 	<p>make a simple key.</p> <ul style="list-style-type: none"> • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
	Knowledge	
	<ul style="list-style-type: none"> • To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is. 	<ul style="list-style-type: none"> • To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. • To know that a compass is an instrument we can use to find which direction is north. • To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that an interview can be a way to find out people's views about their area. • To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data.

Year 1	Year 2
Topic	
<p><u>What is it like here?</u></p> <p>Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school</p>	<p><u>Would you prefer to live in a hot or cold place?</u></p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four</p>

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grounds and carrying out an enquiry as to how their playground can be improved.	compass points. Learning the names and locating the continents of our world.
Rich in Language and Vocabulary	
aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village	arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical
Topic	
What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.
Rich in Language and Vocabulary	
atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, River, sample, sea, scale, symbol, tally chart, vegetation
Topic	
What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.	What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
Rich in Language and Vocabulary	
continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol	arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village

GEOGRAPHY – KEY STAGE 2

	Lower Key Stage 2	Upper Key Stage 2
Locational knowledge		
NC: Locate the world's countries, using maps to focus on Europe (including the location of	Knowledge	
	<ul style="list-style-type: none"> To know where North and South America are on a world map. 	<ul style="list-style-type: none"> To know the name of many countries and major cities in Europe and North

<p>Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<ul style="list-style-type: none"> • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). • To know that biomes are areas of world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species 	<p>and South America.</p> <ul style="list-style-type: none"> • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland)
Skills		
	<ul style="list-style-type: none"> • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a world map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any 	<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. • Locating key physical features in countries studied on a map . • Locating key human features in countries studied. Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.

	patterns.	
<p>NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	Knowledge	
	<ul style="list-style-type: none"> To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement. 	<ul style="list-style-type: none"> To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.
	Skills	
	<ul style="list-style-type: none"> Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. 	<ul style="list-style-type: none"> Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.
NC:	Knowledge	
	<ul style="list-style-type: none"> To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location 	<ul style="list-style-type: none"> To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.

	<p>is from the Prime Meridian.</p> <ul style="list-style-type: none"> • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. 	
Skills		
	<ul style="list-style-type: none"> • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle 	<ul style="list-style-type: none"> • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.
Place Knowledge		
<p>NC: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a</p>	Knowledge	
	<ul style="list-style-type: none"> • To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a 	<ul style="list-style-type: none"> • To know some similarities and differences between the UK and a European mountain region. To know why tourists, visit mountain regions.

<p>region within North or South America</p>	<p>community. To know ways in which communities respond to earthquakes.</p>	
Skills		
	<ul style="list-style-type: none"> • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing how climates have an impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK 	<ul style="list-style-type: none"> • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.
Human and Physical Geography		
<p>NC: Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	Knowledge	
	<ul style="list-style-type: none"> • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with 	<ul style="list-style-type: none"> • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know why the ocean is important.

	<p>similar climates.</p> <ul style="list-style-type: none"> • To know the world's different climate zones. • To know that climates can influence the foods able to grow. 	
Skills		
	<ul style="list-style-type: none"> • Mapping and labeling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways 	<ul style="list-style-type: none"> • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.
Knowledge		
<p><i>NC: Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<ul style="list-style-type: none"> • To know the main types of land use. • To know the different types of settlement. • To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working 	<ul style="list-style-type: none"> • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment.

	<p>conditions and are treated with respect and equality.</p> <ul style="list-style-type: none"> To know the UK grows food locally and imports food from other countries. 	
Skills		
	<ul style="list-style-type: none"> Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. 	<ul style="list-style-type: none"> Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples
Geographical Skills and Fieldwork		
<p>NC: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		
Question	<ul style="list-style-type: none"> Beginning to choose the best approach to answer an enquiry question. 	<ul style="list-style-type: none"> Developing their own enquiry questions. Choosing the best approach to answering an enquiry question
Observe	<ul style="list-style-type: none"> Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. 	<ul style="list-style-type: none"> Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
Measure	<ul style="list-style-type: none"> Using simple sampling techniques appropriately. 	<ul style="list-style-type: none"> Selecting appropriate methods for data

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	<ul style="list-style-type: none"> • Making digital audio recordings for a specific purpose. • Designing a questionnaire / interviews to collect quantitative fieldwork data. 	<ul style="list-style-type: none"> • collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately
Record	<ul style="list-style-type: none"> • Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Begin to use a simplified Likert Scale to record their judgements of environmental quality. • Using a questionnaire / interviews to collect qualitative fieldwork data. 	<ul style="list-style-type: none"> • Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews / questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • To identify and mitigate potential risks during fieldwork.
Present	<ul style="list-style-type: none"> • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs. 	<ul style="list-style-type: none"> • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.
<p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	Skills	
	<ul style="list-style-type: none"> • Using an atlas to locate the UK. • Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. • Using a world map and globe to locate two of the world's seven continents (Europe and Asia) • Using an atlas to locate the 	<ul style="list-style-type: none"> • Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents. • Using a world map, globe and atlas to locate the world's five oceans.

	Atlantic Ocean and Pacific Ocean.	
NC: Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map	Skills	
	<ul style="list-style-type: none"> Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. 	<ul style="list-style-type: none"> Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.
NC: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Skills	
	<ul style="list-style-type: none"> Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school. 	<ul style="list-style-type: none"> Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
	Knowledge	
	<ul style="list-style-type: none"> To know that an aerial photograph is a photograph taken from the air above. To know that atlases give 	<ul style="list-style-type: none"> To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened

	<p>information about the world and that a map tells us information about a place.</p> <ul style="list-style-type: none"> • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is. 	<p>globe.</p> <ul style="list-style-type: none"> • To know that a compass is an instrument we can use to find which direction is north. • To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that an interview can be a way to find out people’s views about their area. • To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data.
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Year 3	Year 4
Topic	
<p>Where does our food come from?</p> <p>Looking at the distribution of the world’s biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d’Ivoire and cocoa beans; exploring where the food for the children’s school dinners comes from and the argument of ‘local versus global’.</p>	<p>Why do people live near volcanoes?</p> <p>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>
Rich in Language and Vocabulary	
<p>air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles. grant, import, pesticides, produce, qualitative, quantitative reliability, responsible trade, sample size, scale bar seasonal food, source, sustainability, trade, trend</p>	<p>active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock</p>
Topic	
<p>Who lives in Antarctica?</p> <p>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p>	<p>Why are rainforests important to us?</p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon’s resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>
Rich in Language and Vocabulary	

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climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty	analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn
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Topic

Are all settlements the same? Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
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Rich in Language and Vocabulary

agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation	condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall
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Year 5	Year 6
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Topic

What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
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Rich in Language and Vocabulary

atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate	biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, Producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power, six-figure grid reference
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Topic

Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.
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Rich in Language and Vocabulary

<p>air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, Migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee</p>	<p>agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather</p>
Topic	
<p>Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>	<p>Can I carry out an independent fieldwork enquiry?</p> <p>Observing, measuring, recording, and presenting their own fieldwork study of the local area.</p>
Rich in Language and Vocabulary	
<p>atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle</p>	<p>analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint</p>

ART – INTENT, IMPLEMENTATION, AND IMPACT STATEMENT

Intent

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

At Broadway Primary School, we believe that art is a vital and integral part of children’s education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society.

Art contributes to children’s personal development in creativity, independence, judgement and self reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design.

The Art curriculum will develop children’s critical abilities and understanding of their own and others’ cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

Implementation

Our whole school curriculum provides children with opportunities to develop their skills in art using a range of media and materials. The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. Children have the opportunity to explore and evaluate different creative ideas developing skills in drawing, painting, printing, collage, textiles, 3D work and digital art.

Children study a range of works by famous artists to develop knowledge of styles this achieve through cross-curricular opportunities in the classroom. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. The children have a sketch book that follows them through the school to school progression.

G = Get up and Go!

- **Active curriculum elements providing opportunities in Art to be practical and active in a range of learning opportunities**
- **Collaborative learning, paired and groupwork used to evaluate pieces of art and artists studied**

- Using the outdoor environment where relevant to enhance the Art curriculum

R = Rich in language and vocabulary

- Opportunities to talk and discuss amongst peers utilising a wide range of subject-specific vocabulary through appraisal of pieces of art and artists within topic areas
- Art vocabulary and terminology used within lessons and evident through pupils' work in sketch books
- Inspiring displays that children use to develop their learning

O = Our Broadway Family

- Broadway Broader Family – links made with the wider world to provide exposure to our children of different cultures, through Art topics linked to the wider world

W = Wonder and Awe

- High quality discussion and research around art and artists studied increasing pupil understanding and engagement
- Full range of high quality resources to support full range of skills across the curriculum
- Art work displayed across school to celebrate pupil success and progress

Impact

Our Art Curriculum is planned to demonstrate progression and to stimulate creativity. Pupils are clear about what the intended outcomes are and have a means to measure their own work against this, as a means of expression or to explore the styles of other artists that inspire our own work.

In Art, children are reflective and evaluate their own and each other's work, thinking about how they can make changes to keep improving. This is meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

Art is displayed to motivate and inspire others and to celebrate the pupils' artwork in their class. The school environment also celebrates children's achievements in Art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the outdoor as well as indoor environment.

ART – EYFS

In Reception, our approach to Art and Design aligns with the educational programmes for Early Years. In the realm of Art, our aim is to foster creativity and self-expression while building essential skills in painting, drawing, collage, and sculpture.

Children are encouraged to develop their observational skills by closely examining the world around them through real experiences, objects, and artifacts from both natural and human-made environments. This hands-on exploration not only enhances their understanding of the world but also serves as a foundation for artistic expression.

In our art lessons, we emphasise communication skills as children engage in discussions about their creative work. We encourage them to describe what they are doing and guide them in discussing elements such as colours, patterns, shapes, textures, and shades that they observe, touch, and feel. These discussions not only develop their artistic vocabulary but also promotes critical thinking and aesthetic awareness.

Art is a sensory experience, and we provide children with sensory stimuli to enhance their appreciation of creative and aesthetic experiences. By engaging their senses, we create a multisensory environment that allows them to enjoy and fully immerse themselves in the artistic process.

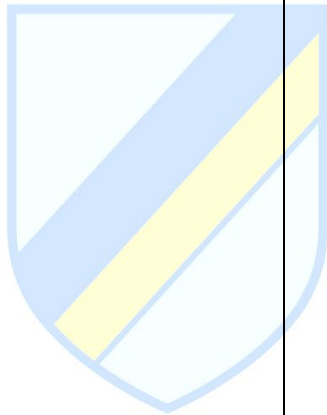
Throughout the academic year, children's ability to manipulate and control a range of tools and equipment for various purposes steadily develops. This progression supports them in using different techniques and working with a variety of media and materials. From using paintbrushes and clay to experimenting with different textures and colours, children are encouraged to explore and express their creativity.

We also guide children in the process of evaluating their own work and the work of their peers. They are provided with opportunities to discuss what they like and dislike about their creations and articulate the reasons behind their preferences. This reflective process empowers them to make suggestions for improvements and consider alternative tools or techniques they could have used.

In summary, our Reception Art and Design curriculum is designed to provide a comprehensive and engaging artistic experience. By encouraging observational skills, fostering communication, providing sensory experiences, and supporting self-evaluation and reflection, we aim to nurture creativity, artistic expression, and a lifelong appreciation for the arts in our young learners.

ART – KEY STAGE 1

	Year 1	Year 2
Making Skills (including formal elements)		
Drawing		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> • That a continuous line drawing is • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. 	<ul style="list-style-type: none"> • How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood.
	Skills	
	<ul style="list-style-type: none"> • Hold and use drawing tools 	<ul style="list-style-type: none"> • Use different materials

	<p>in different ways to create different lines and marks.</p> <ul style="list-style-type: none"> • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. 	<p>and marks to replicate texture.</p> <ul style="list-style-type: none"> • Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens.
Painting and mixed media		
<p>Methods, techniques, media and materials</p> 	Knowledge	
	<ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour 	<ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
Sculpture and 3D		
<p>Methods, techniques, media and materials</p>	Knowledge	
	<ul style="list-style-type: none"> • Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> • Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score

		clay
Craft and design		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> • What materials can be cut, knotted, threaded or plaited. 	
	Skills	
	<ul style="list-style-type: none"> • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. 	<ul style="list-style-type: none"> • Draw a map to illustrate a journey. • separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.
Progression of Knowledge – Making Skills (including formal elements)		
Colour	<ul style="list-style-type: none"> • That the primary colours are red, yellow and blue. • Primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple 	<ul style="list-style-type: none"> • Different amounts of paint and water can be used to mix hues of secondary colours. • Colours can be mixed to 'match' real life objects or to create things from your imagination. • Colour can be used to show how it feels to be in a particular place, eg the seaside.
Form	<ul style="list-style-type: none"> • Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. 	<ul style="list-style-type: none"> • That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface

		can be decorated by pressing into it or by joining pieces on.
Shape	<ul style="list-style-type: none"> A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it 	<ul style="list-style-type: none"> Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Shapes can be geometric if they have mostly straight lines and angles. Patterns can be made using shapes
Line	<ul style="list-style-type: none"> Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings 	<ul style="list-style-type: none"> Lines can be used to fill shapes, to make outlines and to add detail or pattern.
Pattern	<ul style="list-style-type: none"> That a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> Surface rubbings can be used to add or make patterns. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
Texture	<ul style="list-style-type: none"> That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks 	<ul style="list-style-type: none"> Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	<ul style="list-style-type: none"> That 'tone' in art means 'light and dark'. Tone can be added to a drawing by shading and filling a shape. 	<ul style="list-style-type: none"> Shading helps make drawn objects look more three dimensional. Different pencil grades make different tones.
Knowledge of artists		
Meaning	<ul style="list-style-type: none"> Some artists are influenced by things happening around them. Woven wonders (Cecilia Vicuña) 	<ul style="list-style-type: none"> Some artists create art to make people aware of good and bad things happening in the world around them. Life in colour (Romare Bearden)
Interpretations	<ul style="list-style-type: none"> Sometimes artists concentrate on how they are making something rather than what they make. Colour splash (Jasper Johns) 	<ul style="list-style-type: none"> Art can be figurative or abstract. Map it out (Eduardo Paolozzi)

	<ul style="list-style-type: none"> Artists living in different places at different times can be inspired by similar ideas or stories. Paper play (Tree of life concept; Nature) 	
Materials and processes	<ul style="list-style-type: none"> Artists can use everyday materials that have been thrown away to make art. Woven wonders (Cecilia Vicuña, Judith Scott) Artists choose materials that suit what they want to make. Paper play (Louise Bourgeois) 	<ul style="list-style-type: none"> Illustrators use drawn lines to show how characters feel. Tell a story (Quentin Blake) Artists try out different combinations of collage materials to create the effect they want. Life in colour (Romare Bearden) Artists can use the same material (felt) to make 2D or 3D artworks. Map it out (Kim Soon-Im, Maggie Scott) Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. Map it out (Eduardo Paolozzi)
Themes	<ul style="list-style-type: none"> Sustainability (Woven wonders) Nature (Make your mark) 	<ul style="list-style-type: none"> Identity (Life in colour) Stories (Tell a story)
Evaluating and analysing		
What is art?	<ul style="list-style-type: none"> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Colour splash, Woven wonders, Paper play Craft is making something creative and useful. Woven wonders 	
Why do people make art?		<ul style="list-style-type: none"> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. Life in colour, Clay houses, People make art for fun. People make art to decorate a space. People make art to help others understand something. Tell a story

<p>How do people talk about art?</p>	<ul style="list-style-type: none"> • Compare their work to another artwork. • Make links between artworks. • Talk about how art is made. 	
<p>Art and Design Progression of Skills</p>		
<p>Generating Ideas</p>	<ul style="list-style-type: none"> • Explore their own ideas using a range of media 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques
<p>Sketch Books</p>	<ul style="list-style-type: none"> • Use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> • Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
<p>Making skills (including Formal elements)</p>	<ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Explore and analyse a wider variety of ways to join and fix materials in place. • Develop observational skills to look closely and reflect surface texture. 	<ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
<p>Knowledge of artists</p>	<ul style="list-style-type: none"> • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Be able to make links between pieces of art.
<p>Evaluating and analysing</p>	<ul style="list-style-type: none"> • Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.

ART KEY STAGE 2 (Y3/4)

	Year 3	Year 4
Making Skills (including formal elements)		
Drawing		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. 	<ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.
Painting and mixed media		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours. 	<ul style="list-style-type: none"> Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.
Sculpture and 3D		

Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. 	<ul style="list-style-type: none"> • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective. • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap,, pliers for wire.
Craft and design		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> • That layering materials in opposite directions make it stronger. 	<ul style="list-style-type: none"> • That a mood board is a visual collection which aims to convey a general feeling or idea. • That batik is a traditional fabric decoration technique that uses hot wax.
	Skills	
	<ul style="list-style-type: none"> • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. 	<ul style="list-style-type: none"> • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to docs on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a

		<p>tracing method.</p> <ul style="list-style-type: none"> • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece.
Progression of Knowledge – Making Skills (including formal elements)		
Colour	<ul style="list-style-type: none"> • Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. 	<ul style="list-style-type: none"> • Adding black to a colour creates a shade. Adding white to a colour creates a tint.
Form	<ul style="list-style-type: none"> • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. 	<ul style="list-style-type: none"> • Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.
Shape	<ul style="list-style-type: none"> • Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. 	<ul style="list-style-type: none"> • How to use basic shapes to form more complex shapes and patterns.
Line	<ul style="list-style-type: none"> • Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> • Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing
Pattern	<ul style="list-style-type: none"> • Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 	<ul style="list-style-type: none"> • Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
Texture	<ul style="list-style-type: none"> • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> • How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Tone	<ul style="list-style-type: none"> • Some basic rules for 	<ul style="list-style-type: none"> • That using lighter and

	<p>shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.</p>
Knowledge of artists		
Meaning	<ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. Ancient Egyptian scrolls, Prehistoric painting 	<ul style="list-style-type: none"> • Art can communicate powerful statements about right and wrong. Mega materials (Sokari Douglas Camp)
Interpretations	<ul style="list-style-type: none"> • The meanings we take from art made in the past are influenced by our own ideas. Ancient Egyptian scrolls, Prehistoric painting 	<ul style="list-style-type: none"> • Designers can make beautiful things to try and improve people's everyday lives. Fabric of nature (William Morris) • How and where art is displayed has an effect on how people interpret it. Mega materials (Sokari Douglas Camp, Barbara Hepworth, Jaume Plensa)
Materials and processes	<ul style="list-style-type: none"> • Artists have different materials available to them depending on when they live in history. Ancient Egyptian scrolls, Prehistoric painting • Artists can make their own tools. Prehistoric painting • Artists experiment with different tools and materials to create texture. Growing artists (Max Ernst) • Artists can work in more than one medium. Abstract shape and space (Anthony Caro) • Artist make decisions about how their work will be displayed. Abstract shape and space (Ruth Asawa, Robert Morris) 	<ul style="list-style-type: none"> • Artists can choose particular materials to communicate a message. Mega materials (El Anatsui) • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Light and dark (Audrey Flack, Clara Peeters) • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. Fabric of nature (William Morris) • Artists use drawing to plan ideas for work in different media. Mega materials
Themes	<ul style="list-style-type: none"> • Art can help people learn. Growing artists 	<ul style="list-style-type: none"> • Sustainability, nature, right and wrong Mega materials Nature; art is for everyone Fabric of nature
Evaluating and analysing		

<p>What is art?</p>	<ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. Abstract shape and space • Art can be purely decorative or it can have a purpose. Growing artists 	<ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. Light and dark, Mega materials • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. Mega materials • Artworks can fit more than one genre. Light and dark
<p>Why do people make art?</p>	<ul style="list-style-type: none"> • People use art to tell stories and communicate. • People can make art to express their views or beliefs. Ancient Egyptian scrolls, Prehistoric painting. • People make art for fun, and to make the world a nicer place to be. Abstract shape and space • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. Growing artists 	<ul style="list-style-type: none"> • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affects the lives of people who see or use something that has been created. Fabric of nature • Artists make work to explore right and wrong and to communicate their own beliefs. Mega materials
<p>How do people talk about art?</p>	<ul style="list-style-type: none"> • People can have their own opinions about art, and sometimes disagree. Abstract shape and space • One artwork can have several meanings. Ancient Egyptian scrolls, Prehistoric painting 	<ul style="list-style-type: none"> • Art is influenced by the time and place it was made, and this affects how people interpret it. Mega materials • Artists may hide messages or meaning in their work. Light and dark • Artists evaluate what they make and talking about art is one way to do this. Power prints, Fabric of nature
<p>Art and Design Progression of Skills</p>		
<p>Generating Ideas</p>	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
<p>Sketch Books</p>	<ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a 	<ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.

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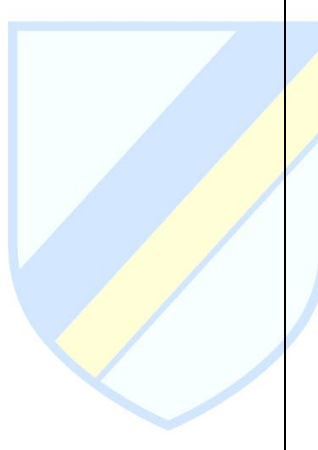
	making process.	
Making skills (including Formal elements)	<ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Use more complex techniques to shape and join materials, such as carving and modelling wire. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Knowledge of artists	<ul style="list-style-type: none"> • Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.
Evaluating and analysing	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

ART – KEY STAGE (Y5/6)

	Year 5	Year 6
Making Skills (including formal elements)		
Drawing		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> • To know what print effects different materials make. 	<ul style="list-style-type: none"> • To know gestural and expressive ways to make marks. • To know effects different materials make. • To know the effects created when drawing into different surfaces
	Skills	

	<ul style="list-style-type: none"> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.
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Painting and mixed media

<p>Methods, techniques, media and materials</p> 	Knowledge	
	<ul style="list-style-type: none"> Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning.

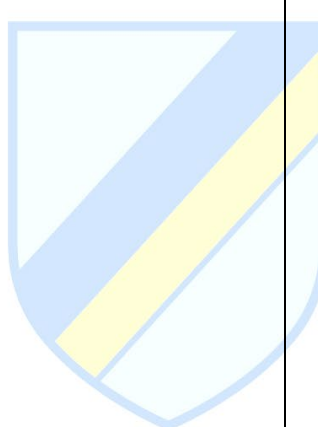
Sculpture and 3D

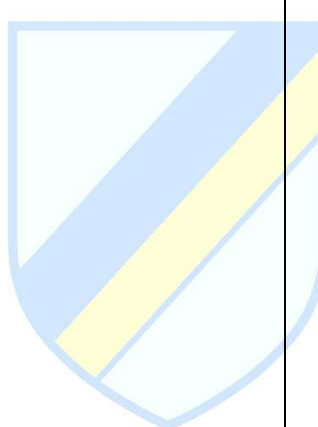
<p>Methods, techniques, media and materials</p>	Knowledge	
	<ul style="list-style-type: none"> Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and 	<ul style="list-style-type: none"> Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece.

	<ul style="list-style-type: none"> joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display 	<ul style="list-style-type: none"> Translate ideas into sculptural forms.
Craft and design		
Methods, techniques, media and materials	Knowledge	
	<ul style="list-style-type: none"> The steps to make a monoprint. When a roller is sufficiently inked 	<ul style="list-style-type: none"> How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life.
	Skills	
	<ul style="list-style-type: none"> Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation. Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure. 	<ul style="list-style-type: none"> Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.
Progression of Knowledge – Making Skills (including formal elements)		
Colour	<ul style="list-style-type: none"> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours 	<ul style="list-style-type: none"> A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	<ul style="list-style-type: none"> An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional art work 	<ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work.

