



## Progression Document for Learning

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Independent learning</b>		Resources available on the table for children to refer to, for example in labelled trays. Begin some self-selection of tasks.	Reminders to access equipment for maths and English word banks out on the tables. Told to refer to working wall for help before asking an adult. Encourage some self-selection of tasks.	Vocabulary books used in class. Reminders to access resources given. Reminders to refer to working wall for help before asking an adult. Incentivise brining in homework early e.g. team points. Alternative arrangements available for children who struggle to complete home learning at home. Children self-select more accurately and challenge themselves with encouragement.	Build up independence to get resources themselves. Reminders to refer to working wall for help before asking an adult. Incentivise brining in homework early e.g. team points. Alternative arrangements available for children who struggle to complete home learning at home. Children self-select accurately and challenge themselves with encouragement	Expectation to look at working wall before asking an adult. Homework to be handed in without reminders. Alternative arrangements available for children who struggle to complete home learning at home. Children challenge themselves without adult prompting and are able to self-select accurately	Add their own ideas to their folders in their trays with word banks etc. Expectation to look at working wall before asking an adult. Homework to be handed in without reminders. Alternative arrangements available for children who struggle to complete home learning at home. Children challenge themselves without adult prompting and are able to self-select accurately
<b>Peer/self-assessment</b>		Cold and hot writes completed at the beginning and end of all literacy units / genres allowing teacher assessment and self-assessment against given objectives. Introduction to peer assessment usually in maths sessions first. Traffic lights used on all written learning, ticked by the children to show their self-assessment against the objective.		Cold and hot writes completed at the beginning and end of all literacy units / genres allowing teacher assessment and self-assessment against given objectives. Self and peer assessment used more widely across the curriculum. Traffic lights used on all written learning, ticked by the children to show their self-assessment against the objective.		Cold and hot writes completed at the beginning and end of all literacy units / genres allowing teacher assessment and self-assessment against given objectives / objectives derived by the children based on their targets and next steps. Self-assessment used regularly in maths. Self-assessment grids, with criteria for children to make judgements against, used across the curriculum. Regular opportunities for peer assessment with peers feeding back successes and areas for further development. Traffic lights used on all written learning, ticked by the children to show their self-assessment against the objective.	
<b>Correcting spellings</b>		Adult finds incorrect spellings and highlights these to the children using sp. Children supported to correct spellings as appropriate.	As the year progresses, sp is replaced by a feedback comment asking the children to check their spelling. Children independently correct CVC and age	Children independently check their writing and correct high frequency words and age appropriate vocabulary. Spelling errors within more ambitious vocabulary are highlighted to the children to enable them to self-correct. Electronic spellcheckers, dictionaries and thesauruses available to support spelling skills. Vocabulary books provided so that		Children independently check their writing and correct age appropriate vocabulary. Spelling errors within more ambitious vocabulary are highlighted to the	Children look for spelling mistakes independently and use resources to correct errors. Purple pens are used consistently to

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			appropriate vocabulary. Adults correct more ambitious vocabulary. Dictionaries available to support spelling skills.	children can request the spelling of more ambitious or unfamiliar spellings. Spelling activities form part of the weekly home learning. Purple pens are introduced for editing / improvement of vocabulary choices.		children to enable them to self-correct with the aid of a dictionary. Purple pens are used consistently to edit and improve written work.	edit and improve written work.



## Progression Document for PE

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	Through EYFS Physical Development, revise and refine fundamental movement skills.	Through KS1 PE sessions, children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		Through KS2 PE sessions, children should be taught to enjoy communicating, collaborating and competing with each other.			
<b>Dance</b>	Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency	<b>Perform dances using simple movement patterns</b> <ul style="list-style-type: none"> <li>Copy and repeat simple travelling actions e.g. hop, gallop, spin with improved control</li> <li>Copy and vary changes in speed strength, tension and direction</li> <li>Create simple travelling patterns</li> <li>Copy and lead a partner in actions, taking turns</li> </ul> <i>Superworm (PASS)</i> <i>Superheroes (PASS)</i>	<b>Perform dances using simple movement patterns</b> <ul style="list-style-type: none"> <li>Copy, repeat and remember simple movement patterns e.g. spin, walk, clap hands, leap, spin, jump</li> <li>Create simple movement patterns</li> <li>Freeze on command and on certain counts in different shapes / positions</li> <li>Copy and remember a partner's movement pattern</li> </ul> <i>Toys (PASS)</i> <i>BFG (PASS)</i>	<b>Perform dances using a range of movement patterns</b> <ul style="list-style-type: none"> <li>Copy, remember and repeat a simple dance phrase with improved clarity and accuracy</li> <li>Respond imaginatively to a range of stimuli transferring these into movements</li> <li>Use simple motifs and movement patterns to structure their own dance phrase on their own, with a partner or in small groups</li> <li>Relate character and narrative effectively within a dance phrase</li> </ul> <i>Charlie &amp; the Chocolate Factory (PASS)</i> <i>Haka (PASS)</i>		<b>Perform dances using a range of movement patterns</b> <ul style="list-style-type: none"> <li>Remember and repeat more challenging dance phrases with improved fluency, accurate timing and expression</li> <li>Include a range of dynamic qualities to improve the fluidity and appearance of the dance</li> </ul> <i>Street Dance (PASS)</i> <i>Grease (PASS)</i>	<b>Perform dances using a range of movement patterns</b> <ul style="list-style-type: none"> <li>Responds with imagination to a range of stimuli</li> <li>Compose motifs and structure simple dances</li> <li>Include a range of dynamic qualities to improve the fluidity and appearance of the dance</li> </ul> <i>Mad Hatter's Tea Party (PASS)</i> <i>Mission Impossible (PASS)</i>
<b>Tier 3 Vocabulary</b>	co-ordination, balance, muscle	posture, tension, movement patterns, travelling patterns, body actions		dance phrase, action sequence, motif, weight bearing		unison, canon, choreography, improvise	
<b>Games</b>	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions	<b>Participate in team games, developing simple tactics for attacking and defending.</b> <ul style="list-style-type: none"> <li>Travel and change direction on</li> </ul>	<b>Participate in team games, developing simple tactics for attacking and defending.</b> <ul style="list-style-type: none"> <li>Travel and change direction on</li> </ul>	<b>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</b>	<b>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</b>	<b>Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending</b> <ul style="list-style-type: none"> <li>Change speed and direction easily whilst dribbling ball with hands, feet or stick, keeping ball in close control</li> <li>Use dribbling to successfully progress a ball forward in games</li> </ul>	

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	and other physical disciplines Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	command or around obstacles showing control and coordination <ul style="list-style-type: none"><li>Travel with an object in hands</li><li>Travel bouncing a ball</li><li>Roll a ball underarm, accurately and in different directions</li><li>Throw underarm and overarm</li><li>Throw at targets, accurately, using different equipment</li><li>Trap a ball with hands showing improved control</li><li>Catch a bean bag / large ball</li><li>Attempt catching a ball at different heights</li><li>Pass a ball (using hands) to a person in a space</li><li>Throw or hit an object into space to make it more difficult for their opponent</li><li>Hit or run into space to help others score</li><li>Begin to show basic marking by staying close to someone</li></ul> FOCUS GAMES <ul style="list-style-type: none"><li>Badminton</li><li>Team Games</li></ul>	command or around obstacles showing control and coordination <ul style="list-style-type: none"><li>Travel with an object at feet</li><li>Travel dribbling a ball and dribbling with stick and ball</li><li>Kick a ball with the inside of the foot</li><li>Kick at targets using different equipment</li><li>Trap a ball with feet showing improved control</li><li>Strike a ball with bat or racket</li><li>Pass a ball (using feet) to a person in a space</li><li>Hit on object into space to make it more difficult for their opponent</li><li>Hit or run into space to help others score</li><li>Begin to show basic marking by staying close to someone</li></ul> FOCUS GAMES <ul style="list-style-type: none"><li>Badminton</li><li>Team Games</li><li>Striking and Fielding</li><li>Multi-skills</li></ul>	<ul style="list-style-type: none"><li>Change speed and direction easily</li><li>Jog whilst dribbling a ball with feet, hands and stick looking forward and keeping ball under close control</li><li>Use a range of passes and techniques to send and receive accurately</li><li>Shot a ball into a target (goal)</li><li>Stop a ball and pass it back into play quickly and accurately</li><li>Use different tactics to keep possession and get into position to shoot and score</li><li>Attempt to outwit an opponent</li><li>Mark a player closely and make some successful interceptions</li></ul> FOCUS GAMES <ul style="list-style-type: none"><li>Football</li><li>Hockey</li></ul>	<ul style="list-style-type: none"><li>Change speed and direction easily</li><li>Use a range of passes and techniques to send and receive accurately</li><li>Shot a ball into a target (net, basket)</li><li>Throw 1 handed and 2 handed, underarm and overarm, in different directions and at different heights</li><li>Stop a ball and throw it back into play quickly and accurately</li><li>Hit a ball with a racket using varying techniques</li><li>Attempt to outwit an opponent</li><li>Mark a player closely and make some successful interceptions</li></ul> FOCUS GAMES <ul style="list-style-type: none"><li>Netball</li><li>Tennis</li><li>Rounders</li></ul>	<ul style="list-style-type: none"><li>Pass and receive with accuracy, confidence, control, consistency and a degree of speed in isolated situations and in games</li><li>Shoot accurately in a range of ways using different equipment</li><li>Shoot from close range and distance and sometimes from different angles</li><li>Hit a ball with purpose into space and in different parts of the playing area</li><li>Vary the speed, direction and height of a ball to avoid fielders</li><li>Gauge when to run after hitting a ball</li><li>Bowl overarm and underarm with increasing accuracy and speed</li><li>Intercept and retrieve a moving ball quickly when fielding and throw accurately and effectively into play</li><li>Play shots on both sides of the body and above head with accuracy</li><li>Keep a rally going, including those that are non-cooperative</li><li>Position themselves well on a pitch or court</li><li>Make decisions about when to pass and when to travel with a ball in games</li><li>Use a variety of skills and tactics to keep possession</li><li>Know how to mark and defend a goal or opportunity to score</li></ul> <i>Progression between cycles to be seen in improvements in the children's game play and development from their own starting points.</i>  FOCUS GAMES <ul style="list-style-type: none"><li>Football</li><li>Basketball</li><li>Tag Rugby</li><li>Hockey</li><li>Badminton</li><li>Cricket</li><li>Handball</li></ul>	

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Multi-skills</li> </ul>					
<b>Tier 3 Vocabulary</b>	catch, throw, bounce	racket, overarm, underarm, defend, return, collect, pitch		serve, rally, outwit, court, backhand, forehand, dodge, stroke, rounder, backstop, wicket, wicket keeper, fielding stance, stumped, rebound, interception, opponent, pivot, tactics		volley, set, forecourt, backcourt, defensive, attacking, obstruction, onside, offside	
<b>Athletics</b>	Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group	<b>Master basic movements (throwing and catching) as well as developing balance, agility and co-ordination.</b> <b>Begin to apply these in a range of activities.</b> <ul style="list-style-type: none"> <li>Copy throwing techniques with some accuracy e.g underarm, overarm, 2 and 1 handed chest push, 2 and 1 handed pull</li> <li>Begin to use body to generate power when throwing for distance</li> <li>Throw a variety of objects, changing their action for accuracy and distance as required</li> </ul>	<b>Master basic movements (running and jumping) as well as developing balance, agility and co-ordination.</b> <b>Begin to apply these in a range of activities.</b> <ul style="list-style-type: none"> <li>Copy different ways of running for speed and distance</li> <li>Run in different directions at different speeds e.g. fast, medium and slow</li> <li>Copy basic jumping patterns and land with improving control and accuracy: 2-2, 1-1, 1-2, 2-1</li> <li>Repeat a short sequence of linked jumps e.g hop, hop, jump</li> <li>Begin to use the body more effectively to generate height /distance when jumping</li> <li>Link running and jumping activities</li> </ul>	<b>Use throwing and catching in isolation and in combination</b> <b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>Throw for distance in different ways showing accuracy and some power including 1 and 2 handed push, 1 and 2 handed pull</li> <li>Know and demonstrate a range of throwing techniques including 1 handed pull (javelin), 1 handed push (shot) and underarm sling (discus)</li> <li>Throw with improved accuracy and power into a target area</li> </ul>	<b>Use running and jumping in isolation and in combination</b> <b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>Show greater control when running in different ways and in different directions</li> <li>Use body effectively to run for speed</li> <li>Understand and clearly demonstrate the difference between sprinting and running for sustained periods, understanding the importance of pacing</li> <li>Pass batons effectively to team members when travelling at speed, showing good understanding of different relays and beginning to</li> </ul>	<b>Use throwing and catching in isolation and in combination</b> <b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>Demonstrate accurate techniques when throwing using push, pull and sling techniques along with power to generate good distance</li> <li>Push, pull and sling with improved technique and power</li> <li>Use a run up in javelin effectively and a shift in shot put</li> </ul>	<b>Use running and jumping in isolation and in combination</b> <b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>Understand why pacing is important and use knowledge when taking part in longer runs to judge speed effectively</li> <li>Choose the best pace to sustain running when taking part in longer runs</li> <li>React fast and show speed when running short distances (sprinting)</li> <li>Mark a sprint start and use it to gain power</li> <li>Run over hurdles, taking off from a preferred leg, showing good rhythm and speed</li> <li>Consistently pass the baton accurately using a specified method to ensure smooth changeovers</li> <li>Jump with appropriate control, accuracy, speed and power</li> <li>Link combination jumps smoothly showing control through each element</li> </ul>