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	changes the effect of the piece.	
Shape	<ul style="list-style-type: none"> A silhouette is a shape filled with a solid flat colour that represents an object. 	<ul style="list-style-type: none"> How an understanding of shape and space can support creating effective composition.
Line	<ul style="list-style-type: none"> Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. 	<ul style="list-style-type: none"> How line is used beyond drawing and can be applied to other art forms.
Pattern	<ul style="list-style-type: none"> Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. 	<ul style="list-style-type: none"> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	<ul style="list-style-type: none"> How to create texture on different materials. 	<ul style="list-style-type: none"> Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	<ul style="list-style-type: none"> Tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
Knowledge of artists		
Meaning	<ul style="list-style-type: none"> Artists are influenced by what is going on around them; for example culture, politics and technology. I need space, Interactive installation (Space race imagery, Teis Albers, Cai Guo-Xiang) Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. I need space (Retrofuturistic images) How an artwork is interpreted will depend on the life experiences of the person looking at it. Interactive installation (Cai Guo-Xiang) 	<ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Make my voice heard (Diego Rivera) Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Make my voice heard (Graffiti; Guerilla art)
Interpretations	<ul style="list-style-type: none"> Artists use self-portraits to represent important things about themselves. Portraits (Frida Kahlo, Vincent van Gogh, Rembrandt, Chila Kumari Singh Burman) 	<ul style="list-style-type: none"> Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Make my voice heard (Dan Fenelon) Art can be a form of

	<ul style="list-style-type: none"> • Artists create works that make us question our beliefs. Interactive installation (Cai Guo-Xiang) • Visual designs can represent big ideas like harmony with nature or peace. Architecture (Friedensreich Hundertwasser) 	<p>protest. Make my voice heard (Graffiti, Guerilla art)</p> <ul style="list-style-type: none"> • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artist study (David Hockney, Richard Brackenbush, Paula Rego, John Singer Sargent, Lubaina Himid) • Art sometimes creates difficult feelings when we look at it. Year 6 Artist study (John Singer Sargent, Lubaina Himid)
<p>Materials and processes</p> 	<ul style="list-style-type: none"> • Artists can choose their medium to create a particular effect on the viewer. I need space (Karen Rose, Teis Albers) • Artists can combine materials; for example digital imagery with paint or print. Portraits, I need space (Chila Kumari Singh Burman, Teis Albers) • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. Interactive installation (Lorenzo Quinn, Cai Guo-Xiang, Yayoi Kusama, Olafur Eliasson) 	<ul style="list-style-type: none"> • Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Make my voice heard (Vermeer, Da Vinci) • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. Artist study (Fiona Rae, Frank Bowling) • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Making memories (Louise Nevelson, Joseph Cornell) • Artforms are always evolving as materials and techniques change over time. Photo opportunity (Photorealism - Oscar Ukono, Michael Gaskell)
<p>Themes</p>	<ul style="list-style-type: none"> • Identity Portraits Sustainability; protecting the environment; right and wrong Interactive installation 	<ul style="list-style-type: none"> • Symbols; Identity; right and wrong Make my voice heard Stories Artist study
<p>Evaluating and analysing</p>		
<p>What is art?</p>	<ul style="list-style-type: none"> • Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be 	<ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract

	<p>temporary. Interactive installation</p> <ul style="list-style-type: none"> • Art, craft and design can be functional and affect human environments and experiences. Architecture 	<p>concepts, like memories and experiences. Making memories</p> <ul style="list-style-type: none"> • Art can be a digital art form, like photography. Photo opportunity
<p>Why do people make art?</p>	<ul style="list-style-type: none"> • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. Interactive installation • People make art to portray ideas about identity. Portraits • People make art to fit in with popular ideas or fashions. I need space 	<ul style="list-style-type: none"> • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. Make my voice heard • People use art as a means to reflect on their unique characteristics. Making memories
<p>How do people talk about art?</p> 	<ul style="list-style-type: none"> • People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. I need space, Interactive installation, Architecture • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Interactive installation • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. Portraits, Interactive installation 	<ul style="list-style-type: none"> • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. Photo opportunity • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. Artist study, Make my voice heard
<p>Art and Design Progression of Skills</p>		
<p>Generating Ideas</p>	<ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<p>Sketch Books</p>	<ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, 	<ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

	testing materials and working towards an outcome more independently.	
Making skills (including Formal elements)	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, eg photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale.
Knowledge of artists	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

DESIGN TECHNOLOGY – INTENT, IMPLEMENTATION, AND IMPACT STATEMENT

Intent
<p>To build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.</p> <p>To design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life</p>
Implementation
<ul style="list-style-type: none"> • Curriculum – The Broadway Skills document contains a Design Technology unit. This is a progressive, skills-based curriculum based on the needs of Broadway children. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. • Language - The promotion of a language rich Design Technology curriculum is essential to the successful acquisition of knowledge and understanding in Design Technology. The promotion and use of an accurate and rich vocabulary throughout school is planned in Design Technology. • Knowledge Organisers - Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum. • Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology. • Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Design Technology so children can apply and embed the skills they have learnt in a purposeful context. • Enhancement – Where possible we plan visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This can be linked to Design Technology.
Impact
<p>Children will know more, remember more and understand more about Design Technology. The large majority of children will achieve age related expectations in Design Technology. As designers, children will develop skills and attributes they can use beyond school and into adulthood.</p>

DESIGN TECHNOLOGY EYFS

In Reception, our approach to Design Technology aligns with the educational programmes for Early Years. Our Design Technology curriculum is founded on providing children with opportunities to explore, experiment, and create through hands-on experiences.

The foundation of our design technology curriculum lies in the availability of various construction kits during continuous provision. Children are encouraged to begin by exploring these kits, experimenting with the diverse range of resources available. Through this exploration, they discover the properties and functions of different construction materials, fostering an understanding of the materials' capabilities.

During the design process, children receive support to develop their ideas. They engage in discussions with adults and peers to share their design concepts, make decisions on which resources to select, and consider the tools and techniques required to bring their ideas to life. This collaborative aspect ensures that every design has a clear purpose in mind.

Children actively create models using different construction materials and experiment with various methods of building, constructing, and joining resources. This hands-on experience allows them to apply their creative ideas, problem-solving skills, and fine motor abilities in a practical setting.

A crucial component of our Design Technology curriculum is the evaluation process. Children are encouraged to express their thoughts and feelings about their models and constructions. They develop the ability to articulate what they like and dislike, along with providing reasons for their preferences. This reflection helps them consider how they would make changes if they were to create their designs again in the future, promoting critical thinking and creativity.

In our Design Technology curriculum, children are introduced to various tools and equipment used for building, construction, and model-making. They learn how to handle these tools safely and appropriately. Additionally, children participate in cooking guided sessions, which teach them how to use kitchen tools and equipment for food preparation. These sessions, combined with classroom teaching, promote knowledge of safety practices and responsible tool usage.

In summary, our Reception Design Technology curriculum is designed to foster creativity, problem-solving, and practical skills. Through exploration, experimentation, collaborative design, construction, and evaluation, we aim to empower children to become confident and responsible creators in a safe and supportive learning environment.

DESIGN TECHNOLOGY KEY STAGE 1

Structures	
Year 1	Year 2
Constructing a Windmill	Baby Bear's Chair
Skills	
Design	
<ul style="list-style-type: none"> Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.	<ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects.
Make	

<ul style="list-style-type: none"> • Making stable structures from card, tape and glue • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. 	<ul style="list-style-type: none"> • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
Evaluate	
<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. 	<ul style="list-style-type: none"> • Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.
Knowledge	
Technical	
<ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. 	<ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily.
Additional	
<ul style="list-style-type: none"> • To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a 	<ul style="list-style-type: none"> • To know that natural structures are those found in nature. • To know that man-made structures are those made by people.

windmill are the turbine, axle and structure.	
axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak	design criteria, man-made, natural, properties, structure, stable, shape, model, test



Mechanisms/Mechanical Systems

Year 1		Year 2	
<u>Making a moving storybook</u>	<u>Wheels and axles</u>	<u>Fairground Wheel</u>	<u>Making a moving monster</u>

Design

<ul style="list-style-type: none"> Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience. 	<ul style="list-style-type: none"> Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement. 	<ul style="list-style-type: none"> Selecting a suitable linkage system to produce the desired motion. Designing a wheel. 	<ul style="list-style-type: none"> Creating a class design criteria for a moving monster. Designing a moving monster for a specific audience in accordance with a design criteria.
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Skills

Make

<ul style="list-style-type: none"> Following a design to create moving models that use levers and sliders. 	<ul style="list-style-type: none"> Adapting mechanisms, when: they do not work as they should. to fit their vehicle design. to improve how they work after testing their vehicle. 	<ul style="list-style-type: none"> Selecting materials according to their characteristics . Following a design brief. 	<ul style="list-style-type: none"> Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly.
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Evaluate

<ul style="list-style-type: none"> Testing a finished product, seeing whether it moves as planned and if not, explaining why and how 	<ul style="list-style-type: none"> Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising 	<ul style="list-style-type: none"> Evaluating different designs. Testing and adapting a design. 	<ul style="list-style-type: none"> Evaluating own designs against design criteria. Using peer feedback to modify a final design.
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<ul style="list-style-type: none"> it can be fixed. Reviewing the success of a product by testing it with its intended audience. 	<p>that a wheel needs an axle in order to move.</p>		
Knowledge			
Technical			
<ul style="list-style-type: none"> To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. 	<ul style="list-style-type: none"> To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. 	<ul style="list-style-type: none"> To know that different materials have different properties and are therefore suitable for different uses. 	<ul style="list-style-type: none"> To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know that there is always an input and output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers.
Additional			
<ul style="list-style-type: none"> To know that in Design and technology we call a plan a 'design'. 	<ul style="list-style-type: none"> To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. 	<ul style="list-style-type: none"> To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve any problems that may occur. 	<ul style="list-style-type: none"> To know some real-life objects that contain mechanisms.

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sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test	axle, axle holder, chassis, diagram, dowel, equipment, mechanism, wheel	design, design criteria, wheel, Ferris wheel, pods, axle, axle holder, frame, mechanism	axle, design criteria, input, linkage, mechanical, output, pivot, wheel
Cooking and Nutrition			
Year 1		Year 2	
Fruit and Vegetables		A balanced diet	
Skills			
Design			
<ul style="list-style-type: none"> Designing smoothie carton packaging by-hand or on ICT software. 		<ul style="list-style-type: none"> Designing a healthy wrap based on a food combination which work well together. 	
Make			
<ul style="list-style-type: none"> Chopping fruit and vegetables safely to make a smoothie. 		<ul style="list-style-type: none"> Slicing food safely using the bridge or claw grip. Constructing a wrap that meets a design brief. 	
Evaluate			
<ul style="list-style-type: none"> Tasting and evaluating different food combinations. Describing appearance, smell, and taste. Suggesting information to be included on packaging 		<ul style="list-style-type: none"> Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating which grip was most effective. 	
Knowledge			
<ul style="list-style-type: none"> Understanding the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 		<ul style="list-style-type: none"> To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know where to find the nutritional information on packaging. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that nutrients are substances in food that all living things need to make energy, grow and develop. To know that 'ingredients' means the items in a mixture or recipe. To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'. 	
Rich in Language and Vocabulary			

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<ul style="list-style-type: none"> axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak 	<ul style="list-style-type: none"> design criteria, man-made, natural, properties, structure, stable, shape, model, test
Textiles	
Year 1	Year 2
Skills	
<ul style="list-style-type: none"> Puppets 	<ul style="list-style-type: none"> Pouches
Design	
<ul style="list-style-type: none"> Using a template to create a design for a puppet. 	<ul style="list-style-type: none"> Designing a pouch.
Make	
<ul style="list-style-type: none"> Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. 	<ul style="list-style-type: none"> Selecting and cutting fabrics for sewing. Decorating a pouch using fabric glue or running stitch. Threading a needle. Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template
Evaluate	
<ul style="list-style-type: none"> Reflecting on a finished product, explaining likes and dislikes. 	<ul style="list-style-type: none"> Troubleshooting scenarios posed by teacher. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why.
Knowledge	
<ul style="list-style-type: none"> To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look. 	<ul style="list-style-type: none"> To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing.

DESIGN TECHNOLOGY – LOWER KEY STAGE 2

Structures	
Constructing a castle	Pavilions
Skills	
Design	

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<ul style="list-style-type: none"> • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software 	<ul style="list-style-type: none"> • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight
Make	
<ul style="list-style-type: none"> • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials 	<ul style="list-style-type: none"> • Creating a range of different shaped frame structures. • Making a variety of free-standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.
Evaluate	
<ul style="list-style-type: none"> • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design. • Suggesting points for modification of the individual designs. 	<ul style="list-style-type: none"> • Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
Knowledge	
Technical	
<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 	<ul style="list-style-type: none"> • To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.
Additional	
<ul style="list-style-type: none"> • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product. 	<ul style="list-style-type: none"> • To know that a pavilion is a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.
Rich in Language and Vocabulary	
2D,3D, Castle, Design, Key features, Net, Scoring, Shape, Stable, Stiff, Strong, structure	3D shapes, Cladding, Design Criteria, Innovative, Natural, Reinforce, Structure

Mechanisms/mechanical systems	
Pneumatic toys	Making a slingshot car
Skills	
Design	
<ul style="list-style-type: none"> • Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly 	<ul style="list-style-type: none"> • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.
Make	
<ul style="list-style-type: none"> • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving. 	<ul style="list-style-type: none"> • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.
Evaluate	
<ul style="list-style-type: none"> • Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. 	<ul style="list-style-type: none"> • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
Knowledge	
Technical	
<ul style="list-style-type: none"> • To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. 	<ul style="list-style-type: none"> • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.
Additional	
<ul style="list-style-type: none"> • To understand how sketches, drawings and diagrams can be used to communicate design ideas. • To know that exploded-diagrams are 	<ul style="list-style-type: none"> • To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and

<p>used to show how different parts of a product fit together.</p> <ul style="list-style-type: none"> To know that thumbnail sketches are small drawings to get ideas down on paper quickly 	<p>technology.</p> <ul style="list-style-type: none"> To know that a template is a stencil you can use to help you draw the same shape accurately. To know that a birds-eye view means a view from a high angle (as if a bird in flight). To know that graphics are images which are designed to explain or advertise something. To know that it is important to assess and evaluate design ideas and models against a list of design criteria.
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Rich in Language and Vocabulary

<p>mechanism, lever, pivot, linkage system, pneumatic system, input, output, component, thumbnail sketch, research, adapt, properties, reinforce, motion</p>	<p>chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template</p>
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Mechanisms/mechanical systems	
Electric Poster	Torches
Skills	
Design	
<ul style="list-style-type: none"> Carry out research based on a given topic (e.g. The Romans) to develop a range of initial ideas. Generate a final design for the electric poster with consideration to the client's needs and design criteria. Design an electric poster that fits the requirements of a given brief. Plan the positioning of the bulb (circuit component) and its purpose. 	<ul style="list-style-type: none"> Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.
Make	
<ul style="list-style-type: none"> Create a final design for the electric poster. Mount the poster onto corrugated card to improve its strength and allow it to withstand the weight of the circuit on the rear. Measure and mark materials out using a template or ruler. Fit an electrical component (bulb). Learn ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge). 	<ul style="list-style-type: none"> Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria
Evaluate	
<ul style="list-style-type: none"> Learning to give and accept constructive criticism on own work and the work of others. Testing the success of initial ideas 	<ul style="list-style-type: none"> Evaluating electrical products. Testing and evaluating the success of a final product

<p>against the design criteria and justifying opinions.</p> <ul style="list-style-type: none"> Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs. 	
Knowledge	
Technical	
<ul style="list-style-type: none"> To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit. To understand common features of an electric product (switch, battery or plug, dials, buttons etc.). To list examples of common electric products (kettle, remote control etc.). To understand that an electric product uses an electrical system to work (function). To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits. 	<ul style="list-style-type: none"> To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.
Additional	
<ul style="list-style-type: none"> To understand the importance and purpose of information design. To understand how material choices (such as mounting paper to corrugated card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached). 	<ul style="list-style-type: none"> To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.
Rich in Language and Vocabulary	
<p>information design, design, public, design criteria, research, initial ideas, sketch, bulb, self-assessment, peer assessment, feedback, develop, final design, electrical system, electric product, circuit, circuit component, bulb, battery, crocodile wires</p>	<p>Battery, bulb, buzzer, conductor, circuit, circuit diagram, electricity, insulator, series circuit, switch, component, design, design criteria, diagram, evaluation, LED, Model, shape, target audience, input, recyclable, theme, aesthetics, assemble, equipment, ingredients, packaging, properties, sketch, test</p>

Mechanisms/mechanical systems	
Eating Seasonally	Adapting a Recipe
Skills	
Design	
<ul style="list-style-type: none"> Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. 	<ul style="list-style-type: none"> Designing a biscuit within a given budget, drawing upon previous taste testing judgements.
Make	
<ul style="list-style-type: none"> Knowing how to prepare themselves 	<ul style="list-style-type: none"> Following a baking recipe, from start to

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<p>and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe.</p>	<p>finish, including the preparation of ingredients.</p> <ul style="list-style-type: none"> • Cooking safely, following basic hygiene rules. • Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet)
<p>Evaluate</p>	
<ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. 	<ul style="list-style-type: none"> • Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range of food products. • Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).
<p>Knowledge</p>	
<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. 	<ul style="list-style-type: none"> • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. • To understand the importance of budgeting while planning ingredients for biscuits
<p align="center">Rich in language and vocabulary</p>	
<p>Climate, Diet, Imported, Ingredients, Natural, Processed, Reared, Recipe, Seasonal, Seasons, sugar</p>	<p>design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging.</p>

Textiles	
Egyptian Collars	Fastenings
Skills	
Design	
<ul style="list-style-type: none"> Designing and making a template from an existing cushion and applying individual design criteria. 	<ul style="list-style-type: none"> Writing design criteria for a product, articulating decisions made. Designing a personalised book sleeve
Make	
<ul style="list-style-type: none"> Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars). 	<ul style="list-style-type: none"> Making and testing a paper template with accuracy and in keeping with the design criteria. Measuring, marking and cutting fabric using a paper template. Selecting a stitch style to join fabric. Working neatly by sewing small, straight stitches. Incorporating a fastening to a design.
Evaluate	
<ul style="list-style-type: none"> Evaluating an end product and thinking of other ways in which to create similar items 	<ul style="list-style-type: none"> Testing and evaluating an end product against the original design criteria. Deciding how many of the criteria should be met for the product to be considered successful. Suggesting modifications for improvement. Articulating the advantages and disadvantages of different fastening types.
Knowledge	
<ul style="list-style-type: none"> To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam. To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden. 	<ul style="list-style-type: none"> To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. To know that different fastening types are useful for different purposes. To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.
Rich in Language and Vocabulary	
appliqué, cross-stitch, fabric, running stitch, patch, thread, embellish, template, cotton, silk, polyester, wrinkle, tear, water-resistant, breathable, matt, shiny, biodegrade, pinking	Criteria, Fabric, Fastening, Fix, Mock-Up, Stitch, Template

Digital World	
Electronic charm	Mindful moments timer,
Skills	
Design	
<ul style="list-style-type: none"> • Problem solving by suggesting potential features on a Micro: bit and justifying my ideas. • Developing design ideas for a technology pouch. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. 	<ul style="list-style-type: none"> • Writing design criteria for a programmed timer (Micro:bit). • Exploring different mindfulness strategies. • Applying the results of my research to further inform my design criteria. • Developing a prototype case for my mindful moment timer. • Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo. • Following a list of design requirements.
Make	
<ul style="list-style-type: none"> • Using a template when cutting and assembling the pouch. • Following a list of design requirements. • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. • Applying functional features such as using foam to create soft buttons. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm. 	<ul style="list-style-type: none"> • Developing a prototype case for my mindful moment timer. • Creating a 3D structure using a net. • Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.
Evaluate	
<ul style="list-style-type: none"> • Analysing and evaluating an existing product. • Identifying the key features of a pouch. 	<ul style="list-style-type: none"> • Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages. • Evaluating my Micro:bit program against points on my design criteria and amending them to include any changes I made. • Documenting and evaluating my project. • Understanding what a logo is and why they are important in the world of design and business. • Testing my program for bugs (errors in the code). • Finding and fixing the bugs (debug) in my code.
Knowledge	
Technical	
<ul style="list-style-type: none"> • To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer. 	<ul style="list-style-type: none"> • To understand what variables are in programming. • To know some of the features of a Micro:bit. • To know that an algorithm is a set of instructions to be followed by the computer. • To know that it is important to check my

	<ul style="list-style-type: none"> code for errors (bugs). To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device.
Additional	
<ul style="list-style-type: none"> To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. To know that in Design and technology the term 'smart' means a programmed product. To know the difference between analogue and digital technologies. To understand what is meant by 'point of sale display.' To know that CAD stands for 'Computer-aided design'. 	<ul style="list-style-type: none"> To understand the terms 'ergonomic' and 'aesthetic'. To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials.
Rich in language and vocabulary	
smart wearables, product design, digital revolution, technology, analogue, digital, feature, function, digital world, Micro:bit, electronic products, program, loops, initiate, simulator, control, monitor, sense, template, develop, fasten, test, user, CAD (computer-aided design), point of sale, display, badge, stand, net, design requirements, layers	Research, advantage, disadvantage, criteria, design, ergonomic, timer, program, loop, coding, block variable, pause, bug, debug, instructions, net, template, develop, join, assemble, test, form, function, prototype, process, cheap, user, model, evaluate, logo, clipart, brand identity, branding, Sketchpad, computer-aided design (CAD), 2D, mindfulness

DESIGN TECHNOLOGY – UPPER KEY STAGE 2

Structures	
Bridges	Playgrounds
Skills	
Design	
<ul style="list-style-type: none"> Designing a stable structure that is able to support weight. Creating a frame structure with a focus on triangulation. 	<ul style="list-style-type: none"> Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
Make	
<ul style="list-style-type: none"> Making a range of different shaped beam bridges. Using triangles to create truss bridges that span a given distance and support a load. Building a wooden bridge structure. Independently measuring and marking wood accurately. Selecting appropriate tools and equipment for particular tasks. 	<ul style="list-style-type: none"> Building a range of play apparatus structures drawing upon new and prior knowledge of structures. Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures

<ul style="list-style-type: none"> Using the correct techniques to saws safely. Identifying where a structure needs reinforcement and using card corners for support. Explaining why selecting appropriating materials is an important part of the design process. Understanding basic wood functional properties. 	
Evaluate	
<ul style="list-style-type: none"> Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. Suggesting points for improvements for own bridges and those designed by others. 	<ul style="list-style-type: none"> Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure.
Knowledge	
Technical	
<ul style="list-style-type: none"> To understand some different ways to reinforce structures. To understand how triangles can be used to reinforce bridges. To know that properties are words that describe the form and function of materials. To understand why material selection is important based on properties. To understand the material (functional and aesthetic) properties of wood. 	<ul style="list-style-type: none"> To know that structures can be strengthened by manipulating materials and shapes.
Additional	
<ul style="list-style-type: none"> To understand the difference between arch, beam, truss and suspension bridges. To understand how to carry and use a saw safely. 	<ul style="list-style-type: none"> To understand what a 'footprint plan' is. To understand that in the real world, design, can impact users in positive and negative ways. To know that a prototype is a cheap model to test a design idea.
Rich in Language and Vocabulary	
<p>beam bridge, arch bridge, truss bridge, strength, technique, corrugation, lamination, stiffness, rigid, factors, stability, visual appeal, aesthetics, joints, mark out, hardwood, softwood, wood file/rasp, sandpaper/glasspaper, bench hook/vice, tenon saw/coping saw, assemble, material properties, reinforce, wood sourcing, evaluate, quality of finish, accuracy</p>	

Mechanisms/Mechanical Systems	
Pop Up book	Automata Toys

Skills	
Design	
<ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. 	<ul style="list-style-type: none"> • Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. • Understanding how linkages change the direction of a force. • Making things move at the same time. • Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.
Make	
<ul style="list-style-type: none"> • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. 	<ul style="list-style-type: none"> • Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. • Measuring, marking and cutting components accurately using a ruler and scissors. • Assembling components accurately to make a stable frame. • Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. • Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.
Evaluate	
<ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement. 	<ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work. • Applying points of improvement to their toys. • Describing changes they would make/do if they were to do the project again.
Knowledge	
Technical	
<ul style="list-style-type: none"> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms. 	<ul style="list-style-type: none"> • To understand that the mechanism in an automata uses a system of cams, axles and followers. • To understand that different shaped cams produce different outputs
Additional	
<ul style="list-style-type: none"> • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. 	<ul style="list-style-type: none"> • To know that an automata is a hand powered mechanical toy. • To know that a cross-sectional diagram shows the inner workings of a product. • To understand how to use a bench hook and saw safely. • To know that a set square can be used

	to help mark 90° angles.
Rich in language and vocabulary	
Design, input, motion, mechanism, criteria, research, reinforce, model	Accurate, assembly-diagram, automata, axle, bench hook, cam, clamp, component, cutting list, diagram, dowel, drill bits, exploded-diagram, finish, follower, frame, function, hand drill, jelutong, linkage, mark out, measure, mechanism, model, research, right-angle, set square, tenon saw

Electric Systems	
Doodlers	Steady Hand Game
Skills	
Design	
<ul style="list-style-type: none"> Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. Developing design criteria based on findings from investigating existing products. Developing design criteria that clarifies the target user. 	<ul style="list-style-type: none"> Designing a steady hand game - identifying and naming the components required. Drawing a design from three different perspectives. Generating ideas through sketching and discussion. Modelling ideas through prototypes. Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'
Make	
<ul style="list-style-type: none"> Altering a product's form and function by tinkering with its configuration. Making a functional series circuit, incorporating a motor. Constructing a product with consideration for the design criteria. Breaking down the construction process into steps so that others can make the product 	<ul style="list-style-type: none"> Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Decorating the base of the game to a high quality finish. Making and testing a circuit. Incorporating a circuit into a base
Evaluate	
<ul style="list-style-type: none"> Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. Determining which parts of a product affect its function and which parts affect its form. Analysing whether changes in configuration positively or negatively affect an existing product. Peer evaluating a set of instructions to build a product. 	<ul style="list-style-type: none"> Testing own and others finished games, identifying what went well and making suggestions for improvement. Gathering images and information about existing children's toys. Analysing a selection of existing children's toys.
Knowledge	
Technical	
<ul style="list-style-type: none"> To know that series circuits only have 	<ul style="list-style-type: none"> To know that batteries contain acid, which can be dangerous if they leak.