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		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
			with some control and accuracy <ul style="list-style-type: none"> <li>• Take part in a relay activity, remembering when to run</li> </ul>		think tactically to support their team <ul style="list-style-type: none"> <li>• Show improved control when taking off and landing from 1 and 2 feet</li> <li>• Use upper and lower body effectively to generate power when jumping for height and/or distance</li> <li>• Perform a range of jumps for height and distance, showing consistent technique and sometimes using a short run up</li> </ul>		
<b>Tier 3 Vocabulary</b>	run, jump, throw, catch	sprint, jog, take off, landing, overarm, underarm, hurdle, javelin		stamina, officiate, shot put, discus, pacing, relay, baton		down sweep, upsweep, stride rotation, trajectory, momentum, continuous pace, transfer of weight	
<b>Gymnastics</b>	Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Use their core muscle strength to achieve a	<b>Master basic movements as well as developing balance, agility and co-ordination.</b> <b>Begin to apply these in a range of activities.</b> <ul style="list-style-type: none"> <li>• Copy and repeat jogging, galloping, hopping, skipping and travelling in different directions with control and accuracy</li> <li>• Travel on different body parts in</li> </ul>	<b>Master basic movements as well as developing balance, agility and co-ordination.</b> <b>Begin to apply these in a range of activities.</b> <ul style="list-style-type: none"> <li>• Copy sideways rolls, log, egg</li> <li>• Rock forwards and backwards in tuck</li> <li>• Attempt ¾ forward roll to pike, possibly using an incline</li> </ul>	<b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>• Perform straddle, pike, tuck, front/back support, dish arch balances on different levels</li> <li>• Perform 1, 2, 3, 4 point balances, moving into and out of balances smoothly</li> <li>• Take body weight safely on different body parts including</li> </ul>	<b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>• Develop quality in sideways rolling</li> <li>• Perform circle and teddy roll forward to feet</li> <li>• Improve control and quality when performing rolls; sideways roll, forward roll, teddy/circle roll</li> <li>• Begin backward roll progression</li> </ul>	<b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>• Choose and perform symmetrical and asymmetrical shapes and balances, using different body parts on the floor and apparatus, showing control</li> <li>• Move into and out of symmetrical and asymmetrical shapes using different actions on different levels</li> </ul>	<b>Develop flexibility, strength, technique, control and balance.</b> <ul style="list-style-type: none"> <li>• Perform backwards rolls with control and accuracy</li> <li>• Link a number of rolls smoothly showing control and changes of speed and direction</li> <li>• Improve quality of rolls in isolation and as part of a sequence</li> <li>• Squat onto apparatus and jump off higher agility tables still landing with control; improve clarity of</li> </ul>

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		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency	different ways: bunny hop, bear, caterpillar, crab, snake • Link 3 different travelling actions together • Remember and repeat travelling patterns in different directions • Copy and remember wide, tall, small, tuck, straddle, dish, arch, pike and star shapes • Perform 1, 2, 3 and 4 point balances on large and small body parts including front and back support • Create and link simple combinations of 2+ actions – travel and balance • Observe, copy and remember a partner's sequence accurately	• Copy 2 feet to 2 feet, 2-1 and 1-2 feet jumps • Create basic shapes in the air and land safely • Create and link combinations of 3 actions (jumps and rolls) and remember them • Observe, copy and remember a partner's sequence accurately	bottom, head and hands • Balance on floor and on apparatus • Perform controlled partner balances taking some body weight • Link different balances on different levels • Take weight on hands and feet safely when squatting on apparatus • Create and remember sequences of 4 or more actions, showing a clear beginning, middle and end, on the floor and on apparatus • Change levels, speed or directions within sequences as directed both individually and with a partner	• Use rolls effectively within sequences to link movements or change directions • Explore vaulting; squat onto apparatus (hands then feet), creating shape jumps; land with control • Jump for height from 1 and 2 feet and landing on 1-2 feet – all shapes • Create and remember sequences of 4 or more actions, showing a clear beginning, middle and end, on the floor and on apparatus • Change levels, speed or directions within sequences as directed both individually and with a partner	• Choose and perform matched and mirrored shapes and balances on the floor and apparatus accurately • Choose and perform counter balance and counter tension with a partner, using different body parts in contact, on the floor and apparatus with control • Choose appropriate contrasting actions to create longer, more challenging sequences remaining controlled on the floor and apparatus	shape and body tension in the air • Choose appropriate contrasting actions to create longer, more challenging sequences remaining controlled on the floor and apparatus
<b>Tier 3 Vocabulary</b>	balance, roll, jump, apparatus	tuck, straddle, pike, gallop, hop, skip, jog. agility		vault		counter balance, synchronisation, progression aesthetics, counter tension, asymmetrical	
<b>Outdoor Adventurous Activities</b>					<b>Take part in outdoor and adventurous activity challenges both individually and within a team</b> • Use simple plans and diagrams to	<b>Take part in outdoor and adventurous activity challenges both individually and within a team</b> • Use ordinal and cardinal directions to complete a task with success.	<b>Take part in outdoor and adventurous activity challenges both individually and within a team</b> • Follow co-ordinates with some success.

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		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
					orientate themselves accurately and to assist them following a short trail going from one place to another around a simple course with increasing speed. • Respond when the task or environment changes and the challenge increases. • Use simple compass directions to complete a task.	• Develop and refine orienteering skills when working in groups to include more challenging routes and plans.	• Develop and refine orienteering skills when working in groups to include more challenging grid references.
<b>Tier 3 Vocabulary</b>				orientation			
<b>Swimming</b>				<b>Swim competently, confidently and proficiently over a distance of at least 25 metres.</b> <b>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</b> <b>Performs safe self-rescue in different water-based situations.</b>			
<b>Tier 3 Vocabulary</b>				Sculling, strokes, front crawl, breaststroke, submersion, backstroke, treading water, buoyancy, lifesaving, self-rescue			
<b>Evaluation</b>	Talk about activities they enjoy and those they don't, giving simple reasons why.	Comment on own and others performance Give comments on how to improve performance. Use appropriate vocabulary when giving feedback.		<b>Compare their performance with previous ones and demonstrate improvement to achieve their personal best</b> (from their individual starting points) Watch and describe performances with increasing accuracy. Begin to think about how they can improve their own work.		<b>Compare their performance with previous ones and demonstrate improvement to achieve their personal best</b> (from their individual starting points) Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances.	



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		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
				Work with a partner or small group to improve their skills. Make simple suggestions on how to improve their work, commenting on similarities and differences.		Make suggestions on how to improve their work, recognising their own successes, areas for further development and personal limitations.	
Healthy Lifestyles				Describe the effect exercise has on the body Explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.			



## Progression Document for Geography

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Locational Knowledge</b>	Know there are different countries in the world and talk about the differences they have experienced or seen in photos	<b>Name and locate the world's seven continents and five oceans.</b>  Treasure Island – Term 1 Olympics Bringing Home Bronze - Term 6	<b>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</b>  Our World – Term 2 The Earth Our Home – Term 4 Hooray Let's Go On Holiday – Term 6	<b>Locate the worlds' countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b>  Island Life – Term 1 Active Planet – Term 3/4 Olympics Success with Silver – Term 6	<b>Name and locate countries 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.</b>  Land, Sea and Sky – Term 2 Gateways to the World – Term 6	<b>Locate the worlds' countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Earth As An Island – Term 1 Olympics Going for Gold – Term 6	<b>Name and locate countries 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.</b>  Go With the Flow – Term 2 Holiday Show – Term 6
<b>Place Knowledge</b>	Recognise some similarities and differences between life in this country	<b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</b>	<b>Understand geographical 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</b>	<b>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a</b>	<b>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</b>	<b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</b>	<b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</b>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<p>and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p>	<p><b>area in a contrasting non-European country</b></p> <ul style="list-style-type: none"> <li>Area of the UK - School locality widening out to Maidstone</li> <li>Non-European country * St Lucia (Term 1)</li> <li>Olympic host city (Term 6)</li> <li>Rio, Brazil; Summer 2016</li> <li>Pyeongchang, South Korea; Winter 2018</li> <li>Tokyo, Japan; Summer 2020</li> <li>Beijing, China; Winter 2022</li> </ul> <p>Treasure Island – Term 1</p> <p>Olympics Bringing Home Bronze - Term 6</p>	<p><b>contrasting non-European country</b></p> <ul style="list-style-type: none"> <li>Area of the UK - School locality widening out to Maidstone</li> <li>Non-European country * holiday destinations (Term 6)</li> <li>Beach resorts</li> <li>Ski resorts</li> </ul> <p>Our World – Term 2</p> <p>The Earth Our Home – Term 4</p> <p>Hooray Let's Go On Holiday – Term 6</p>	<p><b>region within North and South America.</b></p> <ul style="list-style-type: none"> <li>Region of the UK - Kent</li> <li>Region in a European country</li> <li>* Malta (Term 1)</li> <li>* Vesuvius, Pompeii (Term 3/4)</li> <li>* Iceland (Term 3/4)</li> <li>Region in North America</li> <li>*Hawaii (Term 3/4)</li> <li>* Yellowstone Park, USA (Term 3/4)</li> <li>Region in South America</li> <li>* Galapagos, Ecuador (Term 1)</li> </ul> <p>Island Life – Term 1</p> <p>Active Planet – Term 3/4</p> <p>Olympics Success with Silver – Term 6</p>	<p><b>country, and a region within North or South America.</b></p> <ul style="list-style-type: none"> <li>Region of the UK – Kent</li> <li>Region in a European country</li> <li>* Travel destinations (Term 6) e.g. Spain, Poland, France etc.</li> <li>Region in South America</li> <li>* Brazil (Term 2)</li> <li>* Bolivia (Term 2)</li> </ul> <p>Land, Sea and Sky – Term 2</p> <p>Gateways to the World – Term 6</p>	<p><b>Kingdom, a region in a European country, and a region within North or South America.</b></p> <ul style="list-style-type: none"> <li>Region of the UK – South East</li> <li>Region in a European country</li> <li>* Greece (Term 1)</li> <li>* Moscow, Russia (Term 6)</li> <li>Region in North or South America</li> <li>* Jamaica (Term 1)</li> <li>* New York (Term 1)</li> <li>* Montreal (Term 6)</li> <li>* Los Angeles (Term 6)</li> </ul> <p>Earth As An Island – Term 1 – Island case study linked to trade and transport</p> <p>Olympics Going for Gold – Term 6</p>	<p><b>European country, and a region within North or South America.</b></p> <ul style="list-style-type: none"> <li>Region of the UK – South East</li> <li>* River Thames (Term 2)</li> <li>* River Medway (Term 2)</li> <li>Region in a European country</li> <li>* Icelandic ash cloud 2010 / Canadian forest fires ash cloud (2023) (Term 6)</li> <li>Region in North or South America</li> <li>* Mississippi, New Orleans (Term 2)</li> <li>* Hurricane Katrina, New Orleans 2005 (Term 6)</li> <li>* Haiti Earthquake 2010 / Turkey/Syrian Earthquake (2023)(Term 6)</li> <li>* Costa Rica</li> </ul> <p>Go With the Flow – Term 2</p> <p>Holiday Show – Term 6</p>
<b>Human &amp; Physical Geography</b>	Understand the effect of changing seasons on the natural world around them	<p><b>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b></p> <p>Olympics Bringing Home Bronze - Term 6</p>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom</b></p> <p>The Earth Our Home – Term 4</p> <p>Hooray Let's Go On Holiday – Term 6</p>	<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: <ul style="list-style-type: none"> <li>volcanoes and earthquakes</li> <li>the water cycle</li> </ul> </li> </ul> <p>Active Planet – Term 3/4</p> <p>On Tap – Term 6</p>	<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: <ul style="list-style-type: none"> <li>rivers</li> <li>climate zones</li> </ul> </li> </ul> <p>Land, Sea and Sky – Term 2</p> <p>Gateways to the World – Term 6</p>	<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: <ul style="list-style-type: none"> <li>climate zones</li> <li>biomes and vegetation belts</li> </ul> </li> </ul>	<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: <ul style="list-style-type: none"> <li>climate zones</li> <li>biomes and vegetation belts</li> <li>rivers</li> <li>mountains</li> </ul> </li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<p>Show interest in different occupations</p> <p>Understand that some places are special to member of the community</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</li> <li>key human features, including city, town, village, farm, port and harbour.</li> </ul> <p>Treasure Island – Term 1 Olympics Bringing Home Bronze - Term 6</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p>Our World – Term 2 The Earth Our Home – Term 4 Hooray Let's Go On Holiday – Term 6</p>	<ul style="list-style-type: none"> <li>human geography, including: <ul style="list-style-type: none"> <li>types of settlement and land use</li> <li>the distribution of natural resources including energy, food materials and water</li> </ul> </li> </ul> <p>Island Life – Term 1</p>	<ul style="list-style-type: none"> <li>biomes and vegetation belts Land, Sea and Sky – Term 2 Let's Plant It – Term 5</li> <li>human geography, including: <ul style="list-style-type: none"> <li>economic activity including trade links</li> </ul> </li> </ul> <p>Gateways to the World – Term 6</p>	<ul style="list-style-type: none"> <li>rivers</li> <li>mountains</li> <li>volcanoes and earthquakes</li> <li>water cycle</li> </ul> <ul style="list-style-type: none"> <li>human geography, including: <ul style="list-style-type: none"> <li>types of settlement and land use</li> <li>economic activity including trade links</li> <li>the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p>Earth As An Island – Term 1</p>	<ul style="list-style-type: none"> <li>water cycle Go With the Flow – Term 2</li> <li>human geography, including: <ul style="list-style-type: none"> <li>types of settlement and land use</li> <li>economic activity including trade links</li> <li>the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p>Holiday Show – Term 6 Time Tunnel – Term 1 – how the movements of people affect the physical and human features of a location</p>
Geographical Skills & Field work	Draw information from a simple map	<p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a world map.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a world map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries of the world and describe features studied.</p> <p>Use the eight points of the compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries of the United Kingdom and describe features studied.</p> <p>Use the eight points of the compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries of the world and describe features studied.</p> <p>Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries of the United Kingdom and describe features studied.</p> <p>Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<p>Use aerial photographs and plan perspectives to recognise world landmarks and basic human and physical features.</p> <p>Treasure Island – Term 1 Olympics Bringing Home Bronze - Term 6</p>	<p>routes on a map of the United Kingdom.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks of the United Kingdom and basic human and physical features</p> <p>Devise a simple map; use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school (Park Way) and its grounds and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>• Park Way / Plains Avenue / Loose Road</li> <li>• Mote Park</li> <li>• Maidstone Town Centre</li> </ul> <p>Our World – Term 2 The Earth Our Home – Term 4 Hooray Let's Go On Holiday – Term 6</p>	<p>Island Life – Term 1 Active Planet – Term 3 Olympics Success with Silver – Term 6</p>	<p>Land, Sea and Sky – Term 2 Gateways to the World – Term 6</p> <p>Use fieldwork to observe, measure, record and present the human and physical in the local area using a range of methods including sketch maps and plans.</p> <p>Land, Sea and Sky – Term 2 – Mote Park</p>	<p>knowledge of the wider world.</p> <p>Earth As An Island – Term 1 Olympics Going for Gold – Term 6</p>	<p>Go With the Flow – Term 2 Holiday Show – Term 6</p> <p>Use fieldwork to observe, measure, record and present the human and physical in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <p>Go With the Flow – Term 2 – River Medway</p>
<b>Tier 3 Vocabulary</b>	Street, house, church, bridge, road, roundabout	Continent, Asia, Africa, Europe, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian Ocean,	capital, London, Belfast, Cardiff, Edinburgh, summer, winter, autumn, spring, seasons, landscape,	water cycle, precipitation, evaporation, condensation, settlement, urban, rural, valley, landscape, polar, tropical, magma, lava, crust,	humid, intensive/arable farming, sustainable, erosion, tropical, vegetation, climate zone	contour lines, sub-continent, arid, longitude, latitude, tropics,	naturalised, disperse, indigenous, sustainability, renewable, biomes, Ordnance Survey, latitude, longitude,