<ul style="list-style-type: none"> one direction for the electricity to flow. To know when there is a break in a series circuit, all components turn off. To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. To know a motorised product is one which uses a motor to function. 	<ul style="list-style-type: none"> To know the names of the components in a basic series circuit, including a buzzer.
Additional	
<ul style="list-style-type: none"> To know that product analysis is critiquing the strengths and weaknesses of a product. To know that 'configuration' means how the parts of a product are arranged. 	<ul style="list-style-type: none"> To know that 'form' means the shape and appearance of an object. To know the difference between 'form' and 'function'. To understand that 'fit for purpose' means that a product works how it should and is easy to use. To know that form over purpose means that a product looks good but does not work very well. To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. To understand the diagram perspectives 'top view', 'side view' and 'back'.
Rich in language and vocabulary	
<p>circuit component configuration ,current ,develop, DIY, Investigate, motor, motorised, problem solve, product analysis, series circuit, stable, target user</p>	<p>Assemble, battery ,battery pack ,benefit ,bulb ,bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user</p>

Cooking and Nutrition	
What would be healthier?	Come dine with me
Skills	
Design	
<ul style="list-style-type: none"> Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute, or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe. 	<ul style="list-style-type: none"> Writing a recipe, explaining the key steps, method and ingredients. <p>Including facts and drawings from research undertaken.</p>
Make	
<ul style="list-style-type: none"> Cutting and preparing vegetables safely. Using equipment safely, including 	<ul style="list-style-type: none"> Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research.

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<ul style="list-style-type: none"> knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe. 	<ul style="list-style-type: none"> Working to a given timescale. Working safely and hygienically with independence.
Evaluate	
Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups.	<ul style="list-style-type: none"> Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. Evaluating health and safety in production to minimise cross contamination.
Knowledge	
<ul style="list-style-type: none"> To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. 	<ul style="list-style-type: none"> To know that 'flavour' is how a food or drink tastes. To know that many countries have 'national dishes' which are recipes associated with that country. To know that 'processed food' means food that has been put through multiple changes in a factory. To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
Rich in Language and Vocabulary	
Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced.	Equipment, flavours, ingredients, method, research, recipe, bridge method, cookbook, cross-contamination, farm to fork, preparation, storyboard.

Textiles	
Stuffed Toys	Waistcoats
Skills	
Design	
<ul style="list-style-type: none"> Designing a stuffed toy, considering the main component shapes required and creating an appropriate template, Considering the proportions of individual components. 	<ul style="list-style-type: none"> Designing a waistcoat in accordance to a specification linked to set of design criteria. Annotating designs, to explain their decisions
Make	

<ul style="list-style-type: none"> • Creating a 3D stuffed toy from a 2D design. • Measuring, marking and cutting fabric accurately and independently . • Creating strong and secure blanket stitches when joining fabric. • Threading needles independently. • Using appliqué to attach pieces of fabric decoration. • Sewing blanket stitch to join fabric. • Applying blanket stitch so the spaces between the stitches are even and regular. 	<ul style="list-style-type: none"> • Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
Evaluate	
<ul style="list-style-type: none"> • Testing and evaluating an end product and giving point for further improvements. 	<ul style="list-style-type: none"> • Reflecting on their work continually throughout the design, make and evaluate process.
Knowledge	
<ul style="list-style-type: none"> • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • To understand that it is easier to finish simpler designs to a high standard. • To know that soft toys are often made by creating appendages separately and then attaching them to the main body. • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely. 	<ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.
Rich in Language and Vocabulary	
<p>Accurate, annotate, appendage, blanket-stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template.</p>	<p>Annotate, decorate, design criteria, fabric, target customer, waistcoat, waterproof</p>

Digital World	
Monitoring Devices	Navigating the world
Skills	
Design	
<ul style="list-style-type: none"> • Researching (books, internet) for a particular (user's) animal's needs. • Developing design criteria based on research. • Generating multiple housing ideas using building bricks. • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD. 	<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client. • Developing design criteria to fulfil the client's request. • Considering and suggesting additional functions for my navigation tool. • Developing a product idea through annotated sketches. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD.
Make	
<ul style="list-style-type: none"> • Understanding the functional and aesthetic properties of plastics. • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range. 	<ul style="list-style-type: none"> • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo). • Explaining material choices and why they were chosen as part of a product concept. • Programming an N,E, S, W cardinal compass.
Evaluate	
<ul style="list-style-type: none"> • Stating an event or fact from the last 100 years of plastic history. • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. • Explaining key functions in my program (audible alert, visuals). • Explaining how my product would be useful for an animal carer including programmed features. 	<ul style="list-style-type: none"> • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Developing an awareness of sustainable design. • Identifying key industries that utilise 3D CAD modelling and explaining why. • Describing how the product concept fits the client's request and how it will benefit the customers. • Explaining the key functions in my program, including any additions. • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch. • Demonstrating a functional program as part of a product concept pitch
Knowledge	
<ul style="list-style-type: none"> • To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record. • To know that a sensor is a tool or 	<ul style="list-style-type: none"> • To know that accelerometers can detect movement. • To understand that sensors can be useful in products as they mean the product can function without human

<p>device that is designed to monitor, detect and respond to changes for a purpose.</p> <ul style="list-style-type: none"> To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met. 	<p>input.</p>
Additional	
<ul style="list-style-type: none"> To understand key developments in thermometer history. To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future. To know the 6Rs of sustainability. To understand what a virtual model is and the pros and cons of traditional vs CAD modelling. 	<ul style="list-style-type: none"> To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request. To know that 'multifunctional' means an object or product has more than one function. To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.
Rich in Language and Vocabulary	
<p>monitoring device, electronic, sensor, thermoscope, thermometer, research, design brief, design criteria, development, inventor, vivarium, programming loop, programming comment, alert, ambient, Boolean, duplicate, copy, value, variable, model, sustainability, plastic, microplastics, decompose, plastic pollution, man-made, synthetic, molecules, reformed, moulded, transparent, opaque, versatile, lightweight, strong, water-resistant, durable, 3D models, Consumables, CAD, shape properties, Tinkercad, Workplane, group, ungroup</p>	<p>Smart, smartphone, equipment, navigation, cardinal compass, application (apps), pedometer, GPS tracker, design brief, design criteria, client, function, program, duplicate, replica, loop, variable, value, if statement, Boolean, corrode, mouldable, lightweight, sustainable design, environmentally friendly, biodegradable, recyclable, product lifecycle, product lifespan</p>

MUSIC – INTENT, IMPLEMENTATION AND IMPACT STATEMENT

Intent
<p>“Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility.” Hillary Clinton</p> <p>The teaching of Music enables personal expression, reflection and emotional development. It also increases self-discipline, confidence, sensitivity and fulfilment as well as helping children to forge links between home, school and the wider world. At Broadway, it is our intention that every child is provided with the opportunity to develop an appreciation and understanding of Music which they can carry with them throughout their lives.</p>

At Broadway we recognise that music plays an important part in helping children to feel part of a community, and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, concerts and key stage performances children are able to express their emotions and showcase their understanding of how to perform with awareness of others.

Implementation

Music lessons are planned using our Broadway Skills Document in conjunction with a published music scheme which incorporates the requirements of the National Curriculum by providing a broad, balanced and differentiated curriculum that ensures the progressive development of musical concepts, knowledge and skills. Where possible teachers incorporate music within topic work as well as providing discrete music lessons.

Our music curriculum ensures students sing, listen, create, perform and evaluate. This is embedded in classroom activities, assemblies, various concerts and performances (both in and out of school).

The key areas of Music at Broadway are:

Listening, Appraising and Responding — Children become critical listeners and explore the interrelated dimensions of music by listening and responding to a wide range of different genres and periods of music. They listen to and evaluate the work of great composers and develop an understanding of the history of music.

Performing — Children develop their vocal and instrumental skills by creating sounds and music using the interrelated dimensions of music. They take part in performances with an awareness of audience.

Composing — Children compose using the interrelated dimensions of music. They record their work in a variety of ways including staff notation.

All children begin to learn the recorder in the final term of Year 2 and throughout the whole of Year 3. In Year 4 they are given the option to continue with this by participating in lessons provided by peripatetic staff from the Lancashire Music Service and joining our school orchestra. The option to learn other instruments with the Lancashire Music Service is also available.

Key Stage 2 children are welcome to join the school choir which provides them with further opportunities to perform in school and in the wider community.

Impact

Opportunities to learn to play an instrument are available through the Lancashire Music Service.

Key Stage 2 children are welcome to join the school choir which provides them with further opportunities to perform in school and in the wider community

MUSIC EYFS

Our Reception music curriculum aligns with the Early Years educational programme for Expressive Arts and Design. In Reception, our focus is on nurturing children's innate musical abilities and fostering a love for music through a variety of engaging activities.

We teach children to listen actively to sounds, helping them differentiate and recognise various sounds in their environment. They learn to match sounds and, in turn, reproduce sounds using their voices and, at times, musical instruments. This process not only enhances their auditory discrimination skills but also encourages creativity and expression.

Rhythm plays a fundamental role in our music instruction. Children are introduced to the concept of rhythm and are taught how to follow a steady beat or pulse. They learn to recognise and reproduce rhythms and patterns, which not only supports their musical development but also promotes skills related to pattern recognition and sequencing.

Movement to music is a regular and enjoyable part of our curriculum. Children have opportunities to dance and move in response to music, which helps them connect physically and emotionally with musical expressions. We enhance this experience with occasional visits from musicians or dancers and other musical experiences throughout the academic year, such as attending musical performances or participating in music-related workshops.

Singing is a core component of our music curriculum. Children engage in singing activities every week, including whole school singing assemblies and guided activities where they learn familiar songs and chants. Singing not only helps develop their vocal abilities but also encourages social interaction and a sense of belonging within the school community.

Furthermore, we teach children how to develop their voices as sound makers. They learn to use their voices expressively, exploring different tones, pitches, and volumes. In addition to their voices, children are introduced to various musical instruments, enabling them to create music using a variety of sound sources. This hands-on experience fosters creativity and experimentation.

In summary, our Reception music curriculum is designed to provide a well-rounded musical education that encompasses listening, rhythm, movement, singing, and creative expression. Through these activities, we aim to instil a lifelong love for music and nurture the musical talents of each child, laying the foundation for their future musical explorations and enjoyment.

MUSIC KEY STAGE ONE

Year 1	Year 2
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Listening	
<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group 	<ul style="list-style-type: none"> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work.
Composing	
<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work.
Performing	
<ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation. 	<ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation

The inter-related dimensions of music		
	Year 1	Year 2
Pitch	<ul style="list-style-type: none"> • To understand that pitch means how high or low a note sounds. 	<ul style="list-style-type: none"> • To know that some tuned instruments have a lower range of

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	<ul style="list-style-type: none"> To understand that 'tuned' instruments play more than one pitch of notes. 	<p>pitches and some have a higher range of pitches.</p> <ul style="list-style-type: none"> To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
Duration	<ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. 	<ul style="list-style-type: none"> To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
Dynamics	<ul style="list-style-type: none"> To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. 	<ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience.
Tempo	<ul style="list-style-type: none"> To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. 	<ul style="list-style-type: none"> To understand that the tempo of a musical phrase can be changed to achieve a different effect.
Timbre	<ul style="list-style-type: none"> To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story. 	<ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
Texture	<ul style="list-style-type: none"> To know that music has layers called 'texture' 	<ul style="list-style-type: none"> To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
Structure	<ul style="list-style-type: none"> To know that a piece of music can have more than one section, eg a versed and a chorus. 	<ul style="list-style-type: none"> To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
Notation	<ul style="list-style-type: none"> To understand that music can be represented by pictures or symbols. 	<ul style="list-style-type: none"> To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or

		texture of music.
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<u>Musical Vocabulary</u>	<u>Pulse and rhythm (Theme: All about me)</u>	<u>Classical music, dynamics and tempo (Theme: Animals)</u>	<u>Timbre and rhythmic patterns (Theme: Fairytales)</u>	<u>Pitch and tempo (Theme: Superheroes)</u>	<u>Vocal and body sounds (Theme: By the sea)</u>
Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments	Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
Rich in Language and Vocabulary					
Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score	Rhythm, pulse	Fast, slow, quiet, dynamics, tempo, musical, composition	Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute	Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo	body percussion, dynamics graphic score, instruments, pitch, seaside, sounds, tempo, timbre

Year 2					
<u>West African call and response song (Theme: Animals)</u>	<u>Orchestral instruments (Theme: Traditional Western stories)</u>	<u>Musical me</u>	<u>Dynamics, timbre, tempo and motifs (Theme: Space)</u>	<u>On this island: British songs and sounds</u>	<u>Myths and legends</u>
Using instruments to represent	Children are introduced to the	Children learn to sing the song 'Once a	Developing knowledge and	Creating sounds to represent	Developing understanding of musical

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animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	three contrasting landscapes: seaside, countryside and city.	language and how timbre, dynamics and tempo affect the mood of a song.
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Rich in Language and Vocabulary


timbre dynamics tempo call and response rhythm structure	orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo	rhythm pulse dynamics timbre beat melody notation	soundscape timbre dynamics tempo motif	composition duration dynamics inspiration pitch structure tempo texture timbre	beat compose composition dynamics graphic score legend melody myth notation pitch rhythm stave notation structure tempo texture timbre
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MUSIC LOWER KEY STAGE 2


Year 3	Year 4
Listening	
<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music.

<p>Jazz). Understanding that music from different parts of the world has different features.</p> <ul style="list-style-type: none"> • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music.</p> <ul style="list-style-type: none"> • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
Composing	
<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, using musical vocabulary.
Performing	
<ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.
The History of Music	
<ul style="list-style-type: none"> • Understanding that music from different times has different features. (Also part of the Listening strand) 	<ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)

The inter-related dimensions of music

	Year 3	Year 4
Pitch	<ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. 	<ul style="list-style-type: none"> To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
Duration	 <ul style="list-style-type: none"> To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for. 	<ul style="list-style-type: none"> To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.
Dynamics	<ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder 	<ul style="list-style-type: none"> To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
Tempo		<ul style="list-style-type: none"> To know that playing in time means all performers playing together at the same speed.
Timbre	<ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. 	<ul style="list-style-type: none"> To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that

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		both instruments and voices can create audio effects that describe something you can see.
Texture	<ul style="list-style-type: none"> To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music 	<ul style="list-style-type: none"> To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.
Structure 	<ul style="list-style-type: none"> To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. 	<ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music
Notation	<ul style="list-style-type: none"> To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. 	<ul style="list-style-type: none"> To know that 'performance directions' are words added to music notation to tell the performers how to play.

Year 3					
<u>Creating compositions in response to an animation (Theme: Mountains)</u>	<u>Developing singing technique (Theme: the Vikings)</u>	<u>Ballads</u>	<u>Pentatonic melodies and composition (Theme: Chinese New Year)</u>	<u>Jazz</u>	<u>Traditional instruments and improvisation (Theme: India)</u>
Learning to	The	Children	Revising	Learnin	Children

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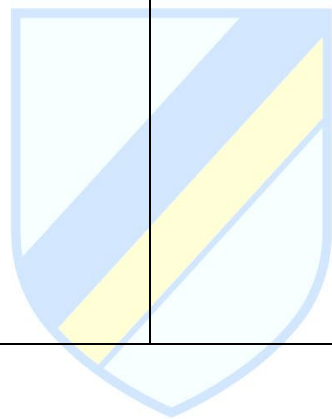
<p>tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.</p>	<p>children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	<p>learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p>key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p>g about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p>	<p>listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>
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Rich in Language and Vocabulary					
<p>influence listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose</p>	<p>composition melody notation tempo minim crotchet quaver coordinated disciplined</p>	<p>ballad ensemble compose</p>	<p>tempo crescendo dynamics timbre duration</p>	<p>call and response dixie land jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation</p>	<p>Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo</p>

Year 4					
<u>Body and tuned percussion</u> (Theme: Rainforests)	<u>Rock and Roll</u>	<u>Changes in pitch, tempo and dynamics</u> (Theme: Rivers)	<u>Haiku, music and performance</u> (Theme: Hanami festival)	<u>Samba and carnival sounds and instruments</u> (Theme: South America)	<u>Adapting and transposing motifs</u> (Theme: Romans)
A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.
Rich in Language and Vocabulary					
pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure	rock and roll hand jive 1950's tempo dynamic notation style	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables	agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune

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texture contrast higher lower compose loop melody pitch inspiration keyboard			melody dynamics tempo	influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion	key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups
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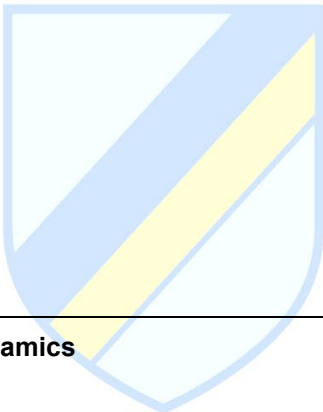
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MUSIC – UPPER KEY STAGE 2

Year 5	Year 6
Listening	
<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed 	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement

<p>musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
Composing	
<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. <ul style="list-style-type: none"> • Constructively critique their own and others' work, using musical vocabulary.
Performing	
<ul style="list-style-type: none"> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency 	<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions.
The History of Music	
<ul style="list-style-type: none"> • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) 	<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

The inter-related dimensions of music		
	Year 5	Year 6

<p>Pitch</p>	<ul style="list-style-type: none"> • To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. • To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> • To know that the Solfa syllables represent the pitches in an octave. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that a melody can be adapted by changing its pitch.
<p>Duration</p> 	<ul style="list-style-type: none"> • To know that 'poly-rhythms' means many different rhythms played at once. • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	<ul style="list-style-type: none"> • To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. • To know that a quaver is worth half a beat.
<p>Dynamics</p>	<ul style="list-style-type: none"> • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> • To know that a melody can be adapted by changing its dynamics
<p>Tempo</p>	<ul style="list-style-type: none"> • To understand that a slow tempo can be used to make music sound sad. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> • To know that a melody can be adapted by changing its dynamics, pitch or tempo.
<p>Timbre</p>	<ul style="list-style-type: none"> • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. 	<ul style="list-style-type: none"> • To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
<p>Texture</p>	<ul style="list-style-type: none"> • To understand that a 	<ul style="list-style-type: none"> • To understand that texture can be created

	<p>chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.</p>	<p>by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
Structure	<ul style="list-style-type: none"> To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. 	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	<ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<ul style="list-style-type: none"> To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

Year 5

<u>Composition notation</u> (Theme: Ancient Egypt)	<u>Blues</u>	<u>South and West Africa</u>	<u>Composition to represent the festival of colour</u> (Theme: Holi festival)	<u>Looping and remixing - Kapow Primary</u>	<u>Musical theatre</u>
Based on the theme of Ancient Egypt, children learn to identify the	Children are introduced to this famous genre of music and its	Children learn 'Shosholozza', a traditional South African song, play the	Exploring the associations between music, sounds and	In this engaging topic, children learn about how dance	Children are introduced to musical theatre, learning how singing, acting

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pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	music is created, focusing particularly on the use of loops.	and dancing can be combined to give an overall performance.
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Rich in Language and Vocabulary

features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome	synaesthesia dynamics Holi graphic score vocal composition performance	accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure	Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props
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					Rock musical Scene Solo Tempo Timbre Transitions
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Year 6

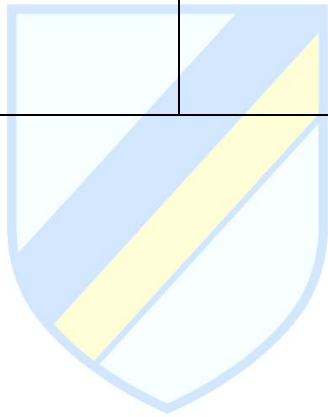
<u>Dynamics, pitch and texture</u> (Theme: Coast - Fingal's Cave by Mendelssohn)	<u>Songs of World War 2</u>	<u>Film music</u>	<u>Theme and variations</u> (Theme: Pop Art)	<u>Composing and performing a Leavers' song</u>	<u>Baroque</u>
Appraising the work of Mendelssohn and further developing improvisation and composition skills.	Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Children spend the topic creating their very own leavers' song personal to their experiences as a class.	exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.

Rich in Language and Vocabulary

audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble	music morale Britain troops frontline Vera Lynn contrast tempo higher and lower diaphragm melody phrase graphic score pitch	accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery	3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody	Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative
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	Do Re Mi Fa So La Ti counter melody harmony Solfa	improvise interpret interval major melodic minor modulate orchestral pitch sequence solo soundtrack symbol timpani tension texture tremolo unison	rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind	mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse	
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Broadway
 Primary
 #BroadwayFamily

RELIGIOUS EDUCATION – INTENT, IMPLEMENTATION AND IMPACT STATEMENT

Intent

At Broadway Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. As well as, teaching them to become resilient, accepting, mindful and inquisitive learners. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

We see the teaching of R.E. as vital for children to understand others beliefs and make connections between their own values. We aim to teach the children to understand the way that religious beliefs shape their lives and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. It is our role to ensure pupils are being inquisitive by asking questions about the world around them by allowing pupils to gain high quality experiences.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire 'Field of Enquiry' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences, and philosophy.

We will deliver a curriculum that:

- Celebrates the diverse and socio-economic community at Broadway Primary School.
- Inspires creative learning through excellent teaching practices that build on prior R.E. learning and allow for repetition and progression of skills that build upon high starting points.
- Our curriculum embraces the community in which it is situated, recognising local places of worship.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others beliefs developing inquiry based R.E. skills that allow them to be culturally aware of the world around them.
- Promotes equality and understanding of the British values and ensures they are prepared for life in modern Britain.

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the main faith studied each year with a minimum of 50% of the RE curriculum devoted to it. However, all children will experience at least four other major world faiths across their school career.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced, and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

We are also committed to ensuring we provide our children with our GROW ethos. This can be seen below:

G = Get up and Go!

R = Rich in language and vocabulary

O = Our Broadway Family

W = Wonder and Awe

Implementation

By following the Lancashire Agreed Syllabus for RE the children learn about a range of religions and there is progression in the skills and knowledge of the children. RE lessons are based on a key question for each year group and we make connections and collect clues to help us to answer the question. Our work is concept driven and therefore we do not always record our work in individual exercise books in every lesson as we are instead developing the skills needed to access Religious Education like debating and group work.

We currently learn about Christianity, Hinduism, Islam and Sikhism in Key Stage One, Christianity, Hinduism, Sikhism, Islam, Buddhism and Judaism in Key Stage Two. We have regular visits and visitors as part of our RE curriculum and have outdoor learning opportunities on our school grounds. RE lessons often include Philosophy for Children, circle time, critical thinking, learning from believers and opportunities to unpack concepts through drama, art, and Computing. Our RE helps us to learn about diversity in the UK and around the world.

All lessons are planned to ensure that they build on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups. Support materials are given to staff from the Lancashire Agreed Syllabus to help with the planning and delivering of our R.E. curriculum. The children follow a cycle of lessons for each subject, which carefully plans for progression and depth and enables them to access and use relevant and appropriate subject vocabulary that links to a particular religion. Through careful planning we aim for the children to be able to understand and apply principles of what they have learnt and the through planning of highly effective assessment for learning we have developed the use of follow up or challenge tasks at the end of a lesson or beginning of the next lesson. We ensure that the children are given ample opportunities to foster the 4 main strands of teaching through the syllabus: Shared Human Experience, Living Religious Traditions, Beliefs and Values and Search for Personal Meaning. To broaden the children's experiences, we plan trips and visiting experts who will enhance the learning experience.

Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social, and cultural (SMSC) development and awareness of Prevent and British values.

G = Get up and Go!

In order to achieve an active curriculum, teachers are expected to provide a range of ways to implement this. These could be:

Role Play – children could use drama as an excellent opportunity to re-enact key events of Religious celebration.

Collaborative learning – Through the use of Kagan structures, children will be encouraged to move around the classroom and work collaboratively on tasks to achieve an outcome.

Use of classroom – Teachers use their classroom areas in inventive ways that promote movement around the classroom as much as possible.

R = Rich in language and vocabulary

Subject specific vocabulary - Identified through knowledge organisers and topic walls. Children are made aware of key vocabulary at the beginning of the unit and then revisited. Teachers are expected to exemplify and utilise tier 3 vocabulary throughout the units. Expectations are that children can then use this themselves in the correct context.

O = Our Broadway Family

Local – we visit the local church for special celebrations. The children are involved within charity work and supporting the local community. We actively encourage the local faith communities to visit our school and share their experiences.

Stay and Learn – Parents will be invited throughout the year to celebrate the children’s learning as well as gain an insight into how RE is taught in school.

W = Wonder and Awe

Use of artefacts – Teachers use a range of artefacts to promote learning and allow children to question their use/purpose.

Trips – At Broadway it is now our policy that each year group visits a place of worship each year, so that by the end of Y6 they have visited the places of worship that are linked to the religions studied.

Impact

The children at Broadway Primary School enjoy learning about other religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children can make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people’s cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world.

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

Teachers are required to assess pupils each term. The age-related skills for each year group are outlined on trackers and teachers identify where each of their pupils are working - ‘Below’, ‘Entering’, ‘Developing’ or ‘Secure’. The summer term assessments for Year 2 and Year 6 are reported on and will be sent to Lancashire SACRE (The Standing Advisory Council on Religious Education).

The subject leader will maintain a clear overview of the Religious Education for the children of Broadway through planned monitoring tasks included with the school's overall monitoring schedule.

This involves reporting to SLT and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.

- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

GROW

Children have a rounded view of Religion and an opportunity to develop their understanding of vocabulary and religious beliefs. This in turn supports our #broadwaybroaderfamily and the tolerance of others.

EYFS

Our approach to Religious Education (RE) aligns with the educational programmes for Early Years, specifically falling within the Understanding the World aspect of the curriculum. Our aim is to provide children with a well-rounded understanding of the world, including diverse cultures, beliefs, and practices.

To support children in this journey, we prioritise the development of important life skills. Children learn about rules and how to keep themselves and others safe, forming the basis for responsible and considerate behavior. We also focus on nurturing their manners, teaching them about politeness and respect in their interactions. Skills like turn-taking and decision-making are encouraged, fostering their ability to engage in positive social interactions.

Our classroom environment is designed to reflect the current diversity of modern Britain. We draw children's attention to and incorporate different languages, stories, small world people, foods, and artifacts. This approach not only celebrates diversity but also helps children appreciate the rich tapestry of cultures within our society.

To further enrich our Understanding the World curriculum, we implement a buddy system where children have opportunities to interact with older peers. This fosters a sense of community and allows for intergenerational learning, as they work and play together every Monday afternoon.

In line with our commitment to providing a comprehensive RE curriculum, we follow a whole-school approach by using the Lancashire Syllabus as our guide. Our teaching centers around a key question: "Why are some things special?" This question serves as a catalyst for exploring special times and celebrations across various cultures and religions.

Through this approach, children delve into the concept of special times, examining how people from different backgrounds celebrate and how these celebrations compare to their own experiences. We take a closer look at the practices of Christians, Hindus, and Muslims, exploring the unique ways each group celebrates. Special stories linked to each faith are introduced, enabling children to learn valuable messages and values associated with these stories.

In summary, our Reception RE curriculum is designed to promote understanding, respect, and empathy for different cultures and religions. Through the exploration of special times and celebrations, we aim to cultivate a sense of curiosity and appreciation for the diversity of beliefs and traditions in our world, while also nurturing essential social and emotional skills.

RELIGIOUS EDUCATION KEY STAGE 1

Year 1	Year 2
What do people say about God?	How do we respond to the things that really matter?
Christianity – God Why do Christians say that God is a ‘Father’? God the Father, prayer.	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest
Christianity – Jesus Christianity Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas	Christianity (Jesus) Why do Christians say Jesus is the ‘Light of the World’? Jesus as the light of the world, symbolism of light, Advent and Christmas.
Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple
Judaism Why might some people put their trust in God? God’s promise, Noah, Abraham, trusting in God.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer
Hindu Dharma What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols
Christianity (Church) How might some people show that they ‘belong’ to God? Baptism, belonging.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath
Skills	
Reflect on their own role within the family	Retell and suggest meanings for religious stories and/or beliefs
Discuss who they can talk to when they are happy/sad/ worried	Use some religious words and phrases when talking about beliefs and values
Use some religious words and phrases to recognise and name features of religious traditions	Identify and describe how religion is expressed in different ways
Talk about the way that religious beliefs might influence the way a person behaves	Suggest the symbolic meaning of imagery and actions
Notice and show curiosity about people and how they live their lives	Identify things that influence a person’s sense of identity and belonging
Ask questions	Ask relevant questions
Talk about their own experiences	Talk about their own identity and values
Church	
Know that some Christians welcome babies into God’s family (the Church) with baptism ceremonies	Suggest beliefs and values that might unite the Christian community
Talk about what it might mean to belong to the Church family	Talk about why some Christians might think it is important to come together to worship God
Identify features of baptism – e.g. the font, candles, godparents	Identify symbols (images and actions) used in Christian worship

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Talk about why parents might want to have their child baptised	Talk about how and why symbols might be used in Christianity
Talk about what it means to belong to a family	Identify and describe features of a church
Talk about the role of families in raising children	Identify signs and symbols in the world around them
Talk about their own identity as part of a family and part of the school community	Talk about the school logo – what values it might represent and how it might unite the school community
	Ask thoughtful questions about signs and symbols
	Talk about communities that they belong to – and how they show their commitment to these communities

Jesus	
Know a simple version of the nativity story	Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'
Talk about why Christians would say that Jesus is a special baby	Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God
Talk about how different characters in the nativity welcome the baby Jesus	Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) – and the symbolic meaning
Identify religious aspects of Christmas celebrations	Talk about the different ways that Christians might celebrate Christmas
Talk about why Christmas is a special time for Christians	Identify different ways that humans use light
Consider how and why babies might be special – and why they need love and care	Discuss the importance of light – as a source of comfort, security, and hope
Talk about the importance of looking after those who cannot help themselves	Talk about how and why light might be an important symbol
Talk about their own beginnings and how they were welcomed into the family	Ask questions about the value of sources of light in their own lives
Reflect on who has helped them in life so far	Talk about the people who provide comfort, security, and hope for them
	Suggest ways in which they might be a light for others

God	
Know that Christians refer to God as 'Father'	Retell (simply) the Genesis 1 story of creation
Talk about why Christians might compare God to a loving parent	Suggest why Christians might think it is important to look after the world
Talk about how and why Christians might want to talk to God (prayer)	Suggest ways that Christians might express their concern for the natural world
Suggest symbolic meanings of rituals and items	Describe how and why Christians might

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used in Christian prayer	thank God for creation at Harvest festivals
Talk about the importance of love in families	Identify ways in which humans use (and abuse) the natural world
Talk about the ways in which they are cared for and supported by family members	Talk about why our planet should matter to all humans – and how this should influence our behaviour
Reflect on their own role within the family	Reflect on their own use of the world's resources
Discuss who they can talk to when they are happy/sad/ worried	Ask questions about what they can do to show that they care about the world

Rich in Language and Vocabulary

Christian, Bible, Church, Jesus, God, Father, Prayer, Love, Harvest, Nativity, Christmas, Advent, Christingle, Presents, Bethlehem, Mary, Joseph, Jesus, baby, Shepherds, star, stable, Angel Gabriel, Gold, Frankincense, Myrrh, Wise men, Baptism, Belonging, Font, Vicar, Godparents, Family, Creator, Creation, Community, Worship, Pulpit, Lectern, Altar,

Hindu Dharma

Skills

Give an example of a key belief and/or a religious story	Retell and suggest meanings for religious stories and/or beliefs
Give an example of a core value or commitment	Use some religious words and phrases when talking about beliefs and values
Use some religious words and phrases to recognise and name features of religious traditions	Identify and describe how religion is expressed in different ways
Talk about the way that religious beliefs might influence the way a person behaves	Suggest the symbolic meaning of imagery and actions
Notice and show curiosity about people and how they live their lives	Identify things that influence a person's sense of identity and belonging
Ask questions	Ask relevant questions
	Talk about their own identity and values
What do people say about God?	How do we respond to the things that really matter?
Know that Hindus believe in one God in many forms	Know that Hindus believe in one God (Brahman) who can be worshipped in many forms
Know that Hindus believe that God is present in all living things	Know that these forms (the deities) have different qualities and are portrayed in different ways
Suggest what Hindus might learn about God from the story of the blind men and the elephant	Suggest why Hindus might believe that it is important to show devotion to the deities
Talk about how and why Hindus might use statues and images (murtis) in their worship	Know that Hindus might worship at a Mandir and/or the home shrine
Suggest symbolic meanings expressed in the images	Suggest why worship in the home might be important
Talk about the different ways that people can be seen and described	Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)

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Consider how people might have multiple roles	Talk about qualities that make some people special
Reflect on how others might see them	Identify ways in which humans show their gratitude to the people who matter in their lives
Talk about the different roles that they might have (friend, child, brother/sister etc.)	Talk about who is special to them and why
	Reflect on who they should be grateful to and how they might show this in words and actions
Rich in Language and Vocabulary	
Hindu, Brahman (God), Deity, Trimurtri, Shiva, Vishnu and Brahma, Murti, Shrine, Lakshmi, Ganesh, Durga, Saraswati, Worship, Mandir (temple), Devotion, Deity, Murti, Puja (the act of worship), Diva lamp, Kum Kum powder, Shrine	

Islam	
Skills	
Give an example of a key belief and/or a religious story	Retell and suggest meanings for religious stories and/or beliefs
Give an example of a core value or commitment	Use some religious words and phrases when talking about beliefs and values
Use some religious words and phrases to recognise and name features of religious traditions	Identify and describe how religion is expressed in different ways
Talk about the way that religious beliefs might influence the way a person behaves	Suggest the symbolic meaning of imagery and actions
Notice and show curiosity about people and how they live their lives	Identify things that influence a person's sense of identity and belonging
Ask questions	Ask relevant questions
	Talk about their own identity and values
What do people say about God?	How do we respond to the things that really matter?

- Know that Muslims believe in one God (Allah)
- Know that Muslims believe the world was created by God
- Talk about why Muslims might value the natural world
- Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet
- Suggest how Muslims might show respect for God by caring for the natural world
- Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it
- Reflect on how they treat the natural world – and if they have a duty to look after it

- Suggest why Muslims believe that it is important to respect God
- Talk about why Muslims would want to show their gratitude to God
- Know that submission to God is an important aspect of Islamic life
- Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis
- Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat
- Suggest how making time for the five daily prayers is an act of submission
- Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)
- Identify ways in which humans show their gratitude
- Talk about the things they do on a regular basis as a sign of their commitment and belonging
- Reflect on who they should be grateful to and how they show this

Rich in Language and Vocabulary

- Muslim, Allah (God), Creator, Prophet Muhammad, Mosque, Qur'an, Prayer, 5 Pillars of Islam, Obedience, Wudu, Prayer mat, Commitment, Belonging.

Year 3	Year 4
Who should we follow?	How do we respond to the things that really matter?
Christianity – God How (and why) have some people served God? Prophets, service to God, inspirational people	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali.
Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet. Muhammed (pbuh), Zakah	Christianity (God) How and why might Christians use the Bible? The Bible, christian life – guided by wisdom, teachings and authority
Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.
Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.
Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.
Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.
Skills	
<ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/ teaching • Identify the impact religion has on a believer • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs • Describe how some people, events and sources of wisdom have influenced and inspired others • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?' 	<ul style="list-style-type: none"> • Describe what a believer might learn from a religious teaching/ story • Make links between ideas about morality and sources of authority • Describe the impact religion has on believers' lives • • Explain the deeper meaning and symbolism for specific religious practices • Consider the range of beliefs, values and lifestyles that exist in society • • Discuss how people make decisions about how to live their lives • Reflect on their own personal sources of wisdom and authority
Church	

<ul style="list-style-type: none"> • Retell some of the main parables of Jesus • Explain how and why these might be an important source of guidance for Christians • Suggest ways that Christians might put these teachings into action in the 21st century • Describe and explain (with examples) Christian attitudes about how to treat others • • Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed • Explain (with examples) how and why people might use stories to pass on wisdom and guidance • Discuss how and why fables might be an important aspect of human history and culture • Discuss examples of wisdom and guidance that they have learnt from stories • Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this 	<ul style="list-style-type: none"> • Retell some of the main parables of Jesus • Explain how and why these might be an important source of guidance for Christians • Suggest ways that Christians might put these teachings into action in the 21st century • Describe and explain (with examples) Christian attitudes about how to treat others • Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed • Explain (with examples) how and why people might use stories to pass on wisdom and guidance • Discuss how and why fables might be an important aspect of human history and culture • Discuss examples of wisdom and guidance that they have learnt from stories • Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this
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Jesus

<ul style="list-style-type: none"> • Know what is meant by discipleship • Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19) • Describe how and why Christians might try to follow the example of Jesus through mission and charity work • Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs • Talk about what it means to have charismas. • Describe what makes a good leader and why people might want to follow him/her • Discuss what motivates people to want to make a difference • Reflect on their own leadership abilities • Discuss their own desires to make a difference in the world/ in their communities 	<ul style="list-style-type: none"> • Retell the story of Jesus in the wilderness • Identify Christian beliefs about Jesus reflected in this story • Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) • Describe what a Christian might do during Lent and why • Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this • Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith • Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • Discuss why many people are willing to make sacrifices for the people they love • • Discuss why some people may be willing to make a sacrifice for someone they don't even know • Give examples of acts of sacrifice
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	<p>that have been done by or for them</p> <ul style="list-style-type: none"> • Discuss who or what they would be prepared to make sacrifices for • Consider the value of sacrifice – as an expression of love and commitment
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Y3 Hinduism			
<ul style="list-style-type: none"> • develop an understanding of the importance of duty and commitment to many religions • know that following dharma (religious duty) is an important part of Hindu life • suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> • describe how and why Hindus might celebrate Raksha Bandhan • identify aspects of the celebration which remind Hindus of their dharma • identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> • identify sources of authority and inspiration • consider what our ‘duties’ as human beings are 	<ul style="list-style-type: none"> • reflect on their own duties – to themselves, to their families, to their communities • discuss who or what they follow – and why
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Hindu, Mandir (temple), Brahman (God), Deity, Trimurtri, Shiva, Vishnu, Brahma, Avatar, Murti, Worship, Shrine, Dharma, Diwali, Rama and Sita, Ramayana, Raksha Bandan, Devotion, Ramayana, Good, Evil.			

Y3 Islam			
<p>*Develop an understanding of the importance of founders and leaders for religious communities *Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) *Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</p>	<p>*Describe and give reasons for the Islamic practice of Zakat</p> <p>* Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable.</p>	<p>*Identify characteristics of a good role model</p> <p>*Discuss how good role models can have a positive impact on individuals, communities and societies.</p>	<p>*Reflect on their own aspirations for themselves and others</p> <p>*Ask questions and suggest answers about how they can try to make the world a better place.</p>
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Muslim, Allah (God), Creator, Prophet Muhammad, Mosque, Qur’an, 5 Pillars of Islam Prayer, Commitment,			

Ramadan, Night of Power, Eid al-Fitr

Y3 Sikhism

<ul style="list-style-type: none"> * Develop an understanding of the importance of founders and leaders for religious communities * Identify Sikh beliefs and values contained within the stories of the lives of the Gurus 	<ul style="list-style-type: none"> * Describe how and why the Guru Granth Sahib is treated with great respect * Suggest how and why Sikhs might show commitment to their faith 	<ul style="list-style-type: none"> * Identify people and ideas that inspire commitment * Discuss the different ways that people might show that they are committed 	<ul style="list-style-type: none"> * Reflect on their own commitments and the impact that these have on their lives * Ask questions about the value of having commitments
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Rich in Language and Vocabulary

Guru, Sikh, Guru Granth Sahib, Gurdwara, Guru Nanak, Baisakhi, Commitment, Khanda, 5Ks, Langar, Sewa (service), Equality

Y4 Hinduism

<ul style="list-style-type: none"> * explore teachings about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma 	<ul style="list-style-type: none"> * use subject specific language to describe how and why Hindus celebrate Diwali * explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> * discuss (with relevant examples) the importance of the belief that good overcomes evil * suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> * reflect on their own concept of 'goodness' * discuss what gives them hope during difficult times
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Rich in Language and Vocabulary

Hindu, Mandir (temple), Brahman (God), Deity, Trimurtri, Shiva, Vishnu, Brahma, Avatar, Murti, Worship, Shrine, Dharma, Diwali, Rama and Sita, Ramayana, Raksha Bandan, Devotion, Ramayana, Good, Evil.

Y4 Islam

<ul style="list-style-type: none"> • explore Islamic teachings about Ramadan from the Qur'an • make links between Islamic values and the beliefs 	<ul style="list-style-type: none"> • use subject specific language to describe how and why Muslims fast at Ramadan • explain the importance of 	<ul style="list-style-type: none"> • discuss (with relevant examples) the importance of showing commitment to a belief, value or community 	<ul style="list-style-type: none"> • reflect on their own beliefs, values and commitments • consider and discuss how they
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explored so far in their study of Islam	Ramadan in the context of the Five Pillars of Islam • consider the impact that fasting might have on individuals, families and communities	• consider the role of sacrifice within religion and communities	demonstrate their personal commitments
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Muslim, Allah (God), Creator, Prophet Muhammad, Mosque, Qur'an, 5 Pillars of Islam Prayer, Commitment, Ramadan, Night of Power, Eid al-Fitr			

Y4 Sikhism			
* explore teachings and stories from Sikhism * describe what moral guidance Sikhs might gain from the stories and examples of the Gurus * make links between the beliefs, values and practices of Sikhism	* use subject specific language to describe how and why Sikhs show their religious commitments and values * explain how clothing and behaviour might be symbolic of beliefs, values and commitments	* discuss (with relevant examples) the importance of how we view and behave towards others * talk about how our outward behaviour reflects our inner beliefs, values and commitments	* reflect on their own concept of living a good life and how this influences the way that they treat others * discuss own thoughts and feelings about equality and justice
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Guru, Sikh, Guru Granth Sahib, Gurdwara, Guru Nanak, Baisakhi, Commitment, Khanda, 5Ks, Langar, Sewa (service), Equality			

Y5 Church			
• describe what Christians mean when they talk about one God in Trinity • identify the beliefs contained within the Apostle's Creed • explain why the Christian community (The Church) might want/need an agreed statement of belief	• describe and explain the meaning of a range of symbols that might be used for the Trinity • explain how symbols might unite the worldwide Christian Church • describe the role of places like Taizé where Christians from different backgrounds might come together to worship	• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • discuss different responses to sources of authority	• raise meaningful questions about things that puzzle them • differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Y5 God

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<ul style="list-style-type: none"> * describe Christian beliefs about sin and forgiveness * describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God * suggest different ways that this story might be understood by Christians 	<ul style="list-style-type: none"> * describe and explain how and why Christians might use the Lord’s Prayer * analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians * suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations 	<ul style="list-style-type: none"> * consider the different ways that myth and stories are and used * explain how a ‘truth’ might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is ‘true’ – and how there might be different types of truth * discuss and debate things that they consider to be true that others might disagree with
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Y5 Jesus			
<ul style="list-style-type: none"> • describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus • retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus 	<ul style="list-style-type: none"> • describe why some Christians might go on pilgrimage to places associated with miraculous events • explain the impact that belief in miracles and the power of prayer might have on a Christian 	<ul style="list-style-type: none"> • explain the difference between fact, opinion and belief • consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God 	<ul style="list-style-type: none"> • discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • reflect on how they make decisions about what is/is not true
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Rich in Language and Vocabulary

Christian, Jesus, God, Holy Spirit, Bible, Sin, Temptation, Bible, Forgiveness, Worship, Prayer, Confession, Reconciliation, Moral, Incarnation, Divine, Miracle, Resurrection, Pilgrimage, Jerusalem, Belief, Trinity, Diversity, Church, Community, Respect, Denominations Belief, Value, Peace, Harmony, Baptism, Confirmation, Father, Incarnate, Commitment, Responsibility, Promise, Holy Week, Easter Sunday, Lent, Sacrifice, Eucharist, Suffering, Good Friday, Salvation, Resurrection, Sin, Reconciliation, Forgiveness, Crucifixion, Eternal Life, Atone, Repent, Confess

Y5 Hinduism			
<ul style="list-style-type: none"> * make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty * explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus * explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> * describe and explain a variety of ways that Hindus might celebrate the festival of Holi * suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate * explain how Holi celebrations might express 	<ul style="list-style-type: none"> * explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions * consider the different ways that myth and stories are and used * explain how a ‘truth’ might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) * discuss and debate things that they consider to be true that others might disagree with

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	Hindu beliefs about equality		
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Hindu, Brahman (God), Shiva, Vishnu, Brahma, Lakshmi, Avatar, Trimurtri, Murti, Worship, Shrine, Mandir (temple), Dharma, Krishna, Deity, Holi, Equality, Devotion, Loyalty, Reincarnation, Karma, Moksha, Samsara, Atman (the soul), Ashrama, Samskaras, Upanayana,			