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		Southern Ocean, Pacific Ocean, Equator, North Pole, South Pole, globe	environment, English Channel	tectonic plates, eruption, pyroclastic flow, cinder cone, Shield volcano, Composite volcano, hemisphere, topographical		Prime/Greenwich Meridian	subterranean, latitude, longitude, deforestation, flood plain, deposition, meander, transportation, tributary, confluence, mouth, source, delta, terrain, ow-box lake



## Progression Document for History

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Chronological understanding</b>		<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>Florence Nightingale &amp; Mary Seacole</li> <li>Christopher Columbus &amp; Neil Armstrong</li> </ul> <p><b>People of the Past – Term 3</b></p> <ul style="list-style-type: none"> <li>Elizabeth I, Victoria &amp; Elizabeth II</li> </ul> <p><b>A Day in the Life – Term 4</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>Changes to houses</li> </ul> <p><b>Buildings – Term 2</b></p> <ul style="list-style-type: none"> <li>Changes in Policing</li> </ul> <p><b>A Day in the Life – Term 4</b></p> <p>Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> <li>The Gunpowder Plot</li> <li>The Great Fire of London</li> </ul> <p><b>Buildings – Term 2</b></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>Holidays</li> </ul> <p><b>Hooray ... Let's go on Holiday – Term 6</b></p> <ul style="list-style-type: none"> <li>Toys</li> <li>Phones / Watches</li> </ul> <p><b>Time Detectives – Term 1</b></p> <p>Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> <li>Victorian Britain</li> <li>The first aeroplane flight</li> </ul> <p><b>Time Detectives – Term 1</b></p> <p>Significant historical events, people and places in the locality.</p> <ul style="list-style-type: none"> <li>Iggy the Dinosaur</li> </ul> <p><b>The Earth: Our Home – Term 4</b></p> <ul style="list-style-type: none"> <li>James Whatman</li> </ul> <p><b>What's It Made Of? – Term 3</b></p> <ul style="list-style-type: none"> <li>Maidstone Zoo – Sir Garrard Tyrwhitt-Drake</li> </ul> <p><b>Time Detectives – Term 1</b></p>	<p>The achievements of the earliest civilisations</p> <ul style="list-style-type: none"> <li>Ancient Egyptians</li> </ul> <p><b>Temples, Tombs and Treasures – Term 2</b></p> <p>A local history study</p> <ul style="list-style-type: none"> <li>A study over time tracing how several aspects of national history are reflected in the locality</li> </ul> <ul style="list-style-type: none"> <li>Leeds Castle</li> </ul> <p><b>Active Planet – Term 3/4</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>Ancient Greeks</li> </ul> <p><b>Olympics – Term 6</b></p>	<p>Changes in Britain from Stone Age to Iron Age</p> <p><b>Footprints from the Past – Term 1</b></p> <p>The Roman Empire and its impact on Britain</p> <p><b>Bright Sparks – Term 3</b></p> <p>Britain's Settlement by Anglo-Saxons and Scots</p> <p><b>Gateways to the World – Term 6</b></p>	<p>A non-European society that provides contrasts with British History</p> <ul style="list-style-type: none"> <li>Golden Age of Islam (Early Islamic Civilisation)</li> </ul> <p><b>What Price Progress? - Term 2</b></p> <ul style="list-style-type: none"> <li>Mayan Civilisation</li> <li>Benin (West Africa)</li> </ul> <p><b>AD900 – Term 3</b></p>	<p>A local history study</p> <ul style="list-style-type: none"> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> <li>World War II</li> </ul> <p><b>Time Tunnel – Term 1</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li><i>Social history – leisure and entertainment in 20<sup>th</sup> Century</i></li> </ul> <p><b>Go with the Flow – Term 2</b></p> <p>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>The Great, The Bold and The Brave – Term 5</b></p>
<b>Range and Depth of Historical understanding</b>	Know some similarities and differences between things in the past and how, drawing on experiences	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own lives and others' lives.</li> <li>Recognise why events happened and what happened as a result.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of the people in the time studied, comparing this with life today.</li> <li>Identify reasons for and results of people's actions.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people such as differences between men and woman.</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising</li> </ul>	<ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	and what has been read in class	<ul style="list-style-type: none"> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why people may have wanted to do something.</li> <li>Know key dates and characters of times studied.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a reasonable explanation for some events.</li> <li>Know key dates and events of times studied.</li> </ul>	<ul style="list-style-type: none"> <li>that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Know key dates, characters and events of time studied.</li> </ul>	<ul style="list-style-type: none"> <li>aspect in another period.</li> <li>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>
<b>Interpretations of History</b>	Compare and contrast characters from stories, including figures from the past	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> <li>Compare two versions of a past event.</li> <li>Compare pictures or photographs of people in the past.</li> <li>Discuss reliability of photos / accounts / stories.</li> </ul>	<ul style="list-style-type: none"> <li>Compare pictures or photographs of events in the past.</li> <li>Compare adult accounts about the past – how reliable are their memories?</li> <li>Discuss reliability of photos / accounts / stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Look at representations of the period – museum, cartoons etc.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Look at more than two versions of the same event or story in history and identify differences.</li> <li>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past.</li> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> <li>Evaluate the usefulness of different sources.</li> <li>Confidently use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction or opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Show an awareness of the concept of propaganda.</li> <li>Evaluate the usefulness of different sources.</li> <li>Confidently use the library and internet for research.</li> </ul>
<b>Historical enquiry</b>	Comment on images of familiar situations in the past	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, books, internet</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources – to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Observe small details within sources – artefacts, pictures.</li> <li>Select and record relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant material to present a picture of one aspect of life in time past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources of information to investigate the past.</li> <li>Select relevant sections of</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources of information to investigate the past.</li> <li>Use a range of sources (e.g. ceramics, pictures, documents,</li> </ul>



	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	Understand the past through settings, characters and events encountered in books read in class and storytelling			<ul style="list-style-type: none"> <li>Use a range of methods for research – books and internet.</li> </ul>	<ul style="list-style-type: none"> <li>Ask a variety of questions.</li> <li>Use a range of methods for research – books and internet.</li> </ul>	information to address historically valid questions and construct detailed, informed responses. <ul style="list-style-type: none"> <li>Select omissions and the means of finding out.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	posters, photographs, artefacts, historical statues, historical sites) to find out about an aspect of time past. <ul style="list-style-type: none"> <li>Bring knowledge gathered from several sources together in a fluent account.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>
<b>Organisation and Communication</b>		<ul style="list-style-type: none"> <li>Communicate their knowledge, skills and understanding through:               <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> <li>Annotated learning</li> <li>Use of a timeline</li> <li>Classroom display</li> <li>Presentation to parents / assembly</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Communicate their knowledge, skills and understanding through:               <ul style="list-style-type: none"> <li>Discussion</li> <li>Writing</li> <li>Using ICT</li> <li>Annotated learning</li> <li>Use of a timeline</li> <li>Presentations to parents / assembly</li> </ul> </li> <li>Select data and organise it into a data file to answer historical questions</li> <li>Work independently and in groups</li> </ul>		<ul style="list-style-type: none"> <li>Select aspects of a study to make a display</li> <li>Use a variety of ways to communicate knowledge, skills and understanding including extended writing</li> <li>Plan and carry out individual investigations</li> <li>Fit events into a display sorted by time</li> <li>Use appropriate terms, matching dates to people and events</li> <li>Record and communicate knowledge in different forms</li> <li>Work independently and in groups, showing initiative</li> </ul>	
<b>Tier 3 Vocabulary</b>	today, yesterday, tomorrow, the present, the past, the future, memory	decade, century, ancient, modern timeline, date order, living memory, artefact, opinion, chronological order, era, period, The Gunpowder plot, plotters, Parliament, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys, diary, Christopher Wren, St Paul's Cathedral, Victorians, Queen Victoria, chimney sweep, orphans, poverty, Workhouse		B.C.E (Before the Common Era), C.E. (The Common Era), B.C (Before Christ), A.D. (Anno Domini), millennium, Stone Age, Iron Age, Celts, Neolithic, Bronze Age, hunter-gatherer, Stonehenge, Ancient Egypt, Egyptians, Pharaoh, River Nile, Tutankhamun, hieroglyphics, scribes, sarcophagus, mummies, mummification, irrigation, Ancient Greece, The Ancient Greeks, Sparta, Athens, democracy, hill forts, sacrifice, Boudicca, Romans, civilisation, Emperor, Caesar, republic, empire, conquest, revolt, colony, gods, goddesses, archaeologist, archaeology, Anglo Saxons, migration, Jutes, Angles, Sutton Hoo, sources, first hand evidence, second hand evidence, myths and legends		The Ancient Maya, Central America, Mexico, city-state, astrology, codex (glyphs), Pok-ta-Pok (Mayan ball game), 20 <sup>th</sup> Century, World War I, Armistice, trench, alliance, World War II, blitz, rationing, Home Front, Adolf Hitler, Winston Churchill, nuclear bomb, Holocaust, Anne Frank, Jews, propaganda, one-sided, biased, motive, primary evidence, secondary evidence	