Y5 Islam:			
<ul style="list-style-type: none"> • explore Islamic beliefs about the Qur'an as the word of God • explain how and why the Qur'an is a source of guidance for life for a Muslim • explain the impact of believing that the Qur'an is divine revelation • describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets 	<ul style="list-style-type: none"> • explain how and why Muslims might commemorate the Night of Power • describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God • explain how the teachings of the Qur'an might influence the actions and choices of a Muslim 	<ul style="list-style-type: none"> • discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • suggest when and why people might want guidance about how to live 	<ul style="list-style-type: none"> • discuss who or what has guided them in their own beliefs, values and commitments • reflect on what 'ultimate authority' might mean for them
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Muslim, Islam, Allah (God), Creator, Prophet Muhammad, Mosque, Qur'an Wisdom, Authority, Rules, 5 Pillars of Islam, Revelation, Angel Jibril, Night of Power (Laylat Ul-Qadr), Ramadan Prayer, Pilgrimage, Mecca, Hajj, Ummah, Community, Unity, Ka'ba, Journey			

Y5 Judaism			
<ul style="list-style-type: none"> • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within t • Interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Y6 Church			
<ul style="list-style-type: none"> • explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • explain (simply) Christian beliefs about salvation • explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life 	<ul style="list-style-type: none"> • explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice 	<ul style="list-style-type: none"> • discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others • discuss the importance of saying sorry and forgiveness in maintaining relationships with others 	<ul style="list-style-type: none"> • raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • reflect on the benefits and difficulties of forgiveness
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Y6 God			
<ul style="list-style-type: none"> * Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God * Explain how these rituals might differ between different denominations (eg. infant baptism and believer's 	<ul style="list-style-type: none"> * Analyse the importance of Christian rites of passage as an expression of faith and commitment * Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies 	<ul style="list-style-type: none"> * Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life * Consider the value of celebrating landmarks in life – for individuals and communities 	<ul style="list-style-type: none"> * Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change * Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities
Beliefs and values	Living religious traditions	Shared human experience	Search for personal

Y6 Jesus			
<ul style="list-style-type: none"> • retell the events leading up to and including the death of Jesus • explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life 	<ul style="list-style-type: none"> • explain how and why Christian individuals and communities might celebrate the events of Holy Week • use religious vocabulary to describe and explain the Eucharist • explain different Christian beliefs about the Eucharist and its importance 	<ul style="list-style-type: none"> • consider how people might mature and become stronger through overcoming difficulties • consider the value of being part of a community on the 'journey of life' 	<ul style="list-style-type: none"> • raise questions and discuss the extent to which they agree that 'suffering makes you stronger' • discuss own experiences and attitudes towards the importance of having companionship on the journey of life
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Rich in Language and Vocabulary
<p>Christian, Jesus, God, Holy Spirit, Bible, Sin, Temptation, Bible, Forgiveness, Worship, Prayer, Confession, Reconciliation, Moral, Incarnation, Divine, Miracle, Resurrection, Pilgrimage, Jerusalem, Belief, Trinity, Diversity, Church, Community, Respect, Denominations Belief, Value, Peace, Harmony, Baptism, Confirmation,</p>

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Father, Incarnate, Commitment, Responsibility, Promise, Holy Week, Easter Sunday, Lent, Sacrifice, Eucharist, Suffering, Good Friday, Salvation, Resurrection, Sin, Reconciliation, Forgiveness, Crucifixion, Eternal Life, Atone, Repent, Confess

Y6 Buddisim

<ul style="list-style-type: none"> * analyse Buddhist beliefs and teachings about how to be content * explain Buddhist beliefs and values contained within the story of Prince Siddhartha * Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths 	<ul style="list-style-type: none"> * describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. * consider the importance of daily meditation in Buddhism 	<ul style="list-style-type: none"> * discuss the meaning of contentment – is it the same as happiness, or something different? * raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? 	<ul style="list-style-type: none"> * ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of * discuss the potential barriers to their happiness and what they can do to overcome these
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Rich in Language and Vocabulary

Buddha, Prince Siddharta, Journey, Four Noble Truths, Eightfold Path, Buddhist, Meditation, Nirvan

Y6 Hiduisim

<ul style="list-style-type: none"> * analyse Hindu beliefs about samsara, karma and moksha and how these are linked * explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' * explain how belief in reincarnation and the law of karma might affect the way a Hindu lives 	<ul style="list-style-type: none"> * describe and explain the four ashramas (stages of life) in the life of a Hindu * explain how a person might change as they move from one ashrama to the next * consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama 	<ul style="list-style-type: none"> * discuss the special milestones that we might celebrate during a person's lifetime * discuss how our rights, responsibilities and relationships with others might change as we go through life 	<ul style="list-style-type: none"> * ask and respond thoughtfully to questions about their own journey of life * consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Rich in Language and Vocabulary

Hindu, Brahman (God), Shiva, Vishnu, Brahma, Lakshmi, Avatar, Trimurtri, Murti, Worship, Shrine, Mandir (temple), Dharma, Krishna, Deity, Holi, Equality, Devotion, Loyalty, Reincarnation, Karma, Moksha, Samsara, Atman (the soul), Ashrama, Samskaras, Upanayana,

Y6 Islam

<ul style="list-style-type: none"> * analyse the Five Pillars of Islam and how they are 	<ul style="list-style-type: none"> * describe and explain the importance of Hajj, 	<ul style="list-style-type: none"> * discuss the various events that might happen on the 	<ul style="list-style-type: none"> * ask and respond thoughtfully to questions
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linked * explain how the beliefs and values of Islam might guide a person through life * explain the importance of the Ummah for Muslims and that this is a community of diverse members	including the practices, rituals and impact * explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage	journey of life and how people might change over the course of their life * consider what support people might need on life’s journey	about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Rich in Language and Vocabulary			
Muslim, Islam, Allah (God), Creator, Prophet Muhammad, Mosque, Qur’an Wisdom, Authority, Rules, 5 Pillars of Islam, Revelation, Angel Jibril, Night of Power (Laylat Ul-Qadr), Ramadan Prayer, Pilgrimage, Mecca, Hajj, Ummah, Community, Unity, Ka’ba, Journey			

COMPUTING INTENT, IMPACT AND IMPLEMENTATION

Intent
<p>The National Curriculum for Computing aims to ensure that all pupils:</p> <p>can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. are responsible, competent, confident and creative users of information and communication technology.</p> <p>At Broadway Primary School the intention is that children gain a firm understanding of the three core principles of Computing – Computer Science, Information Technology and Digital Literacy. At the heart of our Computing curriculum is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, we intend for our children to use information technology to create programs, systems and a range of content. We aim to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>We are also committed to ensuring we provide our children with our GROW ethos. This can be seen below:</p> <p>G = Get up and Go!</p> <p>Using the outdoor environment – Completing Stop Motion Video and Data Logging activities in the outdoor environment when appropriate.</p> <p>Movement in the classroom – Children are encouraged to use map and move around the classroom when completing Coding or Programming lessons to visualise instructions.</p>

R = Rich in language and vocabulary

Digital Literacy – Teachers must use technical and accurate vocabulary for Computing with the children. Children are actively encouraged to use the correct terminology and the different synonyms for the same word.

Online Safeguarding – Children are encouraged to use the technical vocabulary to describe different aspects of the Internet, for example, how it is used. Children are taught the correct vocabulary to describe how to stay safe online.

O = Our Broadway Family

Keeping parents and families connected – Through the Computing curriculum, we will aim to teach children how to communicate appropriately and effectively using the Internet.

Online Safeguarding – Our Computing curriculum has dedicated Online Safety lessons, as well as a dedicated Safer Internet Week each February and SCARF PSHE resources.

Parental Workshop – The Subject Leader will lead an annual Online Safeguarding workshop for parents each year using CEOP Ambassador resources.

W = Wonder and Awe

Information Technology – Using our Purple Mash curriculum, the children are exposed to how Computing can be used in a cross curricular fashion to promote Art, Design & Technology and Music.

ICT across the curriculum – The children are given the opportunity to apply the skills learnt in Computing lessons in different contexts, such as Literacy, History, Geography. The children use their Computing skills to present in different ways using ICT.

Implementation

We teach Computing as a bespoke subject with weekly lessons for each class from Year 1 onwards. We follow the Purple Mash Computing curriculum, teaching computing skills in a carefully planned progression over two year learning blocks, each block building on the previous one. Purple Mash separates the computing curriculum into eight main areas: coding and computational thinking; spreadsheets; internet and email; art and design; music; databases and graphing; writing and presenting; communication and networks.

We introduce our learners to each of these areas when developmentally appropriate, and we develop their skills progressively throughout their primary years. Teachers also seek out every opportunity to apply the knowledge and skills our pupils have learnt across the curriculum through a range of presentation programmes, supporting other subjects within our curriculum.

Impact

We measure the impact of our Computing understand by ensuring that all our learners understand: how to use a range of platforms effectively; the huge value, potential disadvantages and consequences of using the Internet: and how to keep themselves safe online.

The children at Broadway Primary School will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature. They will also become proficient users of technology who are able to work both independently and collaboratively. In this way, we prepare them fully for transition to secondary school.



**Broadway
Primary**

#BroadwayFamily

COMPUTING IN EYFS

In Reception, our approach to teaching computing is rooted in the recognition that technology is interwoven throughout all seven areas of development within the Early Years Framework. While technology no longer has a dedicated section in the framework, we understand its significance in today's world and aim to develop our children's knowledge of technology and its practical applications.

In Reception, we introduce children to the basics of computing to build a strong foundation. We start by teaching them how to use their fingers to control a pointer on a screen, helping them become comfortable with this form of interaction. They learn that a mouse and keyboard are tools for communicating with a computer and begin to develop their familiarity with the keys on a keyboard.

Technology is integrated into the classroom environment, with children having access to devices such as interactive whiteboards and iPads. We provide guidance on how to use these devices independently, including creating simple videos and accessing information from teacher-selected websites. These activities not only introduce them to technology but also encourage creativity and information literacy.

Online safety is a critical aspect of our computing curriculum. Children are regularly taught how to keep themselves safe online and what steps to take if they encounter something that makes them uncomfortable or that they do not like on a website. This essential knowledge empowers them to navigate the digital world responsibly.

We also introduce the concept of sensors and their relevance in the world. Children learn about various sensors they may encounter, such as barcodes, automatic doors, or metal detectors. This understanding connects technology to their real-life experiences and fosters an appreciation of its applications in different contexts.

Furthermore, we delve into the world of electronic programming. This is introduced through electronic toys that require commands to control them and simple control games on screens that involve the use of arrow keys. These activities help children develop problem-solving skills, logical thinking, and an understanding of how technology can be programmed to perform specific tasks.

In summary, our Reception computing curriculum is designed to provide a comprehensive introduction to technology, including hardware, software, online safety, sensors, and programming concepts. By incorporating technology into various aspects of their learning, we aim to equip children with the knowledge and skills needed to navigate the digital age confidently and responsibly.

COMPUTING IN KEY STAGE 1

Year 1	
Online Safety	Grouping and sharing
<ul style="list-style-type: none"> • Knows how to log in safely. • Knows how to navigate to a document area where saved work by child can be found. • Knows how to use search to locate applications or resources on a platform such as Purple Mash. • Knows how to enhance work by adding multimodal items such as text and images. Knows how to open, save and print work. • Knows the importance of logging out of an account. 	<ul style="list-style-type: none"> • Knows how to sort items using a range of criteria. • Knows how to use software for grouping items such as tools within Purple mash
Rich in Language and Vocabulary	
Alert, Avatar, Button, Device, File Name, Filter, Home Screen, Icon, Login, Log out, Menu, My Work Area, Notification, Password, Private, Purple Mash Tools, Saving, Search, Shared Folder, Textbox, About Box, Topic Area, Tool bar, Typing, Writing Template	Activities, Criteria, Describe, Equal, Groups, Less than, More than, Sort
Pictograms	Lego Builders
<ul style="list-style-type: none"> • Knows that data can be represented in a picture format e.g. pictogram. • Knows how to contribute to a class pictogram. • Knows how to use a software such as 2Count to record results of an experiment into a pictogram format. 	<ul style="list-style-type: none"> • Knows how to compare the effects of adhering strictly to instructions when completing tasks without complete instructions. • Knows how to follow and create simple instructions on the computer. • Knows that the order of instructions affects the end result for a given instructional task.
Rich in Language and Vocabulary	
Collect Data, Data, Pictogram, Record Results, Title, Totals, Visual	Algorithm, Code, Computer, Debugging, Instructions, Machine, Program, Recipe, Sequence
Maze Explorers	Animated Storybook
<ul style="list-style-type: none"> • Knows the functionality of the direction keys in 2GO. • Knows how to create and debug a set of simple instructions (algorithm). • Knows how to use the additional direction keys within 2Go as part of an algorithm. • Knows how to change and extend the algorithm list in 2Go 	<ul style="list-style-type: none"> • Knows what e-books are. • Knows of software such as 2Create a Story that allows users to create interactive stories. • Knows how to add animation to an interactive story. • Knows how to add sound, including voice recordings and music to a story they have created using software. • Beginning to know how to work on more complex digital stories, including adding backgrounds, copying and pasted pages. • Knows how to share digital stories with others such as using Digital Display Boards.
Rich in Language and Vocabulary	
Algorithm, Challenge, Command, Direction,	Animation, Background, Category, Clip-art

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Instruction, Left and Right, Route, Undo, Unit	gallery, Copy, Drop-down menu, E-book, Edit, Eraser, Features, Font, Sound, Overwrite, Paint tools, Paste, Play Mode, Redo, Save, Sound effect, Text, Undo, Voice recording
Coding	Spreadsheets
<ul style="list-style-type: none"> • Knows what instructions are and can predict what might happen when they are followed. Knows how to plan and make a simple computer program e.g. fish moves right, crab moves up. • Knows what objects, actions and backgrounds are within a coding environment. • Knows what an event is and knows how to use an event to control an object. • Beginning to know how code executes when a program is run. 	<ul style="list-style-type: none"> • Knows what a spreadsheet program environment looks like including cells, rows and columns. • Knows basically what a spreadsheet program can help do. • Knows how to enter data into spreadsheet cells. • Knows how to add images to cells. • Knows how to use some tools within spreadsheets e.g. with 2Calculate can use lock cell, move cell, speak and count.
Rich in Language and Vocabulary	
Action, Algorithm, Background, Click, Code, Code blocks, Code view, Command, Debug\ Debugging, Design View, Event, Execute, Instruction, Object, Output, Plan, Programmer, Properties, Run, Scale, Scene, Software, Sound, When Clicked	Button, Calculations, Cell, Column, Count tool, Data, Delete, Image, Lock cell, Move cell, Row, Select, Speak tool

Year 2	
Coding	Online Safety
<ul style="list-style-type: none"> • Knows what an algorithm is and can explain that it is a set of instructions and that algorithms follow a sequence. • Knows how to create a computer program using an algorithm. • Knows how to create a computer program from a given design. • Knows that collision detection is an event type in coding. • Knows how to design an algorithm that follows a timed sequence. • Knows that different objects within the coding environment have different properties. • Knows that there are different events in coding and knows what some of these events are. • Knows the function of buttons in the coding environment. • Knows how to interpret and debug simple programs. 	<ul style="list-style-type: none"> • Knows how searches can be refined when searching digitally and therefore attempts refining when searching. • Knows that digitally created work can be shared with others e.g. Purple Mash Display Boards. • Has knowledge and understanding about sharing more globally on the Internet. • Knows that email is a type of communication tool. • Knows how to open and send simple online communications in the form of email e.g. 2Email (virtual email client). • Knows that there is an appropriate way to communicate with others in an online situation. • Knows that information put online leaves a digital footprint. • Knows some steps that can be taken to keep personal data and hardware secure.
Rich in Language and Vocabulary	
Action, Algorithm, Background, Bug, Button, Click events, Collision detection, Collision detection action, Collision detection event, Command, Debug\ Debugging, Event, Execute, Implement, Instructions, Interaction, Interval, Object, Object	Attachment, Digital footprint, Display Board, Email, Filter, Identifying, Internet, Personal information, Private information, Protection, Reply, Search, Secure, Sharing

Name, Output, Predict, Properties, Run, Scale, Scene, Sequence, Test, Text, Timer, Turtle Object, When Clicked, When Key Event, When Swiped Event	
Spreadsheets	Questioning
<ul style="list-style-type: none"> Knows how to use prior learning to perform composite task of creating a counting machine using software such as 2Calculate (image, lock move cell, speak and count tools). Knows how to copy, cut and paste in spreadsheet software such as 2Calculate. Knows what totalling tools are and how to use them. Knows how to use a spreadsheet to perform calculations for purpose. For example, adding and totalling money. Knows how to use some tools within a spreadsheet to support calculations. For example, using the equals tool in 2Calculate to check calculations. Knows how to create a manual block graph within a spreadsheet from data. 	<ul style="list-style-type: none"> Knows that pictograms provide limited information. Knows that there are other data handling tools that can give more information than pictograms. Knows how to use yes/no questions to separate information. Knows how to construct a binary tree to identify items. Knows how to use a binary tree database (such as 2Question), to answer questions. Knows how to use a database to answer more complex search questions. Knows how to use a search feature at a basic level when trying to locate data within a database such as 2Investigate.
Rich in Language and Vocabulary	
Addition, Block graph, Cell, Coins, Column, Copy, Count tool, Cut, Data, Drag, Equals, Equals tool, Image value, Label, Paste, Price, Row, Speak tool, Table, Toolbox, Total	Avatar, Binary Tree, Data, Database, Field, Information, Pictogram, Question, Record, Search, Sort
Effective Searching	Creating Pictures
<ul style="list-style-type: none"> Knows the meaning of key Internet and searching terms. Knows the basic parts of a web search engine page. Knows how to navigate a web search results page. Knows how to search the Internet to some degree for answers to a quiz. Knows the premise of what effective Internet searching is. 	<ul style="list-style-type: none"> Knows the purpose and benefits of painting software tools such as 2Paint a Picture. Knows how to recreate Impressionism, surrealism and Pointillism using features within 2Paint a Picture. Knows how to reproduce the style of William Morris by using repeating patterns, manipulating patterns, and adding multiple effects in painting software such as 2Paint a picture.
Rich in Language and Vocabulary	
Browser, Device, Digital Footprint, Domain, Internet, Network, Search Engine, URL, Web Address, Web Page, Web Site, World Wide Web	Art, Clipart, Diagonal, Dilute, eCollage, Fill, Horizontal, Impressionism, Line, Palette, Parallel, Pointillism, Repeating pattern, Rotated, Stamps, Style, Surrealism, Symmetry, Vertical
Making Music	Presenting Ideas
<ul style="list-style-type: none"> Knows how to make forms of music (digitally) using ageappropriate software such as 2Sequence. Knows how to edit and combine sounds using 2Sequence. Knows how to refine composed music. Knows how to upload/import and record sounds beyond the software environment 	<ul style="list-style-type: none"> Know that digital content can be presented in many different forms e.g. stories. Know how to use presentational or interactive software such as a quiz, making improvements to it based on people feedback. Know that data can be structured in

	<p>tables to make it useful for an audience.</p> <ul style="list-style-type: none"> • Know how to add images such as clipart and photos to presentational software. • Know how to collect, organise and present data and information in digital format
Rich in Language and Vocabulary	
Bars, Beat, Compose, Note, Tune, Repeat, Sound Effect, Soundtrack, Speed, Tempo, Volume.	E-book, Fact file, Fiction, Mind Map, Multiple-choice, Node, Non-fiction, Presentation, Quiz

COMPUTING KEYSTAGE 2

Year 3	
Coding	Online Safety
<ul style="list-style-type: none"> • Knows what a flowchart is and how flowcharts are used in computer programming. • Knows how to use a flowchart to create a computer program. • Knows that there are different types of timers used in coding environments such as 2Code. • Knows which timer should be used for a given purpose. • Know what a repeat command is and how to use the repeat command. • Know how to create a range of programs using coding knowledge. • Know how to run, test and debug their own programs. • Know what nesting is and that this should be considered when debugging. • Know how to change attributes/properties of any objects in a program they have made. 	<ul style="list-style-type: none"> • Knows what makes a safe password and how to keep it safe. • Knows the main outcomes of not keeping passwords safe. • Knows all the common ways the Internet enables people to effectively communicate. • Know that a blog can be used to help communicate with a wider audience. • Know how to contribute to a blog with clear and appropriate messages. • Know that some information held on websites may not be accurate or true. • Beginning to know how to search the Internet and how to think critically about the results returned. • Know why there are age restrictions on digital media and devices. • Know where to turn to for help if they see inappropriate content or have inappropriate contact from others.
Rich in Language and Vocabulary	
Action, Alert, Algorithm, Background, Bug, Button, Click events, Code, Collision detection event, Command, Debug\ Debugging, Degrees, Event, Flowchart, Implement, Input, Interval, Nest, Object, Predict, Properties, Repeat, Right-Angle, Run, Scene, Sequence, Test, Timer, Turtle Object	Appropriate, Blog, Inappropriate, Internet, Password, Personal information, Permission, Reliable Source, Reputable source, Spoof, Verify, Vlogs, Website
Spreadsheets	Email
<ul style="list-style-type: none"> • Know how to create tables of data within a spreadsheet. • Know how to use a spreadsheet program to automatically create charts and graphs from data. • Know how to use various features within a spreadsheet to support solutions to calculations. For example, 'more than', 'less than', and 'equals'. 	<ul style="list-style-type: none"> • Know the different methods of communication and know the strengths and weaknesses of his form. • Know how to open and responding to email. • Know how to use an address book to write an email. • Know how to use an email environment safely including the importance of the

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<ul style="list-style-type: none"> • Know how to describe a cell location in a spreadsheet. • Know how to find specified locations in a spreadsheet. 	<p>draft feature.</p> <ul style="list-style-type: none"> • Know how to add attachments to an email. • Know what CC means and how to use it.
Rich in Language and Vocabulary	
Advanced Mode, Bar graph, Cell address, Data, Equals, Less than, More than, More than, less than & Equal tool, Pie Chart, Quiz tool, Spinner tool, Table	Address Book, Attachment, BCC – Blind Carbon Copy, CC – Carbon Copy, Communication, Compose, Email, Link, Mind mapping, Node, Password, Personal Information, Save to draft, Trusted Contact
Touch Type	Branching Database
<ul style="list-style-type: none"> • Know typing terminology including names of fingers • Know the home, top and bottom row sections on a keyboard • Knows the keys typed with left hand. • Knows the keys typed with right hand. • Knows the correct way to sit at a keyboard. 	<ul style="list-style-type: none"> • Know how to sort objects using just YES/NO. • Know how YES/NO questions are structured and answered. • Know how to complete a branching database. • Know how to edit and adapt a branching database. • Know how to create a branching database including debugging it
Rich in Language and Vocabulary	
Keys, Posture, Spacebar, Typing	Binary Tree, Branching Database, Data, Database, Debugging
Simulations	Graphing
<ul style="list-style-type: none"> • Know that a computer simulation can represent real and imaginary situations. • Know advantages and problems of using simulations. • Know how to use a simple simulation to try out different options and test predictions • Begin to know how to evaluate simulations by comparing them with real simulations and considering their usefulness 	<ul style="list-style-type: none"> • Know how to set up a graph with a given number of fields using graphing software (2Graph). • Know how to enter data for a graph. • Know how to select the most appropriate chart type for their data and explain reasoning. • Know how to sort data in graphing software to enable easier analysis.
Rich in Language and Vocabulary	
Advantages, Analysis, Decision, Disadvantages, Evaluation, Modelling, Point-of-view, Realistic, Simulation, Solution, Unrealistic	Axis, Chart, Column, Data, Graph, Investigation, Row, Sorting, Survey, Tally Chart, Title
Presenting (Google Slides)	
<ul style="list-style-type: none"> • Know what presentation is and how it can be used. • Know how to add pages/slides, text and shapes to pages, and also format them. • Know how to add media such as images, audio and videos. • Know how to use effects and features such as animations and slide transitions. • Know how timings can help when presenting and know how to include them in presentations. • Know how to effectively present to an audience using presentation software. 	

Rich in Language and Vocabulary	
Animation, Audio, Border Properties, Duration, Editing, Fill colour, Font formatting, Layer, Media, Presentation, Presentation Design, Preview, Review, Slide, Slideshow, Sound effect, Textbox, Theme, Timing, Transition, Video	

Year 4	
Coding	Online Safety
<ul style="list-style-type: none"> Begin to know what selection is in computer programming. Know how an IF statement works. Know how to interpret an IF statement and therefore know how to create a program that includes an IF statement. Know how to use co-ordinates in computer programming. Know what the 'repeat until' command is. Know how an IF/ELSE statement works. Know what a variable is in programming. Know how to use variables within their programs. To know how to create a playable game using a block coding environment 	<ul style="list-style-type: none"> Know that information put online leaves a digital footprint or trail and can expand on prior years' scope of this fact. Know some of the ways children can protect themselves from online identity theft. Know that information put online by users could be used for identity theft. Know the main risks and benefits of installing software and applications. Know that copying work of others and presenting it as their own is plagiarism. Knows the consequences of plagiarism. Knows appropriate behaviour when participating or contributing to collaborative online projects for learning. Know some of the main positive and negative influences technology has on health and the environment. Knows the importance of balancing screen time with non-screen time.

Rich in Language and Vocabulary	
Action, Alert, Algorithm, Background, Code blocks, Co-ordinates, Debug\ Debugging, Design, Event, Execute, Flowchart, 'If' statement, If/Else' statement, Input, Nest, Object, Prompt, Implement, Predict, Repeat, Repeat until, Run, Selection, Sequence, Timer, Variable	AdFly, Attachment, Citation, Collaborate, Collaborative database, Cookies, Copyright, Data analysis, Malware, Phishing, Plagiarism, Ransomware, Report, SMART rules, Software, Spam, Virus, Watermark

Spreadsheets	Writing for different audiences
<ul style="list-style-type: none"> Know what cell formatting is. Know how to format cells as currency, percentage, decimal or fraction. Know how to use formula wizard tools. Know how to combine spreadsheet tools to create a purposeful spreadsheet e.g. a timed times table test. Know how to use a spreadsheet to model a reallife situation e.g. budget planner. Know how to add a formula to a cell in order to create automatic calculations. 	<ul style="list-style-type: none"> Know how font size and style can affect the impact of a text. Know how to use a simulated scenario to produce a news report and campaign using technology

Rich in Language and Vocabulary	
Average, Budget, Calculations, Chart, Column, Data, Decimal place, Equals to tool, Format Cell, Formula, Formula Wizard, Line graph,	Campaign, Format, Font, Genre, Opinion, Reporter, Viewpoint

Percentage, Place value, Resize, Row, Set image, Spinner tool, Timer, Totals	
Logo	Animation
<ul style="list-style-type: none"> • Know the structure of the coding language of Logo. • Know how to input simple instructions in Logo language environment. • Know how to create letter shapes using Logo. • Know what the repeat function in Logo is and its usefulness. Use it to create shapes such as squares. • Know what procedures are and use this knowledge to build procedures in Logo. 	<ul style="list-style-type: none"> • Know how animations are created by hand. • Know how animations are created using computers. • Know what onion skinning is when referring to animation. • Know that animations can be enhanced using features in software such as background and sounds. • Know what 'stop motion' animation is
Rich in Language and Vocabulary	
Debugging, Grid, Logo, Logo Commands (e.g. FD, BK, RT, LT), Multi Line Mode, Pen Down, Pen Up, Prediction, Procedure, Repeat, Run Speed, SETPC, SETPS.	Animation, FPS (Frame Per Second), Frame, Onion skinning, Pause, Stop motion
Effective searching	Hardware investigators
<ul style="list-style-type: none"> • Know how to find information from a search results page. • Know how to search effectively to find out information. • Know how to identify if an information source is true and reliable 	<ul style="list-style-type: none"> • Know there are key parts that make up a computer. • Know what each of the key parts is called and the function of them.
Rich in Language and Vocabulary	
Balanced view, Easter eggs, Internet, Key words, Reliability, Results page, Search engine	Components, CPU, Graphics Card, Hard Drive, Hardware, Input, Motherboard, Network Card, Output, Peripherals, RAM, Software
Making Music	
<ul style="list-style-type: none"> • Know the main elements of music. • Know what rhythm and tempo is and able to use this knowledge to experiment with it. • Know that computers can be used to create music compositions. • Know how to apply knowledge of music to create own composition using software. 	
Rich in Language and Vocabulary	
BPM, Dynamics, Harmonious, Melody, Pitch, Pulse, Rhythm, Tempo, Texture, Synths	

Year 5	
Coding	Online Safety
<ul style="list-style-type: none"> • Begin to know how to simplify code in order to make own programming more efficient. • Know how to create a simple simulation using 2Code. For example, a traffic light sequence. 	<ul style="list-style-type: none"> • Know in more detail from prior learning of the impact that sharing digital content can have. • Know how to think critically about information they share online. • Know responsibilities they have for

<ul style="list-style-type: none"> • Know what decomposition and abstraction are in computer science. • Know the need to start coding at a basic level of abstraction to remove superfluous details from own programs. • Know how to use decomposition to make a plan of a real-life situation. • Know what a function is in coding and know how to use a function in own program to make it more efficient. • Know what different variable types are. • Know what strings are and how to use them. • Know how to set and change variable values in code. • Know some of the common ways that text variables can be used in programming. • Know and use concatenation in own programs 	<p>themselves and others regarding online behaviour.</p> <ul style="list-style-type: none"> • Know and have developed knowledge from prior years about maintaining secure passwords. • Know about image manipulation using software and the advantages or disadvantages of this when shared online. • Know what is meant by appropriate and inappropriate text, photographs and videos. • Know about the impact of sharing media such as photographs and videos online • Know about the importance of citing content online from others and know how to do this. • Know how to select keywords and search techniques to find relevant information to increase reliability
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Rich in Language and Vocabulary

<p>Abstraction, Action, Command, Concatenation, Co-ordinates, Debug\ Debugging, Decomposition, Efficient, Event, Flowchart, Friction, Function, Input, Nest, Object, Output, Physical System, Predict, Print to Screen, Properties, Random, Repeat, Selection, Sequence, Simplify, Simulation, String, Tabs, Timer, Variable</p>	<p>Appropriate: Suitable or proper in the circumstances. Avatar, Bibliography, Citation, Collaborate, Communication, Copyright, Creative commons licence, Critical thinking, Digital Footprint, Encrypt, Identity theft, Image manipulation, Malware, Ownership, PEGI ratings, Phishing, Password, Personal information, Plagiarism, Reference, Reliability, Responsibility, Reliable Source, Screenshot, SMART rules, Spoof, Validity</p>
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Spreadsheets	Databases
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<ul style="list-style-type: none"> • Know how to use formulae within a spreadsheet to convert measurements of length and distance. • Know how to use more advanced formulae effectively. For example, to use formulae to calculate area and perimeter of shapes. • Know how to create formulae that use text variables. • Know how to use tools within a spreadsheet e.g. 2Calculate and the count tool to answer hypotheses. For example, to answer hypotheses about common letters in use 	<ul style="list-style-type: none"> • Know how to search for information within a database. • Know the different ways to search for information in a database. • Know how to add information into a shared database. • Know how to create own database. • Know how to create new records. • Know what fields are and know how to correctly add information. • Know how to phrase questions so they can be correctly answered using a search of database.
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Rich in Language and Vocabulary

<p>Advance Mode, Area, Budget, Columns, Computational Model, Data, Format Cell, Formula, Formula Bar, Formula Wizard, 'How Many?' Tool, Perimeter, Profit, Rows, Spreadsheet, Totalling tool, Variable</p>	<p>Arrange, Avatar, Chart, Collaborative, Data, Database, Database Report, Field, Group, Record, Search, Sort, Statistics</p>
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Game Creator	3D Modelling
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<ul style="list-style-type: none"> • Know what some of the main elements are that make a successful game. 	<ul style="list-style-type: none"> • Know what modelling software is and the skills of computer aided design. • Know the effect of moving points when
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<ul style="list-style-type: none"> • Know how to plan a playable game. • Know how to incorporate media such as sound and images. • Know how to manipulate media including adding animation. • Know how to successfully evaluate games. 	<p>designing.</p> <ul style="list-style-type: none"> • Know how to design a 3D model to fit certain criteria. • Know how to refine and print a model.
Rich in Language and Vocabulary	
Evaluation, Feedback, Image, Instructions, Promotion, Quest, Scene, Screenshot, Texture, Theme	2D, 3D, 3D Printing, CAD – Computer Aided Design, Design Brief, Net, Pattern Fill, Points, Template
Concept Maps	Word Processing (Google Doc)
<ul style="list-style-type: none"> • Know the need for visual representations when generating and discussing complex ideas. • Know the uses of a 'concept map'. • Know what is meant by 'concept map', 'stage', 'nodes' and 'connections.' • Know how to create a concept map using software such as 2Connect. • Know that concept maps can be used to retell stories and information. • Know how to present a concept map to an audience. 	<ul style="list-style-type: none"> • Know what a word processing tool is for. • Know how to create a word processing document. • Know how to alter the look of text and navigate around a document. • Know how to alter page layout including heading and columns. • Know how to add and edit images. • Know how to add features to enhance look and usability within a document. For example: textboxes, hyperlinks, contents pages. • Know how to use tables to present information
Rich in Language and Vocabulary	
Concept, Concept Map, Connection, Collaborate, Heading, Sub-Heading, Node, Presentation Mode, Story Mode	Attributing, Bulleted lists, Breaks, Caps Lock, Captions, Column (table), Columns (newspaper), Copy and Paste, Copyright, Creative Commons, Cropping, Cursor, Distributing Columns, Document, Drop Capitals, Editor Options, Font, Grammar check, Hyperlink, Image Editing, Image Transparency, Merge Cells, Numbered lists, Page Orientation, Readability, Row, Selecting/highlighting, Sharing, check, Styles, Template, Text Box, Text Formatting, Text Wrapping, Word Art, Zoom

Year 6	
Coding	Online Safety
<ul style="list-style-type: none"> • Know how to implement a game which includes timers and a score. • Know what the launch command is. • Build on knowledge of functions. • Know how to use multiple functions in own program. • Know how to arrange code in multiple tabs. • Know how to develop creativity when coding to generate novel effects. • Know the different options of generating user input in 2Code. • Know how to attribute variables to user 	<ul style="list-style-type: none"> • Know the benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • Know what secure sites are. • Know that secure sites will have industry standard seals of approval. • Build on knowledge of Digital Footprints. For example, know how and why people use their information. • Build on knowledge of appropriate online behaviours and how this can protect themselves and others from possible

<p>input.</p> <ul style="list-style-type: none"> • Know the need to code for all possibilities when using user inputs. • Know how 2Code can be used to make a text-based adventure game. • Know with improving understanding of how they can alter existing programs to reflect their own ideas. • Building on existing knowledge of debugging, children know how to debug more effectively. 	<p>online dangers. For example, the dangers of promoting inappropriate content online.</p> <ul style="list-style-type: none"> • Have greater knowledge of how to make more informed choices of how free time is used. • Know the effects on individual health when having too much screen time.
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Rich in Language and Vocabulary

<p>Action, Algorithm, Command, Concatenation, Co-ordinates, Debug\ Debugging, Decomposition, Event, Execute\ Run, Flowchart, Function, Input, Launch Command, Object, Output, Predict, Procedure, Properties, Repeat, Repeat until, Selection, Sequence, Simulation, String, Tabs, Text Adventure, Text Object, Timer, Turtle Object, Variable, x and y properties</p>	<p>Data Analysis, Digital Footprint, Inappropriate, Location sharing, Password, PEGI rating, Phishing, Print Screen, Screen Time, Secure websites, Spoof</p>
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Spreadsheets	Blogging
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<ul style="list-style-type: none"> • Know how to create a spreadsheet to help answer a mathematical question relating to probability. • Know how to take 'copy' and 'paste' shortcuts. • Know how to problem solve during mathematical investigations when using spreadsheets by using tools such as the 'Count tool'. • Know how to create a spreadsheet to produce computational models. For example, creating a spreadsheet that works out discounts and final price sales. Children will know how to use advanced formula to assist with this. • Know how to use a spreadsheet to help plan actions. For example, create a spreadsheet to plan how to spend pocket money and the effect of saving 	<ul style="list-style-type: none"> • Know the purpose of writing a blog. • Know the features of successful blog writing. • Know how to plan a blog. • Know how to write a blog. • Know how to write a blog post. • Know that the way information is presented within a blog has an impact upon the audience. • Know how to contribute to others' blogs. • Know the importance of having an approval process when creating blog content or modifying it. • Know from Online Safety knowledge that content within blogs applies. For example, children know the issues surrounding inappropriate posts and cyberbullying.
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Rich in Language and Vocabulary

<p>Advanced mode, Budget, Chart, Columns, Count (How Many?), Tool, Data, Dice Tool, Expense, Format Cell, Formula, Formula Bar, Formula wizard, Move Cell Tool, Percentage, Probability, Profit, Rows, Spreadsheet</p>	<p>Approval, Archive, Blog, Blog post, Collaborate, Commenting, Connections, Nodes, Vlog</p>
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Text Adventures	Networks
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<ul style="list-style-type: none"> • Know what a text-based adventure is. • Know how to convert a simple story with 2 or 3 levels of decision making into a logical design. • Know how to use the functionality of 2Create a Story Adventure mode to create, test and debug using plans. • Know the difference between a map-based game and a sequential story- 	<ul style="list-style-type: none"> • Know the difference between the World Wide Web and the Internet. • Know what a WAN and LAN is and the key differences between them. • Know how a school network accesses the Internet. • Know the history of the Internet. • Know some of the major changes in technology which have taken place in
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<p>based game.</p> <ul style="list-style-type: none"> • Know how to use written plans to code a map-based adventure using 2Code. • Know how to recall existing knowledge to support coding a map-based adventure game. For example, using functions, two-way selection (IF/ELSE statements) and repetition 	<p>their lifetime.</p>
Rich in Language and Vocabulary	
<p>Debug\ Debugging, Function, Link, QR Code, Repeat, Sprite, Text Adventure, Selection, Variables</p>	<p>Data, DNS (Domain Name Server), Ethernet, Hosting, Hub\Switch, Internet, IP address, ISP (Internet Service Provider), LAN (Local Area Network), Network, Router, Search engine, WAN (Wide Area Network), Web Page, Web server, Website, WLAN, Wi-Fi, World Wide Web</p>
Quizzing	Binary
<ul style="list-style-type: none"> • Know how to use create activities for younger children using software such as 2DIY. • Know about different question types within quizzing software tools such as 2Quiz. • Know how to give and respond to feedback based on quizzes made. • Know how to create their own grammar games. • Know how to use multiple pieces of software to enhance a quiz. For example, creating a quiz that requires children to look up information on a database 	<ul style="list-style-type: none"> • Know that all data in a computer is saved in the computer memory in a binary format. • Know that binary uses only the integers 0 and 1. • Know that we can relate 0 as an 'off' switch and 1 to an 'on' switch. • Know how to count up from 0 in binary using visual aids if required. • Know that bits are related to computer storage. • Know how to convert numbers to binary using the division by two method. • Know how to use a converter tool to check binary conversions
Rich in Language and Vocabulary	
<p>Audience, Audio, Case-Sensitive, Clipart, Clone, Cloze, Copy\Paste, Database, Database Record, Database Field, Image, Image Filter, Selfie, Statistics, Undo\Redo, Preview, Quiz</p>	<p>Binary, Bit, Decimal, Denary, Digit, Game States, Integer, Microprocessor, Nanotechnology, Nibble, Byte, Kilobyte, Megabyte, Gigabyte and Terabyte, Switch, Transistor, Variable.</p>

PE – INTENT, IMPLEMENTATION AND IMPACT

PE Intent Statement

At Broadway Primary School, we aim to develop pupils who will be physically active and can flourish in a range of different physical activities. The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, individually, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and understand the importance of this in promoting long-term health and well-being;
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others;
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.
- Physically active and develop good physical literacy skills.

G = Get up and Go!

R = Rich in language and vocabulary

O = Our Broadway Family

W = Wonder and Awe

PE Implementation Statement

At Broadway, we use the Lancashire PE Schemes of Work from Foundation Stage through to Key Stage 2. This ensures plans for progression and depth in the different subject areas. A wide range of sports and activities are delivered from Reception to Year 6 enabling pupils to develop their knowledge and skills in physical education in a variety of different areas.

We utilise sports coaches in school that provides P.E lessons alongside our teachers to improve their subject knowledge. These are delivered following discussions with staff regarding their own strengths and weaknesses. This upskilling of knowledge following the sessions with external coaches ensure pupils are receiving high quality Physical Education in sport specific areas and also teachers are receiving CPD whilst the sessions are being delivered.

Alongside our curriculum provision for P.E, we provide all pupils with the opportunity to participate in different sports clubs weekly. Pupils are consulted termly about which sports club they would like to be offered.

Pupils are encouraged to take part in competitive sport during their time at Broadway. Upon joining the school each pupil is allocated a 'House'. These represent the 4 local charities; Rossendale

Hospice, Rossendale Animal Rescue, Haslingden Food Bank and Kids in Rossendale.

At the end of the school year pupils compete in a competitive school games event. Each pupil is given points to add to their house total with the winning house at the end of the year being crowned "CHAMPIONS"

Broadway also encourages pupils to apply their skills and knowledge in sports against other schools. Pupils from Year 1 to Year 6 take part in team games against other schools. Sports that we compete in during the academic year are football, cross country, athletics, cricket, dodgeball, netball, swimming and rounders.

Broadway Primary School is part of the Rossendale School Sport Partnership. This provides competitions for our pupils against other schools, CPD for staff and leadership opportunities for our pupils.

Through developing our OPAL ethos for our playground, we believe (and use) our playground to promote physical activity for all pupils

All pupils are encouraged to take part in at least 1 after school sports club and represent their school in at least 1 team event during the academic year.

G = Get up and Go!

In order to achieve an active curriculum, teachers are expected to provide a range of ways to implement this. These could be:

- **Participation – in PE lessons, competitions, and clubs.** Teachers encourage children to participate as much as possible and encourage the children to explore a variety of roles within different sports. Even if a child is injured, there are alternative ways to include the child for example scoring.
- **Competitions** – we aim to ensure that as many children as possible have an opportunity to compete and represent Broadway.
- **Playground** – our Opal scheme allows children to explore different ways to learn how to be physically active and literate in different ways using a range of activities.

R = Rich in language and vocabulary

Subject specific vocabulary – Teachers should use sport specific vocabulary and attributes such as leadership or resilience to allow the children to be confident, competent and active young people.

O = Our Broadway Family

Stay and play – Parents will be invited throughout the year to celebrate the children's learning as well as gain an insight into how PE is taught in school and how the playground works. Use of social media promotes and celebrates sporting achievements and progression in PE. Sports day events also

allow parents and children to come together and enjoy being active.

W = Wonder and Awe

This includes;

Clubs, community sports, competitions, local sports visitors, quality coaching, major sports events, celebrating sporting achievements.

At Broadway, we endeavour to ensure that our children are exposed to as many sporting and active experiences as possible.

PE Impact Statement

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills in the different physical activity areas.

If children are keeping up with the curriculum, they are deemed to be making expected or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning;
- Video analysis through recordings of performance in lessons.
- The annual tracking of standards across the curriculum.
- The use of the PE Passport App

The impact of our P.E curriculum is also measured in the uptake of our sports after-school clubs and participation in inter school sports competitions. Each year we aim for 80% of pupils to have attended a sports club or competed against another school in a sport. Participation levels are tracked using pupil questionnaires at the beginning and end of each academic year.

External measures are also used to measure the impact of our P.E curriculum. Each year we apply for the School Games Award. This recognises high quality provision in school with either a bronze, silver or gold award. We are currently achieving the Gold Award for our high-quality physical education and school sport.

PE – EYFS

Within Reception, our approach to Physical Education (PE) aligns with the educational programme for Physical Development set by the Early Years Framework. In Reception, PE

encompasses the development of both gross motor skills and fine motor skills, recognising the importance of a holistic approach to physical development.

The continuous development of gross motor skills is woven into our Reception curriculum, and we carefully plan for this during outdoor provision and playtimes. Children have the opportunity to engage in active play that encourages running, jumping, climbing, and other gross motor activities. These activities promote physical fitness, coordination, and spatial awareness.

In our dedicated PE lessons, children are taught and supported to develop their fundamental movement skills. This includes activities that enhance their understanding of safety and spatial awareness. Through games and activities, they learn how to adjust their speed and change direction to navigate obstacles safely. Additionally, children explore various apparatus, which helps them develop skills in moving and traveling in different ways. They also learn to demonstrate increasing control when using large equipment for activities like climbing, sliding, and swinging.

Fine motor control is another crucial aspect of our PE curriculum in Reception. Children regularly participate in carefully selected activities that require hand-eye coordination and dexterity. Over the course of the academic year, they progressively refine their fine motor skills. These skills not only support their physical development but also play a vital role in their ability to engage in activities like handwriting, which involves holding a pencil with a tripod grip.

Our approach to fine motor development begins with activities that encourage movement and control from the shoulder. As children progress, they work on strengthening the muscles in their wrists, hands, and fingers, which are essential for precise and controlled movements. This comprehensive approach to fine motor development ensures that children are well-prepared for the challenges of early writing tasks and other activities that require fine motor skills.

In summary, our Reception PE curriculum is designed to provide a well-rounded physical education experience. We emphasise the development of both gross and fine motor skills, promoting physical fitness, coordination, safety awareness, and fine motor control. By fostering these skills, we aim to support children's physical development and readiness for academic tasks that lie ahead in their educational journey.

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PE - FUNDAMENTAL SKILLS

	Year 1	Year 2
Games/Invasion Games	Perform FMS at a developing level in: <ul style="list-style-type: none"> - Travelling Skills - Sending Skills - Receiving Skills 	Perform FMS at a developing level and start to master some basic movements in : <ul style="list-style-type: none"> - Travelling Skills - Sending Skills - Receiving Skills
Dance	<ul style="list-style-type: none"> • Perform FMS at a developing level. • Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> • Perform FMS at a developing level and start to master some basic movements. • Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.
Gymnastics	<ul style="list-style-type: none"> • Perform FMS at a developing level in: • Travelling Skills • Perform body actions with some control and coordination. 	<ul style="list-style-type: none"> • Perform FMS at a developing level and start to master some basic movements in: • Travelling Skills • Perform body actions with control and coordination.
Athletics	<ul style="list-style-type: none"> • Perform FMS at a developing level: - Running - Hopping - Rolling a ball - Underhand throw • Jumping 	<ul style="list-style-type: none"> • Perform FMS at a developing level and start to master some basic movements: - Running - Underarm throw - Overarm throw - Push throw • Jumping for distance

PE – FUNDENMENTAL SKILLS LOWER KEY STAGE 2

	Year 3	Year 4
Games/Invasion Games	Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy	Master FMS and start to develop sport specific skills performing them with consistency and accuracy.
Dance	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities with control.	Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.
Gymnastics	Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	Master FMS and start to develop sport specific skills performing them with consistency, accuracy and some control.
Athletics	Master FMS and start to develop athletic specific skills performing them with consistency and accuracy. <ul style="list-style-type: none"> - Throwing – Push, pull and sling - Hop, step and jump 	

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	- Combination of jumping actions	
Striking/Fielding	<p>Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy.</p> <ul style="list-style-type: none"> - Bowl underarm - Strike a ball off a tee - Catch a ball - Field a ball and return it quickly 	<p>Master FMS and start to develop sport specific skills performing them with consistency and accuracy</p> <ul style="list-style-type: none"> - Bowl underarm - Perform a straight drive - Catch a ball - Field a ball and return it quickly
Net/Wall	<p>Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy.</p> <ul style="list-style-type: none"> - Ready position - Underarm throw - Overarm throw - Hold a racket - Strike a ball with a racket 	<p>Master FMS and start to develop sport specific skills performing them with consistency and accuracy</p> <ul style="list-style-type: none"> - Ready position - Underarm throw - Overarm throw - Hold a racket - Strike a ball with a racket
Outdoor Adventurous	<p>Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.</p> <ul style="list-style-type: none"> - Orienteate a map - Use a control card - Navigate a course safely 	<p>Master FMS and start to develop sport specific skills performing them with consistency, accuracy and some control.</p> <ul style="list-style-type: none"> - Travel and balance safely when carrying out challenges - Demonstrates team work skills during planning, doing and reviewing.
Target and Creative	<p>Master most FMS from KS1 and start to develop sport specific skills and perform them with some accuracy.</p> <ul style="list-style-type: none"> - Dodging - Catching - Underhand throw - Rolling a ball - Overhand throw 	<p>Master FMS and start to develop sport specific skills performing them with consistency and accuracy</p> <ul style="list-style-type: none"> - Propelling a ball - Rolling a ball - Underarm throw

PE – FUNDEMENTAL SKILLS UPPER KEY STAGE 2

	Year 5	Year 6
Games/Invasion Games	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed
Dance	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively
Gymnastics	Continue to develop sport specific skills and perform with consistency accuracy, confidence and control.	Continue to develop sport specific skills and perform with consistency accuracy, confidence, control and speed.