## Progression Document for RE

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<b>BELIEFS (T1)</b> <b>1.2 Who is a Muslim and what do they believe?</b> <ul style="list-style-type: none"> <li>Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like.</li> <li>Talk about simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah.</li> <li>Re-tell a story about the life of the Prophet Muhammad.</li> <li>Recognise some objects used by Muslims and suggest why they are important.</li> <li>Identify some ways Muslims mark Ramadhan and celebrate Eid-ul Fitr and how this might make them feel.</li> </ul> <b>STORIES &amp; SACRED BOOKS (T2)</b> <b>1.1 Who is a Christian and what do they believe? (Part 1)</b> <ul style="list-style-type: none"> <li>Recognise some Christian symbols and images used to</li> </ul>	<b>RIGHT OR WRONG (T1)</b> <b>1.8 How should we care for others and the world, and why does it matter?</b> <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>Identify ways that some people make a response to God by caring for others and the world.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>Talk about some texts from different religions that promote the 'Golden rule'.</li> </ul> <p>Use creative ways to express their own ideas about the creation story and what it says God is like.</p> <b>SPECIAL &amp; SACRED TIMES (FESTIVALS) (T2)</b> <b>1.6 How and why do we celebrate special and sacred times? Jewish</b> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/ Easter/</li> </ul>	<b>BELIEFS / COMMUNITY &amp; BELONGING (T1)</b> <b>L2.7 What does it mean to be a Christian in Britain today? (Part 1)</b> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>	<b>BELIEFS / COMMUNITY &amp; BELONGING (T1)</b> <b>L2.8: What does it mean to be a Hindu in Britain today? (Part 2)</b> <ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3)</li> <li>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1)</li> </ul> <b>SPECIAL &amp; SACRED TIMES (FESTIVALS) (T2)</b> <b>L2.5a How do people from religious and non-</b>	<b>BELIEFS (T1)</b> <b>U2.1 Why do some people believe God exists?</b> <ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul> <b>RIGHT &amp; WRONG (T2)</b> <b>U2.9: What can be done to reduce racism? Can religion help?</b> <ul style="list-style-type: none"> <li>Describe examples of connections between anti-racism and religion (A1)</li> <li>Understand the challenges racism presents to human communities and consider different religious responses</li> </ul>	<b>STORIES (T1)</b> <b>U2.3 What do religions say to us when life gets hard? Christian, Hindu, Humanist</b> <ul style="list-style-type: none"> <li>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>Outline Christian, Hindu and non religious beliefs about life after death (A1).</li> <li>Explain some similarities and differences between beliefs about life after death (B2).</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul> <b>BELIEFS (T2)</b> <b>U2.7 What matters most to Christians and Humanists?</b> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen' and giving examples (A2)</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<p>express ideas about God.</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about Jesus and God.</li> <li>• Re-tell a story that shows what Christians might think about God (Christmas story) in words, drama and pictures suggesting what it means. (A2)</li> <li>• Make links between what Jesus taught and what Christians believe and do (A2)</li> </ul> <p><b>SPECIAL PLACES &amp; WORSHIP (T3)</b></p> <p><b>1.5 What makes some places sacred? Muslim and Christian</b></p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a church and mosque. Be able to say something about what they mean and how they are used. (A3)</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe (B2)</li> <li>• Ask questions during a school visit about what happens in a church or mosque.</li> </ul>	<p>Harvest/ Pentecost and some ways a festival is celebrated in Judaism. (A1)</p> <ul style="list-style-type: none"> <li>• Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in Judaism and say why these are important to believers. (A2)</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in Judaism (B1)</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers. (C1)</li> </ul> <p><b>COMMUNITY &amp; BELONGING (T3)</b></p> <p><b>1.3 Who is Jewish and what do they believe? (Part 1 –Term 3)</b></p> <ul style="list-style-type: none"> <li>• Talk about how the Mezuzah in the home reminds Jewish people about God. (A3)</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people . Give</li> </ul>	<p><b>BELIEFS / COMMUNITY &amp; BELONGING (T2)</b></p> <p><b>L2.8: What does it mean to be a Hindu in Britain today? (Part 1)</b></p> <ul style="list-style-type: none"> <li>• Identify and name examples of what Hindus have and do in their families and at Mandir to show their faith. (A3)</li> <li>• Ask good questions about what Hindus do to show their faith. (B1)</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. (B2)</li> <li>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (C2)</li> </ul> <p><b>STORIES &amp; SACRED BOOKS (T3)</b></p> <p><b>L2.2 Why is the Bible important to Christians today?</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories in the Bible and what Christians believe</li> </ul>	<p><b>religious communities celebrate key festivals?</b></p> <ul style="list-style-type: none"> <li>• Describe how the way some people celebrate festivals might show something about their beliefs (A2)</li> <li>• Identify some differences in the way Christmas is celebrated within and between different religious and non-religious worldviews (A3)</li> <li>• Identify why members of the same religious or non-religious worldview might celebrate Christmas differently or for different reasons.</li> <li>• Raise important questions and suggest answers about how celebrations studied might make a difference to how pupils think and live (C1)</li> </ul> <p><b>BELIEFS / COMMUNITY &amp; BELONGING (T3)</b></p> <p><b>L2.7 What does it mean to be a Christian in Britain today? (Part 2)</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3)</li> </ul> <p><b>COMMUNITY &amp; BELONGING (T3)</b></p> <p><b>U2.6 What does it mean to be a Muslim in Britain today? (Part 1)</b></p> <ul style="list-style-type: none"> <li>• Describe the 5 Pillars and give examples of how these affect the everyday lives of Muslims. (A1)</li> <li>• Make connections between Muslim practice of the 5 Pillars and their beliefs about God and the Prophet Muhammad (A2)</li> <li>• Describe and reflect on the significance of the Holy Quran to Muslims (B1)</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2)</li> </ul> <p><b>STORIES (T4)</b></p> <p><b>U2.2: What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> century?</b></p>	<ul style="list-style-type: none"> <li>• Describe some Christian and Humanist values simply (B3)</li> <li>• Express their own ideas about some big moral concepts, such as fairness and honesty comparing them with the ideas of others they have studied. (C3)</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2)</li> </ul> <p><b>COMMUNITY &amp; BELONGING (T3)</b></p> <p><b>U2.6 What does it mean to be a Muslim in Britain today? (Part 2)</b></p> <ul style="list-style-type: none"> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2)</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims.</li> <li>• Comment thoughtfully on the</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<ul style="list-style-type: none"> <li>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3)</li> </ul> <p><b>SPECIAL &amp; SACRED TIMES (FESTIVALS) (T4)</b>  <b>1.6 How and why do we celebrate special and sacred times? Muslim</b></p> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in Islam. (A1)</li> <li>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in Islam and say why these are important to believers. (A2)</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in Islam (B1)</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why</li> </ul>	<p>examples of what they may do to celebrate Shabbat. (B1)</p> <ul style="list-style-type: none"> <li>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God and what it means. (A3)</li> <li>Ask some questions about belief in God and some ideas of their own. (C1)</li> </ul> <p><b>STORIES &amp; SACRED BOOKS (T4)</b>  <b>1.4 What can we learn from sacred books?</b></p> <ul style="list-style-type: none"> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>Re-tell stories from the Christian Bible and stories from another faith, suggest the meaning of these stories</li> <li>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories. (C1)</li> </ul>	<p>about creation, the Fall and salvation (A2).</p> <ul style="list-style-type: none"> <li>Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> </ul> <p><b>SPECIAL AND SACRED TIMES (FESTIVALS) (T4)</b>  <b>L2.5 Why are festivals important to religious communities</b></p> <ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>Identify similarities and differences in the way festivals are celebrated within and</li> </ul>	<p>connections with some Christian beliefs and teachings. (A1)</p> <ul style="list-style-type: none"> <li>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. (A3)</li> <li>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences. (C1)</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> </ul> <p><b>SPECIAL &amp; SACRED TIMES (FESTIVALS) (T4)</b>  <b>L2.3: Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> </ul>	<ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live (A2)</li> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3)</li> <li>Explain the impact of Jesus' example and teachings might have on Christians today (B1)</li> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3)</li> </ul> <p><b>SPECIAL PLACES &amp; WORSHIP (T5)</b>  <b>U2.4: If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>Select and describe the most important functions of a place of worship for the community (B3).</li> <li>Give examples of how places of worship</li> </ul>	<p>value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>Answer the title key question from different perspectives including their own</p> <p><b>EXPRESSING / SPECIAL PLACES AND WORSHIP (T4)</b>  <b>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? (Part 2)</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>Show understanding of the value of sacred buildings and art (B3).</li> <li>Outline how and why some Humanists criticise spending on religious buildings or art (A3)</li> <li>Examine the title question from different perspectives, including their own (C1)</li> </ul> <p><b>BELIEFS / COMMUNITY &amp; BELONGING (T5)</b></p>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<p><b>RIGHT OR WRONG (T5)</b>  <b>1.1 Who is a Christian and what do they believe? (Part 2)</b></p> <ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from stories (C3)</li> <li>• Ask some questions about believing in God and offer some ideas of their own</li> <li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1)</li> </ul> <p><b>COMMUNITY &amp; BELONGING (T6)</b>  <b>1.7 What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and other religions, suggesting what these might mean and why they matter to believers.</li> <li>• Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols.</li> </ul>	<p><b>SPECIAL PLACES &amp; WORSHIP (T5)</b>  <b>1.5 What makes some places sacred? Jewish and Christian</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship and talk about what people do there.</li> <li>• Identify special objects and symbols found in a church and synagogue. Be able to say something about what they mean and how they are used. (A3)</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe (B2)</li> <li>• Describe some of the ways in which people use music in worship and talk about how different kinds of music make them feel.</li> <li>• Ask questions during a school visit about what happens in a church or synagogue.</li> </ul>	<p>between religions (A3).</p> <ul style="list-style-type: none"> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> <p><b>BELIEFS (T5)</b>  <b>L2.1 What do different people believe about God? Christians, Hindus and Muslims</b></p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul> <p><b>SPECIAL PLACES AND WORSHIP (T6)</b>  <b>L2.4 Why do people pray?</b></p> <ul style="list-style-type: none"> <li>• Describe the practice of prayer in Hinduism,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> </ul> <p><b>RIGHT &amp; WRONG (T5)</b>  <b>L 2.9 What can we learn from religions about deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>• Discuss their own and others' ideas about how people decide right and wrong (C3)</li> </ul>	<p>support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p><b>EXPRESSING (T6)</b>  <b>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? (Part 1)</b></p> <ul style="list-style-type: none"> <li>• Respond with ideas of their own to the title question (B2)</li> <li>• Find out about religious teachings, charities and ways of expressing generosity (C3)</li> <li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• Show understanding of the value of sacred buildings and art (B3).</li> </ul>	<p><b>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?</b></p> <ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in Hinduism, Christianity and Islam. (A1)</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today? (B2)</li> <li>• Make connections between belief in ahimsa, grace and ummah teachings and sources of wisdom in the three religions (A1)</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3)</li> </ul> <p><b>RIGHT &amp; WRONG (T6)</b>  <b>U2.10 Green religion? What do religious and non-religious worldviews teach about caring for the Earth?</b></p> <ul style="list-style-type: none"> <li>• Make connections between beliefs about the earth and activist behaviour in different religions (A1)</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<ul style="list-style-type: none"> <li>Identify two ways people show how they belong to each other.</li> <li>Respond to examples of co-operation between different people.</li> </ul>	<p><b>BELIEFS (T6)</b>  <b>1.3 Who is Jewish and what do they believe? (Part 2 –Term 6)</b></p> <ul style="list-style-type: none"> <li>Identify and name examples of what Jewish people have and do in their families to show their faith (A3)</li> <li>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3)</li> <li>Describe how Jewish people show their beliefs through worship in festivals both at home and in wider communities (B1)</li> <li>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people and in pupils' own lives (C1)</li> </ul>	<p>Islam and Christianity (A2)</p> <ul style="list-style-type: none"> <li>Make connections between what people believe about prayer and what they do when they pray (A3)</li> <li>Describe ways in which prayer can comfort and challenge believers (B2)</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</li> <li>Consider and evaluate the significance of prayer in the lives of people today (A1)</li> </ul>	<p><b>STORIES &amp; SACRED BOOKS (T6)</b>  <b>L2.6: Why do some people think that life is a journey? What significant experiences mark this? <i>Christian, Jewish and Hindu</i></b></p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>Describe what happens in Christian, Jewish and Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people (B2).</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1)</li> </ul>		<ul style="list-style-type: none"> <li>Understand the challenges facing the planet and responses from different religions (B2)</li> <li>Discuss their own and other's ideas about the kinds of collaboration, activism and commitment needed to save the Earth (C3)</li> <li>Explain similarities and differences between religious beliefs about the Earth (A1)</li> <li>Consider and evaluate the contributions religions can make to environmental protection (B3)</li> </ul>
<b>Tier 3 Vocabulary</b>		<ul style="list-style-type: none"> <li>resurrected; Bible; saviour; Jesus; disciples; shepherds; angels; mosque; church; synagogue; tallit; imam; rabbi; priest; worship; sacred;</li> </ul>		<ul style="list-style-type: none"> <li>monotheism; polytheism; gentiles; gospels; Old Testament; New Testament; Messiah; Holy Spirit; communion; baptism; incarnation; shrine; modern; non-religious; community; inspirational;</li> </ul>		<ul style="list-style-type: none"> <li>Heresy; grace; humanists; ceremonies; salvation; meditation; racism; traditions; ceremonies; impressive; spiritual; poverty; suffering;</li> </ul>	

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		marriage; vows; ceremony; belonging; vicar; wedding		journey; sorrow; salvation; dilemma; gospels; scripture; wisdom; karma		Shahadah; Ummah; ahimsa; morals; values; parables; deeds; consequence	





## Progression Document for Art and Design

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p>Artists to study should include: Piet Mondrain Wassily Kandinsky</p>	<p><b>Use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>• Paint, pencils, clay, ink, fabric</li> </ul> <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></p> <p><b>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</b></p> <ul style="list-style-type: none"> <li>• Observational drawing, portraits, 3D models, printing</li> </ul> <p><b>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Pablo Picasso</li> <li>• Famous buildings and monuments from around the world</li> <li>• David Best</li> <li>• Barbara Hepworth</li> <li>• Gustav Klimt</li> </ul> <p><b>TREASURE ISLAND BUILDINGS – 3D models, observational drawing, printing, clay, applique</b></p> <p><b>PEOPLE OF THE PAST –</b></p>	<p><b>Use a range of materials creatively to design and make products.</b></p> <ul style="list-style-type: none"> <li>• Natural resources, paint, oils, sand, junk</li> </ul> <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b></p> <p><b>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</b></p> <ul style="list-style-type: none"> <li>• 3D models, collage, painting, sculpture</li> </ul> <p><b>The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Joan Miró</li> <li>• Andy Goldsworthy</li> <li>• LS Lowry</li> <li>• Vincent Van Gogh</li> <li>• Claude Monet</li> <li>• JMW Turner</li> <li>• John Constable</li> </ul> <p><b>TIME DETECTIVES</b></p> <p><b>OUR WORLD – art from natural resources, art depicting different environments</b></p> <p><b>FLOWERS &amp; INSECTS –</b></p>	<p><b>Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Create sketch books to record their observations.</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to collect and record visual information from different sources</li> </ul> <p><b>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</b></p> <ul style="list-style-type: none"> <li>• Batik</li> <li>• Cowichan</li> <li>• Painting</li> <li>• Textiles</li> <li>• Digital art</li> <li>• Printing</li> <li>• Sculpture</li> </ul> <p><b>Great artists, architects and designers in history.</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Paul Gauguin</li> <li>• George Bellows</li> <li>• Hokusai</li> <li>• Hans Holbein</li> <li>• Jan Vermeer</li> <li>• Damien Hirst</li> <li>• David Hockney</li> </ul>	<p><b>Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Create sketch books to record their observations.</b></p> <ul style="list-style-type: none"> <li>• Collect images and information in a sketch book</li> </ul> <p><b>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</b></p> <ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Graffiti</li> <li>• Murals</li> </ul> <p><b>Great artists, architects and designers in history.</b></p> <p>To Include:</p> <ul style="list-style-type: none"> <li>• Peter Thursby</li> <li>• Michelle Reader</li> <li>• Diego Rivera *</li> <li>• Banksy *</li> </ul> <p>(* check appropriateness of examples)</p> <p><b>FOOTPRINTS FROM THE PAST</b></p> <p><b>GATEWAYS TO THE WORLD – art and architecture, self-</b></p>	<p><b>Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Create sketch books to record their observations and use them to review and revisit ideas.</b></p> <ul style="list-style-type: none"> <li>• Use sketch books independently to develop, review and revisit ideas</li> </ul> <p><b>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</b></p> <ul style="list-style-type: none"> <li>• Silkscreen printing</li> <li>• Sketching</li> <li>• Painting</li> <li>• Futurism</li> <li>• Dadaism</li> <li>• Sculpture - Mask making</li> </ul> <p><b>Great artists, architects and designers in history.</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• 20<sup>th</sup> Century Artists</li> <li>• Giacomo Balla</li> <li>• Umberto Boccioni</li> <li>• Gino Severini</li> <li>• Marcel Duchamp</li> <li>• Hugo Ball</li> </ul>	<p><b>Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Create sketch books to record their observations and use them to review and revisit ideas.</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record observations and review and revisit ideas</li> </ul> <p><b>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</b></p> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Collage</li> <li>• Observational drawing</li> <li>• Aztec Codices</li> <li>• Tapestry</li> <li>• Mosaic</li> </ul> <p><b>Great artists, architects and designers in history.</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Children's own selection of artists work to create timelines</li> </ul> <p><b>TIME TUNNEL – art to depict history and record</b></p>