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<p>Athletics</p>	<p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <ul style="list-style-type: none"> - Throwing – Push, pull, sling and heave - Jumping and landing in different ways - Running for short and long distances - Passing a baton in a relay 	
<p>Striking/Fielding</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p> <ul style="list-style-type: none"> - Bowl underarm - Strike a ball off a tee - Strike a bowled ball - Field a ball and throw back overarm 	<p>Continue to develop sport specific skills and perform with consistency accuracy, confidence, control and speed.</p> <ul style="list-style-type: none"> - Bowl overarm - Strike a bowled ball - Field a ball and throw back overarm
<p>Net/Wall</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence, and control.</p> <ul style="list-style-type: none"> - Throwing a ball - Hold a racket correctly. - Forehand - Backhand - Volley 	<p>Continue to develop sport specific skills and perform with consistency accuracy, confidence, control, and speed.</p> <ul style="list-style-type: none"> - Throwing a ball - Forehand - Backhand - Volley - Underhand serve
<p>Outdoor Adventurous</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p> <ul style="list-style-type: none"> - Know how to keep the map “set” or “orientated” when they move around a simple course. - Know the eight points of a compass - Record information accurately at the control marker. - Navigate to a control marker on a score event course. 	<p>Continue to develop sport specific skills and perform with consistency accuracy, confidence, control and speed.</p> <ul style="list-style-type: none"> - To set a map using a compass - To practice and refine thumbing the set map (orientated) - To set a direction of travel from the map, using a compass. - To follow instructions in order to complete an orienteering course.
<p>Target and Creative</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p> <ul style="list-style-type: none"> - One handed throw - Catching <p>Dodging</p>	<p>Continue to develop sport specific skills and perform with consistency accuracy, confidence, control and speed.</p> <p>A range of sending and receiving skills.</p>

MFL – SPANISH INTENT, IMPACT, IMPLEMENTATION

Spanish is new to the curriculum this year (September 2024). This was a change after pupil voice requested a review of the subject taught and a consideration to teach Spanish. As a school we felt

that Spanish would offer more opportunities for the children in future life. Teachers will need to be aware that Spanish is new and therefore, previous concepts (through may be similar to French) may need further clarification.

Intent

The MFL curriculum at Broadway Primary School focuses on Spanish as our primary language, however we strive to provide children with opportunities to experience a range of other languages. We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in the future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Our MFL curriculum is designed to enable children to listen, speak, read and write, as well as making children aware of grammatical features of the Spanish language through regular taught lessons. Children learn Spanish through a wide range of topics that build on the knowledge they already know; this can be seen through our skills progression document and through our long-term planning.

Implementation

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. Spanish is taught in discrete lessons covering at least one unit per half term.

The MFL curriculum at Broadway Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught. It is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Teachers plan lessons for their class using our progression of knowledge and skills document. When teaching Spanish, teachers should include real-life experiences to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children's prior knowledge and understanding to ensure the work planned is pitched at the correct level. Children are encouraged and supported to develop their speaking and listening skills through a multi-sensory approach such as conversational work, singing activities, stories, repetition and games.

To ensure that we meet the needs of all children, teachers use a variety of teaching approaches. As their confidence and skill grows, children record their work through pictures, captions and sentences and we begin to see the development of their understanding of grammar in another language.

G = Get up and Go!

- **Active curriculum elements providing opportunities in Spanish lessons to be practical and active in a range of learning opportunities**
- **Collaborative learning, paired and groupwork**
- **Games and songs within Spanish lessons to enhance active learning**

R = Rich in language and vocabulary

- **Key language to be learnt and practised clear in each session**
- **Consolidation of previous learnt language built into each lesson and through consolidation activities throughout the week within class**

- **New vocabulary displayed within class learning environments**
- **Speaking and listening are a core focus of all lessons**

O = Our Broadway Family

- **Broadway Broader Family – Intercultural understanding opportunities within Spanish curriculum to learn about Spanish speaking countries, culture and traditions**
- **Resources like Now Press Play to create engagement and experiences to bring the Spanish curriculum to life**

W = Wonder and Awe

- **Songs and games within lessons to promote love of learning languages**
- **International Day celebrated with additional language-based engagement activities**
- **Resources like Now Press Play to create engagement and experiences to bring the Spanish curriculum to life**

Impact

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression. It will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

These are as follows:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.
- The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning through work scrutinise and learning walks to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children through observations and pupil interviews. The MFL subject leader will ensure that previous teaching is continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

MFL IN EYFS

In Reception, our approach to teaching Modern Foreign Languages (MFL) is to provide young learners with the foundations they need to develop an early appreciation and understanding of different languages and cultures. In Reception, we introduce MFL through engaging and interactive methods such as songs, rhymes and games.

Our focus is on creating a fun and enjoyable learning experience. Through these activities, children are exposed to simple phrases, songs, and words in a foreign language. These early language encounters not only spark their curiosity but also lay the groundwork for more in-depth language learning as they progress into Key Stage One.

We believe that a hands-on and interactive approach is essential for young learners. By incorporating games and interactive activities, we make language learning an enjoyable and memorable experience. This approach helps children feel more comfortable with foreign language concepts and prepares them for further language exploration in their educational journey.

In summary, our Reception MFL curriculum is designed to introduce children to the world of languages through songs, rhymes, and games. It provides them with a strong foundation and a positive attitude towards language learning, setting the stage for continued exploration and language development in the future.

MFL – SPANISH KEY STAGE 1

In Key Stage 1 the children will be exposed to various songs that are in Spanish.

MFL – SPANISH LOWER KEY STAGE 2

	Year 3	Year 4
Grammar		
Terminology	<ul style="list-style-type: none"> noun cognate masculine feminine adjectives conjunction negative verb 	<ul style="list-style-type: none"> compound words adjectival agreement indefinite article infinitive future tense definite article
Feminine and Masculine Forms Nouns	<ul style="list-style-type: none"> To know that every Spanish noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or una. To know that feminine 	<ul style="list-style-type: none"> To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. To know that when talking about a plural noun in Spanish we use the definite article los

	<p>nouns often (but not always) end in a and masculine nouns often (but not always) end in o.</p> <ul style="list-style-type: none"> To know that the ending of a noun can change when the noun is in the plural form. To know that most nouns in Spanish become plural by adding an 's' at the end, as in English. 	<p>for masculine plural nouns and las for feminine plural nouns.</p> <ul style="list-style-type: none"> To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.
<p>Feminine and Masculine Forms Adjectives</p>	<ul style="list-style-type: none"> To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat. 	<ul style="list-style-type: none"> To know that the ending of an adjective often changes according to the gender of the noun it describes. To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.
<p>Verbs (including conjugation and negation)</p>	<ul style="list-style-type: none"> To know some common verbs in the present tense. To know that placing no before the verb makes it negative. 	<ul style="list-style-type: none"> To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'. To know that me gusta + infinitive of a verb describes what you like to do. To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. To know that está is another way of saying 'it is' and is used to describe position.
<p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<ul style="list-style-type: none"> To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien! To know that the word order is sometimes different in Spanish compared to English. To know that we can use conjunctions such as y (and) and pero (but) to join clauses. To begin to recognise some prepositions in Spanish. To know that en is usually used as a preposition when the mode of transport is 	<ul style="list-style-type: none"> To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno. To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno. To know that I can use hay to mean 'there is' or 'there are'. To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning. To know that para is a

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	something you get into e.g. en tren whereas a is usually used when you are not getting into a form of transport e.g. a pie which means 'on foot'.	preposition that, when followed by an infinitive, means 'in order to'.
Language Comprehension (Listen)		
Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> Listening and responding to single words and short phrases. 	<ul style="list-style-type: none"> Listening and responding to full sentences.
Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> Reading aloud some words from simple songs, stories and rhymes 	<ul style="list-style-type: none"> Following a short text or rhyme, listening and reading at the same time.
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates. 	<ul style="list-style-type: none"> Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. 	<ul style="list-style-type: none"> Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.
Language Production (Speaking and Writing)		
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. 	<ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases.
Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns. 	<ul style="list-style-type: none"> Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. 	<ul style="list-style-type: none"> Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song.
Develop accurate pronunciation and intonation so that others	<ul style="list-style-type: none"> Listening and repeating key phonemes with care. 	<ul style="list-style-type: none"> Listening and repeating key phonemes with care.

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<p>understand when they are reading aloud or using familiar words and phrases.</p>	<p>Recognising that sounds and spelling patterns can be different from English.</p> <ul style="list-style-type: none"> • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. 	<p>Recognising that sounds and spelling patterns can be different from English.</p> <ul style="list-style-type: none"> • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy.
<p>Present ideas and information orally to a range of audiences.</p>	<ul style="list-style-type: none"> • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. 	<ul style="list-style-type: none"> • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play.
<p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p>	<ul style="list-style-type: none"> • Recalling and writing simple words from memory. • Experimenting with simple writing, copying with accuracy. 	<ul style="list-style-type: none"> • Selecting and writing short words and phrases. • Making short phrases or sentences using word cards.
<p>Describe people, places and things and actions orally and in writing.</p>	<ul style="list-style-type: none"> • Recognising and using adjectives of colour and size. 	<ul style="list-style-type: none"> • Using different adjectives with a singular noun, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives.
<p>Cultural Awareness</p>		
	<ul style="list-style-type: none"> • To know that in Spanish there are formal and informal greetings. To know about traditional festivals in Pamplona, Spain. • To know some playground games played in Spanish-speaking countries. • To know about the architecture of Barcelona and Granada. • To know the names of some of the cities in Spain. • To know that Spanish is spoken in different countries around the 	<ul style="list-style-type: none"> • To know some similarities and differences between Mexican and British birthday celebrations. • To know some typical Spanish food and drink. • To know about the Spanish tradition of menú del día. • To know about some Spanish festivals happen throughout the year. • To know that Sevillanas is a type of music and dance which originated in Spain. • To know some of the geographical features of Spain. • To know about the

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	world. <ul style="list-style-type: none"> To know the names of some Spanish-speaking countries in Latin America. 	location and wildlife of the Amazon. <ul style="list-style-type: none"> To know about different natural features of Peru.
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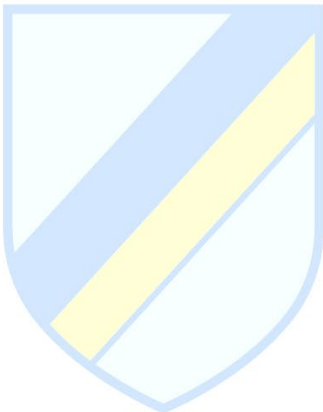
Rico en lenguaje y vocabulario

Year 3	Autumn 1 <small>Spanish greetings with puppets</small>		Spring 1 <small>Shapes and colours in Spanish</small>		Summer 1 <small>Where do you live in Spain?</small>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós. ¿Cómo te llamas? Me llamo ¿Qué tal? muy bien mal fantástico ¿Y tú? Sí No	Hello! Good morning. Good afternoon. Goodnight. Goodbye. What's your name? My name is... How are you? very good bad fantastic And you? Yes No	¿Qué es esto? Es un ... ¿Qué color es? y amarillo azul blanco naranja negro rojo verde violeta	What is this? It is a ... What colour is it? and yellow blue white orange black red green purple	dónde vivo vives ¿Dónde vives? Vivo en España	Where I live You live Where do you live? I live in Spain Names of places to live
	Autumn 2 <small>Spanish numbers and ages</small>		Spring 2 <small>Classroom objects in Spanish</small>		Summer 2 <small>Journey around Latin America</small>	
	cuántos años tengo / tienes más menos ¿Cuántos años tienes? Tengo...años. uno dos tres cuatro cinco seis siete ocho nueve diez once doce	how many years I have / you have more / add less / minus How old are you? I am ... years old. one two three four five six seven eight nine ten eleven twelve	no tengo una pero en mi mochila ¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Escribid! ¡Repetid! ¡Sentaos! ¡Levantaos! ¿Qué tienes...?	I do not have Indefinite article 'a' for feminine nouns but in my rucksack Listen! Look! Speak! Read! Write! Repeat! Sit down! Stand up! What do you have? Classroom objects	voy vas a ¿Adónde vas? ¿Cómo vas? Voy en/a lunes martes miércoles jueves viernes sábado domingo	I go/I am going you go/you are going to Where are you going? How are you going? I'm going by ... Monday Tuesday Wednesday Thursday Friday Saturday Sunday Names of some Spanish-speaking regions and countries

Year 4	Autumn 1 <small>Dates in Spanish</small>		Spring 1 <small>Weather in Spain</small>		Summer 1 <small>Spanish celebrations</small>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	cuándo mi tu cumpleaños el/la de ¿Qué mes es? Es...? Sí./No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San ...? Cumpl... años.	when my your birthday the of What month is it? Is it...? Yes./No. What is the date? When is your birthday? My birthday is the 4th of December. When is St... 's day? I am turning ... years old. Numbers 13-31 Months of the year	el tiempo hoy está el norte el sur el este el oeste ¿Qué tiempo hace hoy?	the weather today it is the north the south the east the west What's the weather like today? Names of different types of weather.	me gusta no me gusta me gusta mucho bailar cantar comer correr dibujar escuchar música hacer jugar lanzar recibir tocar la guitarra ver salir ¿Te gusta ...?	I like I don't like I like a lot to dance to sing to eat to run to draw to listen to music to do to play to throw to receive to play the guitar to see/watch to go out Do you like ...?
	Autumn 2 <small>Pets in Spanish</small>		Spring 2 <small>In a Spanish café</small>		Summer 2 <small>The Amazon rainforest</small>	
	pequeño /a grande lento/a rápido/a travieso/a obediente mono/a feroz tranquilo/a energético/a amigoso/a tímido/a ¿Tienes una mascota? Tengo un/una ...	small big slow fast naughty obedient cute fierce calm energetic friendly shy Do you have a pet? I have a ... Names of animals.	quiero quieres beber comer para por favor gracias con ¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes. primer plato segundo plato ¿Qué aproveche!	I want you want to drink to eat for /in order to please thank you with What do you want to drink/eat? I want ... And to eat? Here you are. first course second course Enjoy your meal! Names of café food and drink	hay un poco soy la selva tropical there is/are a little bit I am the rainforest Names of rainforest animals. Animal body parts.	

MFL – SPANISH -UPPER KEY STAGE 2

	Year 5	Year 6
Grammar		
Terminology	<ul style="list-style-type: none"> subject pronouns first, second, third person singular imperative verbs preposition plural comparative adjectives 	<ul style="list-style-type: none"> adverbs prepositional phrases.
Feminine and Masculine Forms Nouns	<ul style="list-style-type: none"> To know that plural nouns referring to nouns of mixed gender always take the masculine form. To know that I can use más or menos que to make comparisons e.g. Hay menos glaciares que antes - there are fewer glaciers than before. To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone. 	<ul style="list-style-type: none"> To know that if a word is plural, we cannot use un or una and instead use unos and unas (some).
Feminine and Masculine Forms Adjectives	<ul style="list-style-type: none"> To know that the ending of an adjective often changes according to the gender and number of the noun it describes. 	<ul style="list-style-type: none"> To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. To know a range of prepositions to describe the position of objects.
Verbs (including conjugation and negation)	<ul style="list-style-type: none"> To know that the ending of verbs change according to the subject. To know how to form the first person, second person and third person of the verb vivir. To know how to form the first person, second person and third person of the verb tener, llamarse and gustar. To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports. To know how to recognise the first person, second person and third person of common verbs. To know the rules for forming the imperative form of regular verbs. To know that when expressing 	<ul style="list-style-type: none"> To know that the way verbs change to match the pronoun is called conjugation. To know the rules for conjugating a range of regular verbs in the present tense. To know that some verbs do not follow regular patterns, such as tener (to have), ser (to be) and ir (to go). To know that I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte.

	<p>likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado.</p> <ul style="list-style-type: none"> • To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun e.g. Me gustan los tomates. • To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.' 	
<p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> 	<ul style="list-style-type: none"> • To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother). • To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana? • To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol. • To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis. 	<ul style="list-style-type: none"> • To know that porque (because) can be used to extend a sentence and give a justification. • To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido. • To know that there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine. • To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente. • To know that some prepositional phrases can function as time adverbials e.g. durante el recreo - during the break.
<p>Language Comprehension (Listen)</p>		
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> • Listening and selecting information from short audio passages to give an appropriate response. 	<ul style="list-style-type: none"> • Listening and following the gist of information from an extended audio passage using language detective skills.
<p>Appreciate stories, songs, poems and rhymes in the language.</p>	<ul style="list-style-type: none"> • Reading and responding to a range of authentic texts. 	<ul style="list-style-type: none"> • Reading short authentic texts for enjoyment or information.
<p>Read carefully and show understanding of words, phrases and simple writing.</p>	<ul style="list-style-type: none"> • Identifying key information in simple writing. • Using a range of language 	<ul style="list-style-type: none"> • Identifying and extracting key information in a range of authentic texts. • Reading and using


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	<p>detective strategies to decode new vocabulary including context and text type.</p>	<p>language detective skills to assess meaning including sentence structure.</p>
<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<ul style="list-style-type: none"> • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary 	<ul style="list-style-type: none"> • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
<p>Language Production (Speaking and Writing)</p>		
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<ul style="list-style-type: none"> • Forming a question in order to ask for information. Presenting factual information in extended sentences. Beginning to use conversational phrases for purposeful dialogue. 	<ul style="list-style-type: none"> • Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.
<p>Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.</p>	<ul style="list-style-type: none"> • Beginning to predict spelling patterns. 	<ul style="list-style-type: none"> • Beginning to predict spelling patterns.
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<ul style="list-style-type: none"> • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. 	<ul style="list-style-type: none"> • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions.
<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<ul style="list-style-type: none"> • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. 	<ul style="list-style-type: none"> • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency.
<p>Present ideas and information orally to a range of audiences.</p>	<ul style="list-style-type: none"> • Creating and presenting a monologue, dialogue or role-play. • Giving a presentation 	<ul style="list-style-type: none"> • Creating and presenting a monologue, dialogue or role-play. • Giving a presentation

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	drawing upon learning from a number of previous topics.	drawing upon learning from a number of previous topics.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	<ul style="list-style-type: none"> Adapting model sentences to express different ideas. #Writing a short text using a model or scaffold. 	<ul style="list-style-type: none"> Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	<ul style="list-style-type: none"> Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object or person. 	<ul style="list-style-type: none"> Generating the correct form of an adjective that agrees with the singular or plural noun it describes. Recognising and using a wide range of descriptive phrases.

Cultural Awareness

	<ul style="list-style-type: none"> To know some traditional sports that are played in the Spanish-speaking world. To know about the Cubist movement and key Cubist artists in Spain. To know about some key cultural activities in Spain and Latin America. To know about the Ancient Maya civilisation and its traditions. To know about some key Spanish cities and how to describe their location within Spain. To know some important cultural landmarks in the Spanish-speaking world. To know key geographical features of the South American continent. To know about global environmental problems affecting South America. 	<ul style="list-style-type: none"> To know about a traditional Spanish market. To know that the currency used in Spain is Euros and to recognise some of the notes and coins. To know about typical seasonal activities in Spain. To know about the cities of the Ancient Maya and their key landmarks.
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Rico en lenguaje y vocabulario

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Year 5	Autumn 1 Describing family and friends in Spanish		Spring 1 Sports in Spanish		Summer 1 A trip across Spain	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p>quién se llama tiene vive en le gusta él ella elle</p> <p>pintar dormir lavar los platos limpiar cocinar leer libros escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos? Soy hijo/a único/a.</p>	<p>who he/she is called he/she has he/she lives in he/she likes he she they (a gender neutral pronoun used by some Spanish speakers) to paint to sleep to wash the dishes to clean to cook to read books to write Who is it? This is my... It's my mother's father</p> <p>Do you have any brothers or sisters? I'm an only child.</p> <p>Names of different family members.</p>	<p>deporte juego al/a la juegas al/a la juega al/a la hago haces hace anotar animar atrapar botar cabecear golpear meter patear rodar</p> <p>¿Juegas al/a la...? ¿Haces...?</p>	<p>sport I play you play he/she plays I do you do he/she does to score to encourage to catch to bounce to head to hit to get (in) to kick to roll</p> <p>do you play...? do you do...? Names of different sports.</p>	<p>el noreste el sureste el noroeste el suroeste cerca de descansar pasear por subir ir nadar visitar también</p> <p>voy a + infinitive</p>	<p>the northeast the southeast the northwest the southwest near to relax to stroll along or around to go up to go to swim to visit also</p> <p>I am going to + infinitive</p>
	Autumn 2 Spanish portraits		Spring 2 Spanish food and drink		Summer 2 Saving South America	
	<p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p> <p>Names of different facial features.</p>	<p>eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.</p>	<p>Me gusta(n). No me gusta(n). Me gusta(n) mucho. ¿Te gusta(n) ...? Le gusta(n) ¿A quien le gusta(n)? A John. ¿Qué me recomiendas? Te recomiendo... ¿Qué te gusta(n) más ... o...? ¿Qué tipo de ... ?</p>	<p>I like it/them. I don't like it/them. I like it/them a lot. Do you like it/them? He/she/it likes it/them. Who likes it/them? John does. What do you recommend? I recommend ... What do you like more: ... or ...? What type of ...?</p> <p>Names of different types of food and drink.</p>	<p>antes hoy en día que apagar caminar limpiar plantar reciclar reutilizar tirar usar</p> <p>Hay más/menos + [noun] que antes.</p>	<p>before nowadays than to switch off to walk to clean to plant to recycle to reuse to throw away to use</p> <p>There is/are more + [noun] than before.</p>

Year 6	Autumn 1 Clothes in Spanish		Spring 1 Household tasks in Spanish		Summer 1 Free time in Spain	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p>unos/unas porque</p> <p>deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva?</p>	<p>some because</p> <p>sports comfortable loose/baggy pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing? Items of clothing.</p>	<p>bastante demasiado</p> <p>peligroso desagradable</p>	<p>quite too</p> <p>dangerous unpleasant</p> <p>Jobs around the house</p>	<p>¿Qué haces en...?</p> <p>invierno primavera verano otoño</p> <p>yo nosotros vosotros ellos/ellas</p> <p>normalmente siempre</p>	<p>What do you do in...?</p> <p>winter spring summer autumn</p> <p>I we you (plural) they</p> <p>normally always</p>
	Autumn 2 School life in Spanish		Spring 2 Shopping in Spain		Summer 2 Maya city treasure hunt	
	<p>encantar ser son</p> <p>¿Por qué?</p> <p>divertido aburrido lógico interesante útil inútil fácil difícil</p>	<p>to love to be they are</p> <p>Why?</p> <p>fun boring logical interesting useful useless easy difficult</p> <p>Names of school subjects</p>	<p>¿Dónde está la panadería? Está aquí. Está al lado de la carnicería.</p> <p>aquí al lado de entre</p> <p>¿Cuánto/a/os/as quieres?</p> <p>¿Algo más?</p> <p>Un kilo de... ¿Cuánto es?</p>	<p>Where is the bakery? It's here. It's next to the butcher.</p> <p>here next to between</p> <p>How much/many do you want? Anything else?</p> <p>A kilo of ... How much is it?</p> <p>Multiples of 10 Numbers 31-100</p>	<p>la primera la segunda la tercera a la izquierda a la derecha gira toma sigue todo recto</p> <p>¿Qué hay allí? allí está ... un área un sitio desde</p>	<p>the first the second the third to the left to the right turn take continue straight on What is there? there is ... an area a place from</p>

PSHE – INTENT, IMPLEMENTATION AND IMPACT

PSHE EYFS

Our Reception music curriculum aligns with the Early Years educational programme for Expressive Arts and Design. In Reception, our focus is on nurturing children's innate musical abilities and fostering a love for music through a variety of engaging activities.

We teach children to listen actively to sounds, helping them differentiate and recognise various sounds in their environment. They learn to match sounds and, in turn, reproduce sounds using their voices and, at times, musical instruments. This process not only enhances their auditory discrimination skills but also encourages creativity and expression.

Rhythm plays a fundamental role in our music instruction. Children are introduced to the concept of rhythm and are taught how to follow a steady beat or pulse. They learn to recognise and reproduce rhythms and patterns, which not only supports their musical development but also promotes skills related to pattern recognition and sequencing.

Movement to music is a regular and enjoyable part of our curriculum. Children have opportunities to dance and move in response to music, which helps them connect physically and emotionally with musical expressions. We enhance this experience with occasional visits from musicians or dancers and other musical experiences throughout the academic year, such as attending musical performances or participating in music-related workshops.

Singing is a core component of our music curriculum. Children engage in singing activities every week, including whole school singing assemblies and guided activities where they learn familiar songs and chants. Singing not only helps develop their vocal abilities but also encourages social interaction and a sense of belonging within the school community.

Furthermore, we teach children how to develop their voices as sound makers. They learn to use their voices expressively, exploring different tones, pitches, and volumes. In addition to their voices, children are introduced to various musical instruments, enabling them to create music using a variety of sound sources. This hands-on experience fosters creativity and experimentation.

In summary, our Reception music curriculum is designed to provide a well-rounded musical education that encompasses listening, rhythm, movement, singing, and creative expression. Through these activities, we aim to instil a lifelong love for music and nurture the musical talents of each child, laying the foundation for their future musical explorations and enjoyment.

PSHE KS1

Year 1	Year 2
ME AND MY RELATIONSHIPS	
<ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how 	<ul style="list-style-type: none"> Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities.
Rich in Language and Vocabulary	
rules, listening, feelings, hurt, friendship, safe, language, behaviour, help, making up, responsibility, emotions, feelings, work together, safe, heal, support	happy, rules, feelings, friendly, bullying, safe, showing feelings, help, friendship, repeated, help, teasing, help, don't do that, repeated, friendly, regular.

Year 1	Year 2
VALUING DIFFERENCE	
<ul style="list-style-type: none"> To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different. To identify those who are special to them (and their special qualities). To identify ways in which we can show kindness towards others and how that makes them feel. 	<ul style="list-style-type: none"> To identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. To recognise and talk about acts of kindness and how they can impact others.
Rich in Language and Vocabulary	
Same, unkind, rules, fair, special people, family, different, unkindness, safe, unfair, qualities, special people, difference, tease, fair, kind, feelings, respect, teasing, unkind, bully, bullying, behaviour	unique, special people, feelings, kind, listening, respect help, behaviour, cooperate, kindness, being listened to, calm, unkind, listen, aggressive, feelings, problem, solve

Year 1	Year 2
KEEPING MYSELF SAFE	

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<ul style="list-style-type: none"> • To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. • To recognise emotions and physical feelings associated with feeling unsafe. • To learn the PANTS rule and which parts of my body are private. • To understand that medicines can sometimes make people feel better when they're ill. • To talk about safety and responsibility around medicines. 	<ul style="list-style-type: none"> • To explain simple issues of safety and responsibility about medicines and their use. • To identify situations in which they would feel safe or unsafe. • To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. " • To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.
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Rich in Language and Vocabulary

feelings, private, consent, medicine, feelings, rest, worried, trust, entertainment, safe, emotions, grow, nervous, privates, donating, harmful, loss, scared, risks, responsibility, lost, support, harmful, unsafe	sleep, touch, surprise, medicines, unsafe, hurt, secret, feelings, uncomfortable, safe, getting help, unsafe, tell
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Year 1	Year 2
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RIGHTS AND RESPONSIBILITIES

<ul style="list-style-type: none"> • To identify ways of taking care of their health. • To identify how others take care of their environment. • To take care of something or someone else. • To talk about the importance of looking after money. • To learn what to do when someone is injured. 	<ul style="list-style-type: none"> • To identify strategies in cooperation. • To identify strategies in self-regulation. • To name ways to stay safe when using the internet. • To recognise that they have a responsibility to help care for their immediate and broader environment. • To learn about saving and spending money.
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Rich in Language and Vocabulary

money, first aid, consequences, responsibility, responsible, cost, bank, risk, special person, responsibility, bills, coin, accident, promise, rules, spending, note, danger, afford, worth, hazard, saving, kettle, safe, safe, burn, scald, accident, emergency	responsibility, feelings, safe, gamer, money, environment, help, control, unsafe, personal information, spending, responsibility, share, erupt, uniform, internet, saving, take turns, ask for help, risk, listen
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Year 1	Year 2
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BEING MY BEST

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<ul style="list-style-type: none"> • To recognise how a healthy variety of food can make us feel great. • Recognise that learning a new skill requires practice and the opportunity to fail, safely • To identify strategies to resolve conflict. • To give and receive praise 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process • To understand the importance of good hand and dental hygiene. • To recognise what the body needs to have energy and stay well • To identify parts of the body that process food and create energy.
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Rich in Language and Vocabulary

<p>starchy, healthy, hygiene, germs, learning, praise, organ, dairy, fruit, routine, disease, practice, support, heart, protein, vegetables, clean, hygiene, make, mistakes, feedback, lungs, fruit, dairy, spread, confidence, encourage, intestines, vegetables, meat, achievement, feelings, brain, vitamins, sugar, stomach, portion, salt, oxygen, cereal, digested, dairy, fruit, vegetables, sugar, salt, cereal, meat</p>	<p>practice, choose, vaccination, teeth, brain, oxygen, first aid, encourage, choices, injection, dental, heart, water, risk, goal, healthy, disease, hygiene, lungs, food, accident, achieve, unhealthy, hygiene, stomach, exercise, danger, challenge, germs, small intestine, rest, hazard, large intestine, kettle, food, safe, water, burn, scald, accident, emergency</p>
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Year 1	Year 2
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GROWING AND CHANGING

<ul style="list-style-type: none"> • To think of what babies need to stay happy and healthy. • To identify the changes they have made since they were a baby. • To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. • To identify some internal organs and systems and those body parts which are private. • To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. 	<p>To give positive feedback to someone.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>To identify the different stages of growth and what people are able to do at these different stages.</p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby.</p> <p>To explain who can see someone's private part, what consent means and how to protect privacy.</p>
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Rich in Language and Vocabulary

<p>energy, change, caring, unkind, surprise, privates, food, growing love, unkindness, secret, private, water, size, attention, tease, uncomfortable, penis, air, height, teasing, vulva, oxygen, needs, bully, hygiene, exercise, bullying, help, sleep, witness, change, healthy, experience, getting help, , private activity, private places, body is mine (body autonomy)</p>	<p>Help, change, growing, unique, genitals, support, loss, penis, supportive, feelings, rest, penis, vulva, emotions, sleep, testicles, private, frightened, care, vulva, privacy, private parts, learning, nipples, consent, change, private parts, permission, looking, my body is mine (body autonomy) , secret, choices, sperm, uncomfortable, asking permission, eggs, unsafe, ovaries, tell someone you trust, pregnancy</p>
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Year 3	Year 4
ME AND MY RELATIONSHIPS	
<ul style="list-style-type: none"> To know that feelings and emotions help a person cope with difficult times To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. To recognise which strategies are appropriate for particular situations. To listen to and debate ideas and opinions with others with respect and courtesy To recognise why friends may fall out and how to resolve issues. 	<ul style="list-style-type: none"> To know that feelings can vary by intensity, person and change over time. To know and understand the qualities of a 'positive, healthy relationship'. To know when it's appropriate to say no and how. To know the strategies and skills needed for collaborative work. To recognise bullying or pressured behaviour
Rich in Language and Vocabulary	
<p>Rules, friendship, conflict, cooperate, strategies, continuum, dare, responsibility, safety, falling out, , point of view, opinion, persuade, care, making up, calm, respectful, feelings loss, apologise, courteous, feelings, listen, challenging, making up</p>	<p>collaborate, positive, healthy relationship. friendly, feelings, facial, expressions, unkind, collaboration, respect, rude, physical effects, physical effects, body language, tease, collaborative, responsibilities, aggressive, sad, bully, teamwork, qualities, consequences, unhappy, pressure, excluded, face-to-face, devastated, independent, , miserable, aggressive, compromise, distressed, negotiate, respectful, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured confident, peaceful, scared, frightened, petrified, terrified, bothered</p>

Year 3	Year 4
VALUING DIFFERENCES	
<ul style="list-style-type: none"> Recognise that there are many different types of families. Identify the different communities that they belong to To learn ways of showing respect through language and communication. To identify different origins, national, regional, ethnic and religious backgrounds To recognise and explain why bullying can be caused by prejudice 	<ul style="list-style-type: none"> To identify different origins, national, regional, ethnic and religious backgrounds To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. To recognise potential consequences of aggressive behaviour To define the word respect. Understand and identify stereotypes, including those promoted in the media.
Rich in Language and Vocabulary	
<p>respect, family, community, similarities, prejudice, cooperation, adoption, belonging, differences, disability, skills, fostering, identity, name calling, gender, politeness, same-sex</p>	<p>negotiation, aggressive, similarities, stereotype, sharing, body space, compromise, apologise, differences, acquaintances, invade, respect.</p>

couple, bullying, race, courtesy, blended family, colour, manners, sexuality

Year 3	Year 4
KEEPING MYSELF SAFE	
<ul style="list-style-type: none"> To identify risk factors in given situations To define the words danger and risk and explain the difference between the two. To define the word 'drug' and understand that nicotine and alcohol are both drugs. To recognise potential risks associated with browsing online. To recognise and describe appropriate behaviour online as well as offline. 	<ul style="list-style-type: none"> To define the words danger and risk and explain the difference between the two To describe the different types of things that may influence a person to take a risk. To understand and explain the risks that cigarettes and alcohol can have on a person's body. To understand that influences can be both positive and negative. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.
Rich in Language and Vocabulary	
trust, danger (dangerous), risk, medicines, risk, decisions, safe, risk (risky), safer, drugs, risks, unsafe, feelings, phishing, harmful, cigarettes, strategies, search engine, helpful, nicotine, consequence, fake news, instructions, alcohol, internet safety	danger, dare, persevere, influence, privacy, medicine, choices, privacy, dangerous, assertive, consequences, privacy settings, drug, social norm, personal information, risk, security, online safety, risky, hazard, hazardous

Year 3	Year 4
RIGHTS AND RESPONSIBILITIES	
<ul style="list-style-type: none"> To talk about and identify people who help them in school and the community. To learn differences between 'fact' and 'opinion' To discuss, plan and evaluate ways of helping the environment. To learn about saving, spending and essential purchases. To consider how money is earned and the different factors effecting this. 	<ul style="list-style-type: none"> To learn about human rights and responsibilities and how they can impact their community. To recognise that they have a part in caring for and supporting their community. To recognise influences, facts and opinions and doing so in a critical manner. To identify the impact of bystander behaviour and how they can make a difference to a situation. To define terms related to finance and explain how society is supported by the income of others
Rich in Language and Vocabulary	
helper, fact, volunteer, income, earning, environment, responsibility, responsible, opinion, wellbeing, saving, income, waste,	being responsible, safe, rules, influence, anti-social, behaviour, income, income tax, environment, reliable, healthy, democracy,

environment, safe, spending, healthy	opinion, witness, expenditure, national insurance, conservation, trustworthy, rules, respectful, essential, VAT, laws, courteous, deductions, public services, responsibility, United Nations
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Year 3	Year 4
BEING MY BEST	
<ul style="list-style-type: none"> To recognise how different food groups work in our body. To explain how some infectious illnesses are spread from one person to another. To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. To identify my achievements and skills to work on. To explain how skills are developed. 	<ul style="list-style-type: none"> To identify how they and their friends are unique. To recognise that we all make different choices because we are unique. To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)
Rich in Language and Vocabulary	
balanced diet, infection, intestine, debate, goals, goal-setting, collaboration, proteins, cleanliness, vessels, discussion, ambitions, talents, cooperation, muscles, hygiene, veins, continuum, improve, skills, teamwork, dairy, rest, arteries, courteous, achieve, intelligence, teeth, sleep, lungs, respectful, bones, water, liver, justify, starchy carbohydrate, medicine, energy, drug, fruit & veg, dose, healthy, safety, instructions	Individual, choices, balanced diet, refuse, community, first aid, volunteer, unique, wellbeing, reduce, injury, wellbeing, mental health, re-use, minor, connect, rot, accident, be active, recycle, emergency, be mindful, repair, blood, get creative, re-think, nose bleed, give to others, choking, breathing, airway, unresponsive, casualty, burn, wound, recovery, scald

Year 3	Year 4
GROWING AND CHANGING	
<ul style="list-style-type: none"> To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. To identify the different types of relationships people have and their different purposes and qualities. To identify what makes a positive relationship and what makes a negative relationship. To identify puberty changes. To explain menstruation cycle as something that happens when a sperm does not meet an egg. 	<ul style="list-style-type: none"> To identify the different emotional reactions to different types of change and discuss. To understand how the onset of puberty can have emotional as well as physical impact. To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction. To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. To discuss the reasons why a person would want to be married, or live

	together, or have a civil ceremony. To know that marriage should be entered into freely.
Rich in Language and Vocabulary	
relationships, personal space, internet safety, secret, egg, first aid, positive, body space, private, surprise, sperm, risk, healthy, invade, public feelings, puberty, accident, trust, uncomfortable, profile, uncomfortable, period, danger, caring, stop, personal information, angry, ovary, hazard, respect, upset, fallopian tube, kettle, touch, jealous, uterus (womb), safe, worried, lining, burn, excited, vagina, scald, scared, period/menstruation pad, accident, talk, tampon, emergency, menstruation cup, breasts, genitals, testicles, womb, wet dream, penis, mammals, fertilise, birth, hips, periods, spots, sweat, pubic hair, cervix, menstrual cycle, fertilise, menstruation	puberty, secret, marriage, practice hormones, pubic hair, menstrual cycle, surprise, live together, puberty, eggs, uncomfortable feelings, civil partnership, feelings, sperm, periods, forced marriage, independence, penis, menstruation, conflict, testicles, period/menstruation pad, breasts, tampons, ovaries, menstruation cup, womb, wet dreams, vagina, testicles, vulva, sperm, clitoris, semen, labia, hips, periods, legal age of consent, spots, marriage, sweat

PSHE – UPPER KEY STAGE 2

Year 5	Year 6
ME AND MY RELATIONSHIPS	
<ul style="list-style-type: none"> • To learn characteristics and skills in assertiveness • To apply their collaborative skills to friendships and assertiveness. • To learn ways to resolve conflict in an assertive, calm and fair manner. • To identify what things make a relationship unhealthy and who to talk to if they needed help. • To recognise emotional needs according to circumstance and any risk factors that could effect them. 	<ul style="list-style-type: none"> • To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. • To practice and use strategies in compromise and negotiation within a collaborative task or activity. • To consider the types of touch that are safe, legal and that I am comfortable with. • To name assertive behaviours and recognise peer influence or pressured behaviour • To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.
Rich in Language and Vocabulary	
collaborate, negotiation, non-verbal, insensitive, unhealthy relationship, emotions, assertive, compromise, body language, sensitive, verbal abuse, emotional needs, passive, conflict tone of voice, physical abuse, aggressive, resolution, face-to-face, sexual abuse, uncomfortable touching, unsafe	collaboration, negotiation, balanced friendship, sensitive, assertiveness, assertive, marriage, appropriate, teamwork, compromise, respectful, thoughtful, resolution, peer pressure, civil partnership, inappropriate, assertive, response, forced marriage, illegal

Year 5	Year 6
VALUING DIFFERENCE	
<ul style="list-style-type: none"> To describe the benefits of living in a diverse society To develop an understanding of discrimination and its injustice and describe this using examples. To understand that the information we see online, either text or images, is not always true or accurate; To reflect on the impact social media puts pressure on peoples' life choices. To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour. 	<ul style="list-style-type: none"> To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences To know that all people are unique but that we have far more in common with each other than what is different about us To understand and explain the term prejudice. To define what is meant by the term stereotype To describe different types of friendships and relationships and their differing positive qualities.
Rich in Language and Vocabulary	
Friendship, listening skills, excludes, metaphor, sex, prejudice, embarrassed, talking, respect, discrimination, diverse, sexual orientation, biological sex, reactions, listening, prejudice, multicultural society, gender identify, sexual orientation, consequences, gender expression, gender identity, gender expression, verbal abuse, physical abuse	witness, unique, point of view, unique, relationships, stereotype, bystander, diversity, cultural norms, identity, friend, gender stereotype, unique, biological sex, respect, prejudice, acquaintance, media, influence, positive feedback, sexual orientation, disrespect, respect, assumption, confidence, gender identity, body language, diversity, self-esteem, gender expression, empathy, tolerance, stereotype

Year 5	Year 6
KEEPING MYSELF SAFE	
<ul style="list-style-type: none"> To reflect on risk and the different factors and outcomes that might influence a decision. To reflect on the consequences of not keeping personal information private and the risks of social media. To explore categorisation of drugs, the risks associated with medicines. To learn some key facts and information about drugs and medicines. To recognise the features of face to face and online bullying and the strategies that deal with it. 	<ul style="list-style-type: none"> To explore the risks and legality of communicating and sharing online. To describe and explain how easily images can be spread online. To explain some of the laws, categories and uses of drugs (both medical and non-medical) To understand the definition of an emotional need and how they can be met To explore and understand the terms 'conflicting emotions', responsibility and independence.
Rich in Language and Vocabulary	
bullying, personal information, assessing risk, dare, substance, risk taking, habit, drugs, norms, cyberbullying, privacy settings, pressure, stimulant, assertive, addiction, cigarettes, perception, influence, resist pressure, alcohol, risk taking	social media, privacy settings, right to privacy, habit, drug, drug laws, alcohol, physical needs, independence, parental, consent, identity theft, sharing online, addiction, legal, age restrictions, short-term effects, emotional needs, responsibility, trolling, secure, permission,

	emotional needs, illegal, possess, long-term effects, conflicting emotions, online safety, illegal, medical supply, risks, sexual images, non-medical, produce, norms, illegal, penalties
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Year 5	Year 6
RIGHTS AND RESPONSIBILITIES	
<ul style="list-style-type: none"> To identify, write and discuss issues currently in the media concerning health and wellbeing. To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. To identify the responsibilities to my home, community, and environment I might have in the future. To consider what advice to give relating to saving and borrowing money. To define financial terms and explain how others have financial responsibility for the community. 	<ul style="list-style-type: none"> To analyse and reflect on bias in the media. To discuss methods of saving and considerations for spending money. To discuss voluntary and pressure groups and their role in making changes to our communities and environments. To identify or suggest ways that help the environment. To define 'democracy' and explain how laws are made.
Rich in Language and Vocabulary	
Responsibility, fact, voluntary group, rights, costs, borrow, public services, opinion, community group, responsibility, wages, loan, council, biased, pressure (action) group, duties, salaries, credit, vote, unbiased, rent, debit, elections, Fair Trade. interest, councillors	Biased, social media, saving, tax, environmentally sustainable, voluntary group, campaign bid, democracy, proposal, unbiased, profile, bank (building society) account, income tax (PAYE), composting, community group, mission, statement, election, debate, image, Junior ISA, VAT, recycling, pressure (action) group, pitch, manifesto, amendments, opinion, online safety, interest, public services, energy, mission statement, grant, candidate, penalties, stereotype, sharing, debit card, materials, values, beneficiary, voting, enforcement, cash, waste, beneficiary, policies, majority, value, transport, voting booth, House of Commons, shop local, ballot slip, House of Lords, food miles, ballot box, Royal Assent, Fair Trade, constituencies, Reuse, House of Commons, MP

Year 5	Year 6
BEING MY BEST	
<ul style="list-style-type: none"> To describe the four main internal 	<ul style="list-style-type: none"> To consider how healthy wellbeing and mental health can contribute to a

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<p>systems of the human body.</p> <ul style="list-style-type: none"> • To understand the actual norms around smoking and the reasons for common misperceptions of these. • To identify the skills and qualities that make us successful and achieve our best. • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • To consider the different responsibilities that they and others have for their health and wellbeing. 	<p>persons aspirations and success.</p> <ul style="list-style-type: none"> • To define aspirations and goals. • To recognise that we will meet challenges on the way to achieving our goals. • To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • To understand risks related to growing up and explain the need to be aware of these.
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Rich in Language and Vocabulary

<p>Organs, perseverance, community, independence, personal qualities life skill, body systems, commitment, school, community, responsibility, celebrities, sepsis, resilience, determination, patience , interpersonal skills</p>	<p>Community, aspirations, health, assessing, risk, assessing risk, Red Cross, wellbeing, valued, goal setting, wellbeing, weigh up, weigh up, first aid, connect, perseverance, accurate, dilemma, choices, emergency, be active, reliable, influence, 999, take notice (mindful), sources, ambulance, keep learning (get creative), operator, give, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive, unresponsive</p>
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Year 5	Year 6
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GROWING AND CHANGING

<ul style="list-style-type: none"> • To describe the intensity of different feelings and strategies to build resilience. • To understand the different types of feelings and emotions associated with puberty. • To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. • To identify the different types of products someone might use during puberty or menstruation. • To explain how people might feel at times of change and loss. To consider strategies when coping with this. 	<ul style="list-style-type: none"> • To identify types of emotional responses and some strategies for coping with change. • To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. • To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. • To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. • To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.
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Rich in Language and Vocabulary

<p>wellbeing, trust, in confidence, pubic hair, puberty, hormones, separation, resilience, resilience, break a confidence, clitoris, genitalia, compromise, fostered, unwanted attention, confidential, vulva, semen, respect, unwanted touch, vaginal opening, menstruation, mood swings, urinary opening, period, conflict, lips</p>	<p>body image, media manipulation, peer pressure, change, puberty, egg, HIV, self esteem, stereotype, right to privacy, support, physical changes, ovaries, infection, manipulation, gender, stereotype, sharing online, conversation, emotional changes, sperm, immune system, online safety, discuss,</p>
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(labia), period/menstruation, pads, puberty, penis, tampon, emotional changes, scrotum, menstruation cup, managing feelings, testicles, period protection, foreskin, sweat, anus, washing, wet dream, body confidence, erection, emotions, stretch marks, spots, crush, hair removal, Height gain, body autonomy, Penis, vaginal discharge, Weight gain, involuntary erections, Masturbation, wet dreams, Wearing a bra, body odour, Body anxiety, hormones, Hair removal hydration, FGM/cuts to the vulva, exercise, Wet dreams, sleep, breast development, hips widen, height gain, periods, pubic hair, menstruation, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products

rights, testicles, virus, FGM, puberty, transmission, periods, vagina, sharing needles, mood swings, penis, sexual contact, spots, orgasm, condom, voice deepening, embryo, prejudice ,period products ,womb, Human immunodeficiency virus, vulva ,sexual intercourse, illness



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