	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		portraits, choice of materials and style A DAY IN THE LIFE – portraits	Sunflowers (Van Gogh), Poppies (Monet) HOORAY... LET'S GO ON HOLIDAY – sand sculpture, collage	ISLAND LIFE – fabric art e.g. Tartan, Batik, Lamba, Cowichan Tribe Knitting. Easter Island, Moai Statues TEMPLES, TOMBS AND TREASURES – Ancient Egyptian tomb painting ACTIVE PLANET – Volcanoes (Hokusai) INVENTIONS THAT CHANGED THE WORLD – comparison of traditional & digital art forms, animation	expression with materials and techniques	EARTH AS AN ISLAND – aerial views, line/shape/texture WHAT PRICE PROGRESS? – shape/space/colour, Futurist art, Dadaist art AD900 – Masquerade Masks (Benin/Mayan)	events, timeline of artists work to span lifetime, compare and contrast SPACE EXPLORERS - Nebulae Art THE GREAT, THE BOLD AND THE BRAVE
<b>Vocabulary Tier 3</b>	primary colours	secondary colours, sculpture, portrait		pencil grade, tertiary colours, two dimensional form, monoprint		perspective, complementary and contrasting colours, relief print, impressed print, tonal contrast, foreground, middle ground, background	



## Progression Document for Music

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>• Use voices to speak, sing and chant</li> <li>• Make different sounds with voices</li> <li>• Make a sequence of sounds with voices</li> <li>• Follow instructions about when to sing</li> </ul> <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> <li>• Use instruments to perform</li> <li>• Make different sounds with instruments</li> <li>• Make a sequence of sounds with instruments</li> <li>• Follow instructions about when to play</li> </ul> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <ul style="list-style-type: none"> <li>• Respond to different moods in music</li> <li>• Say whether a piece of music is liked or disliked</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Clap rhythmic patterns</li> </ul>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>• Sing and follow a melody</li> <li>• Sing increasing and decreasing tempo</li> </ul> <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> <li>• Perform simple patterns and accompaniments, keeping a steady pulse</li> <li>• Play simple rhythmic patterns on an instrument</li> <li>• Clap increasing and decreasing tempo</li> </ul> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <ul style="list-style-type: none"> <li>• Listen out for particular things when listening to music</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Sing a tune with expression</li> <li>• Play clear notes on instruments</li> </ul> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• Use different elements in composition</li> <li>• Create repeated patterns with different instruments</li> <li>• Compose melodies and songs</li> <li>• Create accompaniments for tunes</li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• Use musical words to describe likes and dislikes about a piece of music</li> </ul> <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> <li>• Use notation to record and interpret sequences of pitches</li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>• Recognise the work of at least one famous composer</li> </ul> <p>ISLAND LIFE – a range of different music from islands around the world including Scotland, Japan, Indonesia. Madagasca, Trinidad and Tobago, Canada. Episodes of Desert Island Discs including Ed Sheeran and David Beckham.</p> <p>TEMPLES, TOMBS AND TRASURES – a selection of Egyptian/Middle Eastern Music ‘Claire de Lune’, by Claude Debussy. ‘Hall of the Mountain King’, by Edvard Grieg. ‘Sorcerer’s Apprentice’, by Paul Dukas. ‘The</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Perform a simple part rhythmically</li> <li>• Sing songs from memory with accurate pitch</li> </ul> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• Improvise using repeated patterns</li> <li>• Explain why silence is often needed in music and explain what effect it has</li> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Improve own work, explaining how it has been improved</li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• Use musical words to describe a piece of music and</li> </ul>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Breathe in the correct place when singing</li> <li>• Maintain own part while others perform theirs</li> </ul> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• Improvise within a group using rhythmic and melodic phrases</li> <li>• Change sounds or organise them differently to change the effect</li> <li>• Compose music which meets specific criteria</li> <li>• Choose the most appropriate tempo for a piece of music</li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• Suggest improvements to own work and that of others</li> </ul> <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> <li>• Use notation to record groups of pitches (chords)</li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Sing in harmony, confidently and accurately</li> <li>• Perform parts from memory</li> <li>• Take the lead in a performance</li> </ul> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• Use a variety of different musical devices in compositions (including melody, rhythms and chords)</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• Analyse features within different pieces of music</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6																																								
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2																																							
		<ul style="list-style-type: none"><li>Repeat short rhythmic and melodic patterns</li><li>Order sounds to create a beginning, middle and end</li></ul> <p>TREASURE ISLAND – Sea shanties, sea music, pirate songs</p> <p>PEOPLE OF THE PAST – Mozart, Beethoven, Tchaikovsky</p> <p>BUILDINGS – Traditional songs and rhymes plus: William Tell Overture, by Gioacchino Rossini, Italy</p> <p>The Thieving Magpie, by Gioacchino Rossini, Italy</p> <p>Turkish Rondo, by Wolfgang Amadeus Mozart, Austria</p> <p>Hungarian Dance, by Johannes Brahms, Germany</p> <p>A DAY IN THE LIFE – <i>An American in Paris</i> by George Gershwin, <i>Flight of the Bumblebee</i>, by Nikolai Rimsky-Korsakov, <i>Spanish Flea</i>, by Herb Albert &amp; the Tijuana Brass, <i>Yakety Sax</i>, jointly composed by James Q. "Spider" Rich and Boots Randolph. T.V. themes such as Neighbours, Postman Pat and Sesame Street.</p> <p>OLYMPICS BRINGING HOME BRONZE - 'Lighting Up The Flame' song from Voices around the World 2016</p>	<ul style="list-style-type: none"><li>Choose sounds to represent different things</li><li>Choose sounds which create an effect</li><li>Create music in response to different starting points</li><li>Use symbols to represent sounds</li></ul> <p>OUR WORLD - The Four Seasons, by Antonio Vivaldi, Italy</p> <p>Voices of Spring, by Johann Strauss II, Austria</p> <p>Dead Leaves, by Claude Debussy, France</p> <p>Cloudburst from the Grand Canyon Suite, by Ferde Grofe, United States</p> <p>The Seasons, by Joseph Haydn, Austria</p> <p>The Seasons, by Piotr Tchaikovsky, Russia</p> <p>Voices of Spring, by Johann Strauss II, Austria</p> <p>Midsummer Night"s Dream, by Felix Mendelssohn , Germany</p> <p>Tempest, by Ludwig Van Beethoven, Germany</p> <p>FLOWERS AND INSECTS - Flight of the Bumblebee, by Nikolai Rimsky-Korsakov</p>	<p>Four Seasons', by Antonio Vivaldi. 'Peter and the Wolf', by Sergei Prokofiev. 'It's a Wonderful World', by Louis Armstrong. 'Sergeant Pepper's Lonely Hearts Club Band', by The Beatles.</p> <p>ACTIVE PLANET - Grand Canyon Suite, by Ferde Grofé, United States</p> <p>Night on Bare Mountain, by Modest Mussorgsky, Russia</p> <p>Alpine Symphony, by Richard Strauss, Germany</p> <p>Four Sea Interludes, by Benjamin Britten, United Kingdom</p> <p>La Mer, by Claude Debussy, France</p> <p>Hekla, by Jón Leifs, Iceland.</p> <p>INVENTIONS THAT CHANGED THE WORLD –</p> <table><tr><th>Title</th><th>Composer</th><th>Period</th></tr><tr><td>O Eucharisti</td><td>Hildegard</td><td>Early</td></tr><tr><td>Hallelujah from Messiah</td><td>Handel</td><td>Baroque</td></tr><tr><td>Rondo alla Turca</td><td>Mozart</td><td>Classical</td></tr><tr><td>Symphony No. 5</td><td>Beethoven</td><td>Classical</td></tr><tr><td>1812 Overture</td><td>Tchaikovsky</td><td>Romantic</td></tr><tr><td>Night on a Bare Mountain</td><td>Mussorgsky</td><td>Romantic</td></tr><tr><td>Bolero</td><td>Ravel</td><td>20th Century</td></tr><tr><td>Symphonic Variations on an African Air</td><td>Coleridge-Taylor</td><td>20th Century</td></tr><tr><td>English Folk Song Suite</td><td>Vaughan Williams</td><td>20th Century</td></tr><tr><td>Mars from The Planets</td><td>Holst</td><td>20th Century</td></tr></table> <table><tr><th>Style</th><th>Title</th><th>Artist(s)</th></tr><tr><td>Blues</td><td>Runaway Blues</td><td>Ma Rainey</td></tr></table>	Title	Composer	Period	O Eucharisti	Hildegard	Early	Hallelujah from Messiah	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Symphony No. 5	Beethoven	Classical	1812 Overture	Tchaikovsky	Romantic	Night on a Bare Mountain	Mussorgsky	Romantic	Bolero	Ravel	20th Century	Symphonic Variations on an African Air	Coleridge-Taylor	20th Century	English Folk Song Suite	Vaughan Williams	20th Century	Mars from The Planets	Holst	20th Century	Style	Title	Artist(s)	Blues	Runaway Blues	Ma Rainey	<p>compositions</p> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"><li>Use notation to record compositions in small groups or individually</li></ul> <p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></p> <ul style="list-style-type: none"><li>Identify the character in a piece of music</li><li>Identify and describe the different purposes for music</li></ul> <p><b>Develop an understanding of the history of music.</b></p> <ul style="list-style-type: none"><li>Begin to identify the style of work of Beethoven, Mozart and Elgar</li></ul> <p>TURN IT UP - Ecuador Andes Pastor Solitario played on panpipes.</p> <p>STAND ALONE IPC 2020 UNITS</p> <p>Music: Singing Together (MP2)</p> <p>Music: Instruments</p> <p>Music: Ensemble (Minimalism)</p> <p>Music: Rhythms Samba</p>	<p><b>drawn from different traditions and from great composers and musicians</b></p> <ul style="list-style-type: none"><li>Describe, compare and evaluate music using musical vocabulary</li></ul> <p><b>Develop an understanding of the history of music.</b></p> <ul style="list-style-type: none"><li>Contrast the work of a famous composer and explain preferences</li></ul> <p>EARTH AS AN ISLAND - Gamelan music from South East Asia.</p> <p>Calypso music from the Caribbean.</p> <p>Traditional folk music from Scotland, played at a ceilidh.</p> <p>Hawaiian song: Aloha Oa.</p> <p>Reggae music from the Caribbean.</p> <p>WHAT PRICE PROGRESS - Xoan singing of Phú Thọ Province, Vietnam.</p> <p>Mongolian folk long-song "Dorvon Tsag" by Limber performer L.Tserendorj.</p> <p>Bečarac singing and playing from Eastern Croatia.</p> <p>Mariachi, string music, song and trumpet.</p> <p>900 CE - <a href="http://sounds.bl.uk/World-and-traditional-music">http://sounds.bl.uk/World-and-traditional-music</a> <a href="https://kids.britannica.com/kids/article/African-music/601911">https://kids.britannica.com/kids/article/African-music/601911</a></p> <p>OLYMPICS: GOING FOR GOLD – a selection of national anthems from around the world</p>	<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></p> <ul style="list-style-type: none"><li>Explain why music is successful or unsuccessful</li></ul> <p><b>Develop an understanding of the history of music.</b></p> <ul style="list-style-type: none"><li>Compare and contrast the impact that different composers from different times have had on people of that time</li></ul> <p>THE HOLIDAY SHOW - traditional music from Africa, Australia, India, Japan, Scotland and South America</p> <p>THE GREAT, THE BOLD AND THE BRAVE – Greek theatre music from ancient to modern including from Disney's Hercules</p> <p>Holst's The Planets Suite</p> <p>STAND ALONE IPC 2020 UNITS</p> <p>Music: African Rhythms</p> <p>Music: Ensemble play and compose</p>
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	EYFS	Year 1 & 2		Year 3 & 4			Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1			Cycle 2	
		<b>STAND ALONE IPC 2020 UNITS</b> Music: Singing Together (MP1) Music: Playing as a Musical Family	<b>STAND ALONE IPC 2020 UNITS</b> Music: Instrumental Families Music: Film Scores Music: Notating Pitch (MP1) Music: Composing	Jazz	Take the 'A' Train	Duke Ellington Orchestra	Music: Notating Pitch (MP2) Music: Programmatic Music	'Lighting Up The Flame' song from Voices around the World 2016  <b>STAND ALONE IPC UNIT:</b> Music: (Single subject unit)
				Rock n Roll	Hound Dog	Elvis Presley		
				Pop	With A Little Help from My Friends	The Beatles		
				Funk	I Got You (I Feel Good)	James Brown		
				Disco	Le Freak	Chic		
				80s Synth /Pop	Smalltown Boy	Bronski Beat		
				90s Singer / Song writer	Play Dead	Björk		
				90s RnB	Say My Name	Destiny's Child		
				Art Pop	Wild Man	Kate Bush		
				90s Indie	Wonderwall	Oasis		
				Country	Working 9 to 5	Dolly Parton		
				21st Century Pupils should also be listening to more recent examples of popular music; this affords an opportunity for pupil engagement in the choice of repertoire. <b>OLYMPICS: SUCCESS WITH SILVER - 'Lighting Up The Flame' song from Voices around the World 2016</b>				
<b>VOCABULARY</b>	Sing, song, chant, rhyme, sound, fast, slow, loud, quiet.	Voice, call, response, beat, rhythm, pitch, high, low, loud, soft, long, short, pattern, mood, instrument, perform. Pulse, tempo, getting faster/ slower, getting louder/ softer, symbols, notation, crotchets, quavers, rests, part, round, verse, chorus.		Melody, phrase, echo, forte (loud), piano (soft), allegro (fast), adagio (slow), solo, unison, conductor, perform, compose, symbols, stave, clef, time signature, minim. Phrasing, staccato (short/ detached), legato (smooth), part, harmony, 2-part round, octave, crescendo (getting louder), decrescendo (getting quieter), major, minor, pentatonic, texture, improvise, structure, treble clef, graphic symbols, tuned/ untuned instruments.			repertoire, metre, blues scale, triad, chord, accompaniment, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), moderately quiet (mezzo piano), semiquaver, crotchet, semibreve, acapella, syncopated, outro, instrumental break, tonality, rhythmic/ chordal accompaniment, flat, sharp, key, block chords, bass line, dotted crotchets, dotted minims.	



## Progression Document for Science

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<b>The Natural World</b> <ul style="list-style-type: none"> <li>explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<b>Working Scientifically</b> (runs as a thread through all areas of Science) <ul style="list-style-type: none"> <li>ask simple questions and recognising that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> </ul> <b>Everyday Materials</b> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise,</li> </ul>	<b>Working Scientifically</b> (runs as a thread through all areas of Science) <ul style="list-style-type: none"> <li>identify and classify</li> <li>use their observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> </ul> <b>Everyday Materials</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <b>Animals including Humans</b> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are</li> </ul>	<b>Working Scientifically</b> (runs as a thread through all areas of Science) <ul style="list-style-type: none"> <li>ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, including oral and written explanations, displays or</li> </ul>	<b>Working Scientifically</b> (runs as a thread through all areas of Science) <ul style="list-style-type: none"> <li>ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, including oral and written explanations, displays or</li> </ul>	<b>Working Scientifically</b> (runs as a thread through all areas of Science) <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and</li> </ul>	<b>Working Scientifically</b> (runs as a thread through all areas of Science) <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<p>eating the right amounts of different types of food, and hygiene</p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<p>carnivores, herbivores and omnivores</p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>	<p>presentations of results and conclusions</p> <ul style="list-style-type: none"> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>presentations of results and conclusions</p> <ul style="list-style-type: none"> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul> <p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> </ul>	<p>written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b>Living Things and their Habitat</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on</li> </ul>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
			<b>Seasonal Change</b> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how the day length varies</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul> <b>Rocks</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<b>Living Things and their Habitats</b> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <b>Electricity</b> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and</li> </ul>	<ul style="list-style-type: none"> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	the way their bodies function <ul style="list-style-type: none"> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <b>Electricity</b> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <b>Earth and Space</b> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the</li> </ul>



	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
				<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	associate this with whether or not a lamp lights in a simple series circuit <ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <b>States of Matter</b> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> </ul>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <b>Light</b> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or</li> </ul>	Moon relative to the Earth <ul style="list-style-type: none"> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>



	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
					<ul style="list-style-type: none"> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the</li> </ul>	<p>from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
					vibrations that produced it <ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		
<b>Tier 2 Vocabulary</b>	<b>OURSELVES</b> alive, explain,  <b>AUTHORS</b> recognise,  <b>THE WORLD AROUND US AND INVESTIGATE CHANGES AND DIFFERENCES</b> rough, smooth,  <b>IMAGINE</b> countries, describe, different,  <b>GROWING</b> observe, respect,  <b>SEASIDE</b> seaweed, waves, feathers,	<b>WORKING SCIENTIFICALLY</b> equipment, investigate,  <b>EVERYDAY MATERIALS</b> dull, bendy, cardboard, twisting, squashing, stretching,  <b>ANIMALS, INCLUDING HUMANS</b> nutrition, reproduce, reproduction, survival, healthy, unhealthy,  <b>PLANTS</b> blossom, temperature,  <b>LIVING THINGS AND THEIR HABITATS</b> classify, suitability, habitat,	<b>WORKING SCIENTIFICALLY</b> identify, data, measurement, record, diagrams, label,  <b>EVERYDAY MATERIALS</b> wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece, cotton, wool, polyester, cotton wool  <b>ANIMALS INCLUDING HUMANS</b> toddler, teenager, tadpole  <b>PLANTS</b> dandelion, daisy, buttercup, roses, daffodils, tulips,  <b>LIVING THINGS AND THEIR HABITAT</b> Field, hedgerow, pond, woodland, seashore, ocean, rainforest, Arctic, desert  <b>SEASONAL CHANGE</b> hail, sleet, months of the year, sunrise, sunset,	<b>WORKING SCIENTIFICALLY</b> criteria, research, predict  <b>ANIMALS INCLUDING HUMANS</b> movement, muscles, skull,  <b>LIGHT</b> shadow, reflect, light source  <b>ROCKS</b> organic matter, absorbent, layer, lava, gas bubbles, pressure  <b>FORCES AND MAGNETS</b> attract, contact, surface, magnetic, poles	<b>WORKING SCIENTIFICALLY</b> guides, contrast,  <b>ANIMALS INCLUDING HUMANS</b> producer, consumer, apex predator  <b>ELECTRICITY</b> battery power, main power, series, cell, battery, wire, bulb, switch, circuit  <b>STATES OF MATTER</b> solid, liquid, gas, evaporation,  <b>PLANTS</b> nutrients, reproduction, seed formation,  <b>SOUND</b> wave, volume, pitch, tone,	<b>WORKING SCIENTIFICALLY</b> enquiries, controlling, accuracy, demonstrate,  <b>LIVING THINGS AND THEIR HABITATS</b> reproduction, amphibians, reptiles, mammals, abdomen, trunk,  <b>ANIMALS INCLUDING HUMANS</b> adult, testicles, pubic hair, acne, breasts, hips, period, ovulation,  <b>PROPERTIES AND CHANGES IN MATERIALS</b> dissolve, solution, substance, filtering, sieving, acid, celcius,  <b>EVOLUTION AND INHERITANCE</b> inherit, inheritance, offspring, vary, variation, species, adapted, climate,	<b>WORKING SCIENTIFICALLY</b> appropriate,  <b>LIVING THINGS AND THEIR HABITATS</b> characteristics, specific,  <b>ANIMALS INCLUDING HUMANS</b> functions, lifestyle, lungs, kidneys, brain,  <b>ELECTRICITY</b> buzzer, motor, series, complete loop, bright, brightness, current, symbols,  <b>EARTH AND SPACE</b> dim, dusk, spherical, rotation,

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
						<b>LIGHT</b> straight,  <b>FORCES</b> gravity, surface,	
<b>Tier 3 Vocabulary</b>	<b>OURSELVES</b> siblings, community, history, familiar,  <b>AUTHORS</b> environments,  <b>THE WORLD AROUND US AND INVESTIGATE CHANGES AND DIFFERENCES</b> similarities, differences, collections, natural  <b>IMAGINE</b> compare,  <b>GROWING</b> senses, soil, stem, petal, life cycles, cocoon, pupa, larva,  <b>SEASIDE</b> seashore, seagulls, pebbles, rocks, boulders, seasons, autumn, spring, summer, winter,	<b>WORKING SCIENTIFICALLY</b> observing  <b>EVERYDAY MATERIALS</b> properties, fabric, elastic, stretchy, stiff, waterproof, absorbent, squashing, twisting,  <b>ANIMALS, INCLUDING HUMANS</b> amphibians, reptiles, mammals, carnivores, herbivores, omnivores, nocturnal, offspring, chrysalis, thorax,  <b>PLANTS</b> deciduous, evergreen, germination,  <b>LIVING THINGS AND THEIR HABITATS</b> microhabitat, consumer, producer, predator, prey, inhabitant,	<b>WORKING SCIENTIFICALLY</b> gather,  <b>EVERYDAY MATERIALS</b> opaque, transparent, translucent  <b>ANIMALS INCLUDING HUMANS</b> hygiene, offspring, spawn  <b>PLANTS</b> deciduous, evergreen, germination,  <b>LIVING THINGS AND THEIR HABITAT</b> Micro-habitat, food chain, conditions  <b>SEASONAL CHANGE</b> forecast, dawn, dusk,	<b>WORKING SCIENTIFICALLY</b> contrast, fair test,  <b>ANIMALS INCLUDING HUMANS</b> oesophagus, small intestine, large intestine, canine, incisor, molar  <b>LIGHT</b> artificial, reflective, reflection, transparent, translucent, opaque  <b>ROCKS</b> crystal, pumice, crumble, sedimentary, sediment, igneous, metamorphic, magma, sandstone, granite, marble,  <b>FORCES AND MAGNETS</b> attract, repel	<b>WORKING SCIENTIFICALLY</b> interpret  <b>ANIMALS INCLUDING HUMANS</b> vertebrates, invertebrates  <b>ELECTRICITY</b> conductor, insulator, appliance, circuit, break in circuit  <b>STATES OF MATTER</b> condensation, particle,  <b>PLANTS</b> Seed dispersal, pollination, transportation,  <b>SOUND</b> vibration, insulation,	<b>WORKING SCIENTIFICALLY</b> variables, valid, reliable, data logger, thermometer,  <b>LIVING THINGS AND THEIR HABITAT</b> asexual, sexual, thorax, root tubers, bulbs, stigma, style, anther, ovary, ovule, seed formation, seed dispersal, pollination, metamorphosis,  <b>ANIMALS INCLUDING HUMANS</b> gestation, geriatric, puberty, hormones, ovulation,  <b>MATERIALS AND THEIR PROPERTIES</b> conductivity, soluble, reversible, irreversible, precipitation,  <b>EVOLUTION AND INHERITANCE</b> fossil, evolution, evolve, inhabited,  <b>LIGHT</b> reflect, refraction,  <b>FORCES</b> air and water resistance, friction, levers, pulleys, gears, mechanism,	<b>WORKING SCIENTIFICALLY</b> precision, complex, comparative, refute,  <b>LIVING THINGS AND THEIR HABITATS</b> classification, micro-organisms  <b>ANIMALS INCLUDING HUMANS</b> Circulation, circulatory system, nerves, oxygen, aorta, arteries, veins, oxygenated,  <b>ELECTRICITY</b> Component, volt, voltage, circuit diagram,  <b>EARTH AND SPACE</b> Earth's axis, solar system, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto as a dwarf planet), shadow clock, sundials, astronomical, astronomy,



## Progression Document for MFL - Spanish

	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen to and actively participate in traditional short stories and fairy tales and start to understand familiar words.</li> <li>Recognise, appreciate and explore patterns and sounds.</li> <li>Appreciate peers who speak a different language as their mother tongue.</li> <li>Use register time as an opportunity to listen to different languages.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and engage with short stories, rhymes and songs.</li> <li>Listen to longer passages and understand key words and phrases covered in current and previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer text from a variety of sources (eg. teacher, video, TV clip, songs) to identify both familiar vocabulary and by applying decoding and phonics skills learnt, to understand unfamiliar words.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Learn to repeat, understand and accurately pronounce Spanish vocabulary.</li> <li>Appreciate other languages spoken in the classroom and around the school.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others using key vocabulary, including questioning, answering and responding appropriately to show understanding of a positive or negative reply.</li> <li>Use correct intonation and expression.</li> <li>Present simple information to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others about a wider range of topics learnt.</li> <li>Have a more accurate recall of previous vocabulary learnt, including an awareness of accent.</li> <li>Present information to each other with increasing confidence of vocabulary and grammar using correction intonation and with expression.</li> <li>Describe nouns, using knowledge of adjectives.</li> <li>Have an accurate recall of masculine and feminine forms.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Identify a written version of a range of Spanish vocabulary within topics.</li> <li>Enjoy looking at simple Spanish picture books e.g. picture dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Start to read short pieces of text aloud by applying knowledge of previous Spanish phonics learning.</li> <li>Increased confidence with exposure to different types of text.</li> </ul>	<ul style="list-style-type: none"> <li>Understand longer pieces of text with increasing confidence to decode the meaning of unfamiliar words using previously learnt phonemes.</li> <li>Read out loud to each other, applying comprehension skills.</li> <li>Use a Spanish-English dictionary to define unknown vocabulary.</li> <li>Apply new vocabulary learnt to other strands of learning, including speaking, writing and listening.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Learn to write Spanish vocabulary, including nouns, determiners and articles from a model.</li> </ul>	<ul style="list-style-type: none"> <li>Write familiar words and short phrases based on familiar topics, learning to use connectives and conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of text using a variety of grammatical features including: connectives, conjunctions, specific topic vocabulary, adjectives and possessive adjectives.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Start to understand the similarities and differences between English and foreign languages, whether Spanish or mother tongue.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of gender and associated articles (e.g el and la) and plurals.</li> <li>Apply the negative forms of a verb.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate understanding of gender and nouns, use of the negative form.</li> <li>Learn a wider range of connectives and conjunctions and become familiar with full verb conjugation of both regular and irregular verbs.</li> </ul>
<b>Cycle 1</b>	<p>Terms 1 and 2 – I'm learning Spanish</p> <p>Terms 3 and 4 – Los Animales</p> <p>Terms 5 and 6 – Las Minibestias</p>	<p>Term 1 - Los Saludos - Greetings</p> <p>Term 2 – Grammar explained</p> <p>Term 3 – Core Vocabulary – phonetics</p> <p>Term 4 – Puedo (I can...)</p> <p>Term 5 – Colours/Numbers/Days of Week</p>	<p>Term 1 - Me presento (presenting myself)</p> <p>Term 2 – Verbos regulares (regular verbs)</p> <p>Term 3 – Que tiempo hace? (weather)</p> <p>Term 4 – Yo en el Mundo (me in the world)</p> <p>Term 5 – En el Colegio (at school)</p>

		Term 6 – Las Olimpiadas (Olympics Intermediate)	Term 6 – Las Olimpiadas (Olympics progressive)
Cycle 2	Terms 1 and 2 – Los Colores y los Numeros Terms 3 and 4 – Las Estaciones (Seasons 1) Terms 5 and 6 – Los Transportes	Term 1 – La historia de la Gran Bretana Term 2 – Bajo el Mar (under the sea) Term 3 – La Clase (the classroom) Term 4 – Los Helados (ice-creams, preferences) Term 5 – Las Estaciones 2 (Seasons 2) Term 6 – En mi Pueblo (in my town)	Term 1 – La Segunda Guerra Mundial (WWII) Term 2 – Los Habitats (living things) Term 3 – Mi Casa (my home) Term 4 – Los Planetas (planets) Term 5 – Los Romanos (Romas) Term 6 – Tienes una mascota? (questioning)



## Progression Document for Computing (ICT)

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<p>Explore how things work.</p> <p>Show resilience and perseverance in the face of a challenge when using digital devices in the classroom confidently</p> <p>Know and talk about sensible amounts of screen time</p> <p>Develop fine motor skills -pressing buttons -using a pen on a surface Explore, use and refine a variety of artistic effectives to express their ideas and feelings</p> <p>Explain and remember the</p>	<p><b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b> Choose appropriate tools in a programme to create art digitally making comparisons to working non-digitally. (Linked through Art)</p> <p>Explore object labels and use to sort object by property (Linked through Science)</p> <p>Use a computer to create and format text and compare to non-digital writing (linked through Literacy)</p> <p><b>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</b> Technology around us: Recognise and identify technology in school and how to use it responsibly.</p>	<p><b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b> Capture and change digital photographs for a range of purposes (Linked through Art)</p> <p>Collect data in a tally and use attributes to organise and present information (using J2pictogram) (Linked through maths)</p> <p>Create rhythms, melodies and musical compositions using chrome music lab (linked through music)</p> <p><b>create and debug simple programs</b> Follow instructions in a sequence to move a floor robot (bee bots) and debug to achieve a desired outcome (taught through Literacy)</p> <p><b>recognise common uses of information technology beyond school</b> Technology around us: Recognise and identify technology in the world</p>	<p><b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b> Build and use branching databases (J2Databranch) to group objects using yes/no questions (Linked through Science)</p> <p><b>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</b> Write algorithms and programs that use a range of events to trigger sequences of actions using Scratch</p> <p><b>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</b> Identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks</p>	<p><b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b> Use Scratch programming language to explore count-controlled and infinite loops when creating a game</p> <p>Use FMSLogo programming language to explore count-controlled loops when drawing shapes (linked through Maths)</p> <p><b>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b> Recognise the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p><b>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</b></p>	<p><b>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b> Explore conditions and selection using a programmable Crumble controller.</p> <p><b>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</b> Explore selection in programming to design and code an interactive quiz on Scratch (Linked through Topic).</p> <p><b>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b> Recognise IT systems in the world and how some can enable searching on the internet</p> <p><b>select, use and combine a variety of software (including internet</b></p>	<p><b>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b> Design and code a project that captures inputs from a physical device using Micro bit.</p> <p><b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b> Explore variables when designing and coding a game using Kodu.</p> <p><b>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</b> Explore how data is transferred by working collaboratively online, using the example of Teams.</p>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<p>reason for rules</p> <p>-how we treat digital equipment</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-drawing pictures on iPads and Smartboard</p>	<p><b>use logical reasoning to predict the behaviour of simple programs</b> Write short algorithms and programmes for floor robots (beebots) and predict outcomes (Linked through Literacy)</p> <p><b>understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions</b> Design and programme to movement of a character on a screen (Scratch Jr) to tell a story (Linked through Literacy)</p>	<p>around us and how to use it safely.</p> <p><b>understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions</b> design algorithms and programs to use events to trigger sequences to form an interactive quiz on Scratch jr (taught through topic)</p>	<p><b>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</b> Create sequences in a Scratch programming language to make music (Linked through music)</p> <p>Capture and edit digital still images to produce a stop-frame animation that tells a story using iMotion (Linked through Literacy)</p> <p>Create documents by modifying text, images, and page layouts for a specified purpose (Linked through topic)</p> <p><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p>	<p><b>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</b> Manipulate digital images, and reflect on the impact of changes and whether the required purpose is fulfilled (Linked through Art).</p> <p>Recognise how and why data is collected over time, before using data loggers to carry out an investigation (Linked through Science)</p> <p>Capture and edit audio to produce a podcast, ensuring that copyright is considered (Linked through topic)</p> <p>Create documents by modifying text, images, and page layouts for a specified purpose (Linked through topic)</p> <p><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p>	<p><b>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</b> Plan, capture, and edit a video on iMovie to produce a short film (Linked through Literacy).</p> <p>Use a database (J2 Database) to order data and create charts to answer questions (Linked through Science)</p> <p>Create images in a Google Drawings by using layers and groups of objects (Linked through Art).</p> <p><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p>	<p><b>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</b> Design and create webpages on Google Sites, giving consideration to copyright, aesthetics, and navigation (linked through Topic)</p> <p>Answer questions by using spreadsheets to organise and calculate data (Linked through Science/Maths).</p> <p>Planning, developing, and evaluating 3D computer models of physical objects (Using Tinkercad).</p> <p><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>E-Safety</b>		<p><b>Self-image and identity</b> Recognise that there are people who can make u sad, and tell an adult.</p> <p><b>Online Relationships</b> Recognise that the internet can be used to communicate and how to do this safely.</p> <p><b>Online reputation</b> Understand that information about me can be put online and that I need permission first.</p> <p><b>Online bullying</b> Describe ways that people can be unkind and recognise how to get help.</p>	<p><b>Managing online information</b> Identify devices that can be used to find information on the internet.</p> <p><b>Health, wellbeing and lifestyle</b> Explain rules that help keep me safe online.</p> <p><b>Privacy and security</b> Identify information that is personal to me and understand the term private.</p> <p><b>Copyright and ownership</b> Understand that work I create belongs to me, and that other people's belongs to them.</p>	<p><b>Self-image and identity</b> Understand that online and offline identities can be different and people can pretend to be someone they're not online.</p> <p><b>Online Relationships</b> Explain how to be respectful to others online and understanding people's beliefs, feelings and identities.</p> <p><b>Online reputation</b> Describe how to find information about others, and understand information can be copied or untrue.</p> <p><b>Online bullying</b> Describe the ways that social media can be used to bully someone and recognise signs of bullying. Discuss strategies to deal with this.</p>	<p><b>Managing online information</b> Assess the accuracy of online information and media and understand the term 'fake news'</p> <p><b>Health, wellbeing and lifestyle</b> Explain the use of technology positively and negatively and discuss strategies to limit screen time.</p> <p><b>Privacy and security</b> Understand that online information is never truly private and understand the digital age for consent.</p> <p><b>Copyright and ownership</b> Consider the ownership rights of online content, and understand the need for consent.</p>	<p><b>Self-image and identity</b> Evaluate online content and how it can discriminate and explain the importance of getting help.</p> <p><b>Online Relationships</b> Describe how to be kind and respectful online on both social and private platforms, and understand the impact of taking and sharing inappropriate images.</p> <p><b>Online reputation</b> Explain how to develop a positive online reputation and how to protect my digital personality.</p> <p><b>Online bullying</b> Describe how to capture bullying content, and how to report bullying on a range of platforms.</p>	<p><b>Managing online information</b> Explain how search engines work, and how to use them safely, recognising opinion and fact.</p> <p><b>Health, wellbeing and lifestyle</b> Recognise bodies that regulate age-related content, and recognise the pressure of media and technology and how to avoid this.</p> <p><b>Privacy and security</b> Explain what to do if passwords are stolen and describe ways to protect privacy on online platforms.</p> <p>Understand the risks of people obtaining money or information illegally.</p> <p><b>Copyright and ownership</b> Demonstrate how to acknowledge sources I have used from the internet.</p>
<b>Tier 3 Vocabulary</b>	Computer, iPad, technology password scroll touch screen select, keyboard	algorithm, property, code, computer, debugging, program, cyber bullying, copyright, personal information, screen time,		attribute, browser, computer network, condition-controlled loop, digital device, hardware, infinite loop, input device, output device, web address, online identity, ownership rights, online identify, offline identity,		computer system, domain name, HTML, hyperlink, router, server, subroutine, URL, wireless access point, phishing, scam, spam, digital personality.	





## Progression Document for Design and Technology

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Design</b>	<p>Explore making with a purpose in mind, using a variety of resources.</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent ideas, thoughts and feelings through design.</p>	<p>Design products for themselves and others based on design criteria and intended purpose.</p> <p>Generate and develop design ideas through discussion, drawing and talking (Create and label simple design drawings) <b>BUILDINGS</b> <b>OLYMPICS</b> <b>A DAY IN THE LIFE</b> <b>GREEN FINGERS</b> <b>LIVE AND LET LIVE</b></p>	<p>Use knowledge of existing products to produce ideas -discuss</p> <p>Generate and develop design ideas through mock ups and prototypes.</p> <p>Use ICT to help with design projects <b>HOLIDAY</b> <b>OUR WORLD</b> <b>WHAT IT'S MADE OF</b></p>	<p>Use designs to show that products are fit for purpose and meet a range of requirements.</p> <p>Design products for a specific audience and consider individual requirements.</p> <p><b>ACTIVE PLANET</b> <b>INVESTIONS THAT CHANGED THE WORLD</b> <b>OLYMPICS (DESIGN TASK))</b></p>	<p>Begin to create own design criteria.</p> <p>Develop and make improvements to design ideas.</p> <p>Plan processes, materials and equipment needed to make the product <b>BRIGHT SPARKS</b> <b>TURN IT UP</b> <b>GATEWAYS</b></p>	<p>Use research to inform designs.</p> <p>Create and refine a logical plan.</p> <p>Use annotated sketches, cross-sectional planning and exploded diagrams.</p> <p>Use computer-aided designs</p> <p><b>GOING FOR GOLD</b> <b>WHAT PRICE</b> <b>PROGRESS</b> <b>FASCINATING FORCES</b></p>	<p>Make labelled drawings from different views showing specific features of products.</p> <p>Consider resources and costs when making design decisions.</p> <p>Refine design ideas by making prototypes from designs and refining them</p> <p><b>SPACE EXPLORERS</b> <b>SWITCHED ON</b> <b>GO WITH THE FLOW</b></p>
<b>Make</b>	<p>Manipulate materials to achieve a planned effect. · Use simple tools and techniques competently and appropriately.</p> <p>Experiment with colour, design, texture, form and function.</p> <p>Select tools and techniques needed to shape, assemble and join</p>	<p>Choose suitable materials /tools and explain choices.</p> <p>Describe what they are making and how it fits the purpose.</p> <p>Make suggestions as to what they need to do next.</p> <p>Use finishing techniques <b>BUILDINGS</b> <b>OLYMPICS</b> <b>A DAY IN THE LIFE</b> <b>GREEN FINGERS</b> <b>LIVE AND LET LIVE</b></p>	<p>Measure, cut and shape a range of materials using some accuracy.</p> <p>Join / shape materials and components in different ways – make choices about this. <b>OUR WORLD</b></p> <p>Choose suitable materials including textiles and explain choices. Refer to their characteristics</p>	<p>Select suitable tools and equipment, explaining choices in relation to required techniques of cutting, shaping, joining with refinement, finishing.</p> <p>Select appropriate materials, explaining how they are fit for purpose.</p> <p>Apply a range of finishing techniques with some accuracy. <b>ACTIVE PLANET</b> <b>INVESTIONS THAT CHANGED THE WORLD</b></p>	<p>Select suitable tools and equipment, explaining choices in relation to required techniques.</p> <p>Use tools and equipment accurately. Assemble, combine and join materials in different ways with some accuracy.</p> <p><b>BRIGHT SPARKS</b> <b>TURN IT UP</b> <b>GATEWAYS</b></p>	<p>Use techniques that involve a number of steps.</p> <p>Collaborate effectively to share expertise in making.</p> <p><b>GOING FOR GOLD</b> <b>WHAT PRICE</b> <b>PROGRESS</b> <b>FASCINATING FORCES</b></p>	<p>Consider functionality and aesthetics when choosing materials. Follow detailed step by step plans.</p> <p>Accurately measure, mark out, cut and shape materials/components.</p> <p>Accurately assemble, join and combine materials/ components. · Accurately apply a range of finishing techniques ·</p> <p><b>SPACE EXPLORERS</b> <b>SWITCHED ON</b> <b>GO WITH THE FLOW</b></p>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Evaluate</b>	Explore a variety of materials, tools and techniques. Discuss what has gone well and how a product could be improved. Adapt and improve products where necessary.	Evaluate their ideas and products against design criteria and intended purpose  Discuss key strengths and what they would do differently, or could do to improve it. <b>BUILDINGS</b> <b>OLYMPICS</b> <b>A DAY IN THE LIFE</b> <b>GREEN FINGERS</b> <b>LIVE AND LET LIVE</b>	Explore and evaluate a range of existing products considering their use, materials etc. <b>THE EARTH</b>  Express personal opinions in relation to existing products. <b>OUR WORLD</b>	Know how to Investigate and research a range of existing products.  Consider the views of others and use this to make improvements to their work.  Begin to explore key events and developments within design and technology. <b>ACTIVE PLANET</b> <b>INVENTIONS THAT CHANGED THE WORLD</b>	Research whether products can be recycled or reused.  Suggest alternative methods of making a product. ·  <b>LETS PLANT IT</b>	Investigate and analyse a range of existing products. Research and discuss how sustainable materials are. Understand how key events and individuals in design and technology have helped shape the world. <b>GOING FOR GOLD</b> <b>WHAT PRICE PROGRESS</b>	Use collaborative evaluations to make improvements to their work. ·  Evaluate their product against the original design specification and carry out appropriate tests. <b>SPACE EXPLORERS</b> <b>SWITCHED ON</b> <b>GO WITH THE FLOW</b>
<b>Technical Knowledge and skills</b>	Understand that different media can be combined to create new effects	Build structures, exploring how they can be made stronger, stiffer and more stable.  Explore and use levers, sliders, pin turns  <b>BUILDINGS</b>	Explore and use wheels and axles <b>A DAY IN THE LIFE</b>	Consider different ways to make products strong or reinforced  <b>ACTIVE PLANET</b> <b>INVENTIONS THAT CHANGED THE WORLD</b>	Understand and use electrical systems in their products (eg. series circuits incorporating switches, bulbs, buzzers and motors) Measure carefully to avoid mistakes. · Select appropriate tools and techniques. · levers and linkages) · <b>BRIGHT SPARKS</b> <b>TURN IT UP</b> <b>GATEWAYS</b>	Understand and use mechanical systems in their products – pulleys gears  <b>WHAT PRICE PROGRESS</b>	Apply their understanding of computing to program, monitor and control their products. <b>SWITCHED ON</b>
<b>Cooking and Nutrition</b>		Make choices about ingredients for a simple recipe Use the basic principles of a healthy and varied diet to prepare dishes	Understand basic food groups for health Follow a simple recipe  Understand where food comes from	Understand and apply the principles of a healthy varied diet.	Identify the features of a healthy, balanced diet.  ·	Understand, describe and apply the principles of a healthy and varied diet. Understand seasonality of foods	Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		SUPERHUMANS TREASURE ISLAND	A DAY IN THE LIFE	Demonstrate hygienic food preparation and storage.  (Food tech is not in any IPC topic so will need to be taught discretely)	Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.  (Food tech is not in any IPC topic so will need to be taught discretely)	identify food processing methods. · Name some types of food that are grown, reared or caught in the UK or wider world. ·  BEING HUMAN EARTH AS AN ISLAND OUT OF AFRICA	(Food tech is not in any IPC topic so will need to be taught discretely)
IPC Topics in black do not contain DT		BRAINWAVE X TREASURE ISLAND BUILDINGS PEOPLE OF THE PASTX DAY IN THE LIFE GREEN FINGERS LIVE AND LET LIVE OLYMPICS SUPER HUMANS	BRAINWAVES X TIME DETECTIVES X OUR WORLD WHAT IT'S MADE OF THE EARTH FLOWERS AND INSECTS X HOORAY HOLIDAY	BRAINWAVE X ISLAND LIFE X TEMPLES TOMBS X ACTIVE PLANET INVENTIONS OLYMPICS ON TAP X	BRAINWAVE X FOOTPRINTS X LAND SEA SKY BRIGHT SPARKS ICT X LETS' PLANT IT TURN IT UP GATEWAYS	BRAINWAVE X EARTH AS AN ISLAND WHAT PRICE PROGRESS AD900 X BEING HUMAN OUT OF AFRICA FASCINATING FORCES GOING FOR GOLD	BRAINWAVE X TIMETUNNEL X GO WITH THE FLOW SWITCHED ON SPACE EXPLORERS THE GREAT THE BOLD AND THE BRAVE X HOLIDAY SHOW
TIER 2 VOCABULARY		design, make, user, product, function planning, , make, user, purpose, ideas, product,	model, prototype, investigate, label, drawing ,planning, appealing	Innovative evaluate	Physical properties design criteria,	Annotated sketch functional,	Client Tolerance Authentic Renewable innovation, functionality automation
TIER 3 VOCABULARY			Axle Spindle chassis	Lever Gear Cam Mechanical device	Driver Follower Pulleys Fabricate - Using processes such as cutting, bending, joining and assembly to produce products.	annotate, Evaluate Conceptual stages	Prototype innovation, functionality automation



## Progression Document for PSHE

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Families and Relationships	<b>Areas for learning and development:</b> <b>Personal, social and emotional development:</b> Initiate conversations, attend to and takes account of what others say. Explain own knowledge and understanding, and ask appropriate. Ask questions of others. Take steps to resolve conflicts with other children. Develop confidence to speak to others about own needs, wants, interests and opinions. Describe self in positive terms and talk about abilities. Understand that own actions affect other people. Show awareness of the boundaries set, and of behavioural expectations in the setting.	Understand what a family is and who is in your family. Recognise that all friendships are different. Understand other peoples’ emotions and how they can be shown differently. Understand how to work and listen to others. Understand the friendship problems can be overcome. Understand what friendly behaviour is. Understand what a stereotype is and how it can be unfair.	Understand the role of the family in their lives. Understand families are all different. Recognise how people show feelings in different ways and learn strategies to respond. Understand some friendships can make us feel unhappy. Understand the conventions of courtesy and manners. Understand how loss and change can affect us. Understand how stereotypes can affect job/career choices.	Understand that all families love and support each other, and how to deal with issues that may arise. Develop strategies to overcome friendship problems. Understand what bullying is and how to deal with it. Understand different ways of communicating. Identify people we can trust and what to do if we don’t trust someone. Understand the importance of respecting peoples’ differences. Understand stereotypes are present in our lives – children’s toys/age.	Understand the importance of courtesy, respect and manners. Understand physical and emotional boundaries in friendships. Understand how my behaviour impacts others. Understand the impact of bullying and bystanders. Explore how fictitious characters can promote stereotypes. Understanding the term disability and stereotypes associated with the term. Understand that families around the world can be different. Understand the term bereavement.	Understand what makes a good friend and why friendships are important. Explore solutions to possible friendship problems. Understand the different types of marriage and its history. Understand the importance of self-respect. Understand that sometimes family relationships can make children feel unhappy. Understanding what could cause someone to become a bully. Understand the development of stereotypes and how gender stereotypes have changed over time. Understand how people are stereotyped by race and religion.	Understand how respect can be won and lost. Understand that respect is two way. Understand how to challenge unfair attitudes and beliefs. Understand how the media can promote stereotypes and that these can be negative. Understand how to resolve conflict through negotiation and compromise. Understand the process and emotions relating to grief.
		Understand and describe a range of feelings and emotions. Identify their own areas of strength and areas for personal development. Understand the effects of good quality sleep. Develop strategies for relaxation and why this is important.	Recognise and talk about their emotions and the emotions of others. Understand the benefits of physical activity and exercise. Develop a range of breathing techniques for relaxation. Identify achievable goals, based on their strengths.	Understand and plan for a healthy lifestyle. Develop a range of relaxation stretches. Explore their identity though hobbies, community and groups they belong to. Identify personal strengths and how they could impact others.	Identify things that make them feel calm and how this can help with relaxation. Develop a growth mind-set and understand that mistakes can be useful. Understand how their strengths could positively affect others. Identify things that are important to them and	Recognise why relaxation is important Understand the benefits of good quality sleep. Understand the purpose of failure Set short, medium and long term goals. Understand that we are responsible for our feelings and actions.	Identify long term goals and how to work towards them. Understand the importance of mindfulness techniques for relaxation. Understand the importance of taking ownership of their diet, health and hygiene.
Health and Wellbeing	<b>Physical development.</b> Eat a healthy range of foodstuffs and understands need for variety in food.						

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. <b>Understanding the world:</b>	Understand the importance of handwashing and hygiene. Understand the dangers of sun exposure and how to avoid the risks. Understand the term allergy and identify common allergens. Identify people in the local community who help keep me healthy.	Develop resilience by identifying strategies to manage difficult emotions. Understand what a healthy diet is. Understanding how to keep our teeth strong and healthy.	Understand that problems can be overcome by breaking issues into smaller goals. Identify the food groups which make up a balanced diet.	how this can influence their own happiness. Understand that people can feel a range of emotions. Identify that people can feel differently in different situations. Understand the term mental health and how to seek help.	Plan a range of healthy meals. Understand risks of sun exposure and take independence in staying safe.	Understand the impact of technology on mental and physical health. Identify strategies for developing resilience. Understand how to prevent becoming ill, and how to seek support. Understand habits can be healthy or unhealthy.
<b>Safety and the Changing Body</b>	Enjoy joining in with family customs and routines. Plays alongside other children who are engaged in the same theme.	Understand who the adults in school are and how to speak to adults in school. Understand what to do if we get lost. Understand what an emergency is and how to make emergency phone calls. Understand the difference between acceptable and unacceptable physical contact. Understand what is safe to go on or in the body. Identify common household hazards. Identify people in the community who keep us safe.	Understand what the internet is and how it can help us. Identify rules for staying safe online. Understand the difference between secrets and surprises. Understand the concept of privacy. Use the correct terminology for body parts. Understand about safe and unsafe touches. Understand how to keep safe near and on roads (pedestrian crossings).	Understand the role we can take in emergencies. Identify first aid response for: Stings Bites Understand the importance of being kind online. Recognise the signs of cyberbullying. Understand how to identify fake emails. Identify choices made by ourselves and others. Recognise things that influence our decisions. Develop understanding of staying safe on roads (zebra crossings).	Understand that age restrictions are designed to protect us. Understand the benefits and risks of sharing material online. Identify first aid response for: asthma Develop understanding of privacy and the difference between secrets and surprises. Understand that not all information on search engines is valuable. Recognise that change is part of growing up. Recognise the physical differences between children and adults. Understand the risks of smoking and the benefits of being a non-smoker	Understand some issues related to online friendships including the impact of their actions. Learn about staying safe online. Understand the physical changes during puberty. Understand the emotional changes in puberty. Understand the menstrual cycle. Identify first aid response for: bleeding Understand the influence others may have on us – smoking and alcohol.	Understand the risks of alcohol. Become a discerning consumer of information online. Understand that online relationships should be treated in the same way as face to face relationships. Understand the process of conception and birth. Understand the development of the baby during pregnancy. Understand how to help someone who is choking. Understand how to help someone who is unresponsive.
<b>Citizenship</b>		Understand the importance of rules.	Understand the importance of rules beyond school.	Understand the UN convention on the rights of the child.	Understand the Human Rights convention.	Understand what happens when the law is broken. Explore the links between rights and responsibilities.	Understand human rights, including the right to education.

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
		<p>Understand that animals have different needs and how to care for them.</p> <p>Begin to understand the needs of babies and young children.</p> <p>Begin to recognise ways in which we are the same and different to other people.</p> <p>Understand the range of groups people belong to.</p> <p>Begin to understand how democracy works.</p>	<p>Recognise the role people play in looking after the environment.</p> <p>Begin to understand the roles people have in the community.</p> <p>Recognise similarities and differences between people in the local community.</p> <p>Begin to understand how democracy works in school.</p> <p>Understand ways to share an opinion.</p>	<p>Understand the responsibilities of both children and adults to help all children benefit from their rights.</p> <p>Understand the environmental benefits of recycling.</p> <p>Understand the groups which make up the community.</p> <p>Understand that charities care for others and how people can support them.</p> <p>Understand how democracy works in the local area.</p> <p>Understand why we have rules and the consequences of breaking rules at school and home.</p>	<p>Understand how reusing items benefits the environment.</p> <p>Understand the role of groups in the wider community.</p> <p>Understand the contribution groups make to a community.</p> <p>Understand the value of diversity in a community.</p> <p>Develop an understanding of the role of local government.</p>	<p>Understand how reducing our use of materials and energy will help the environment.</p> <p>Understand how we recognise and value the contribution people make to the community.</p> <p>Recognise the role of pressure groups.</p> <p>Understand how parliament works.</p>	<p>Understand some environmental issues relating to food and food production.</p> <p>Understand how to show care and concern for others.</p> <p>Recognise prejudice and discrimination and learn how this can be challenged.</p> <p>Understand diversity and the value different people bring to a community.</p> <p>Understand how government works.</p>
Economic Wellbeing		<p>Understand what money is and where children get it from.</p> <p>Understand how to keep money safe.</p> <p>Understand that banks and building societies keep our money safe.</p> <p>Understand that we make choices about what to do with money.</p> <p>Understand jobs that exist in the school.</p>	<p>Understand what money is and where adults might get it from.</p> <p>Begin to understand the difference between wants and needs.</p> <p>Understand how saving can help to buy the things we want.</p> <p>Understand how banks look after money and the benefits of bank accounts.</p> <p>Understand that skills and interests will help someone decide what job to do</p>	<p>Understand the different ways to pay for things and why people might choose them.</p> <p>Understand how to put together a budget.</p> <p>Recognise that money has an impact on how we feel.</p> <p>Recognise how ethics can influence our spending decisions.</p> <p>Understand that there are a range of jobs available and to think about what job they might want to do.</p> <p>Understand that there are stereotypes in the workplace and these</p>	<p>Understand what makes something good value for money.</p> <p>Understand the importance of keeping track of money.</p> <p>Understand ways money can be lost and how this makes people feel.</p> <p>Understand that people's decisions about their careers can be influenced by a variety of things.</p> <p>Understand that many people will have more than one job or career.</p>	<p>Understand that a loan can be a way to pay for things but that it needs to be repaid.</p> <p>Understand income and expenditure and how to track money.</p> <p>Understand some risks associated with money.</p> <p>Understand how to put together a weekly budget.</p> <p>Understand that stereotypes can exist in the workplace but they should not affect people's career aspirations.</p>	<p>Understand attitudes and feelings around money</p> <p>Understand how to keep money in bank accounts safe</p> <p>Understand the risks associated with gambling</p> <p>Understand the range of jobs people might do</p> <p>Understand the different routes available into careers</p>

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
				should not limit people's career aspiration.			
Identity							Understand what factors contribute to identity. Understand gender identity and sexual orientation. Understand that the media manipulates images.
Tier 3 vocabulary	Friends, teachers, parents, sibling, grandparents, relatives, families, Safe, restrictions, online, trust, feelings, help, safe, unsafe, Behaviour, kind, polite, rules, sharing , Healthy, hygiene, care, unhealthy	Accident, Allergy , Banks and building societies , Democracy , Drug , Election , Emergency , Emotions , Environment , Germs , Goal, Growth mindset, Hazards , Identity , Ill (poorly), Medicine , Opinion , pedestrian, penis, Physical contact , Priority, Role , Rule , School council , Stereotype , testicles/testes, Trust , Unique , vagina , Volunteer , Vote , vulva		Act of kindness, Age restriction , Authority , Balance (bank), Bank statement , Barriers , Bereavement , Breasts , Budget, Bullying , Bystander , Cabinet , Charity , Communication , Community , Council , Councillor , Debit card, Diversity , Empathy, Genitals , Human rights , Law , Law , Local government , Mental health , Puberty , Qualification , Recycling , Resilience , Similar , Solve , Stereotype , Sympathy , Tobacco , United Nations/ UN ,		Bladder , Cervix , Clitoris , Conflict , Cyberbullying , Defendant , Discrimination , Egg/ova , Ejaculation , Erection , Expenditure , Fallopian tube , Freedom of expression Government , Gambling, Grief , Habit , House of Commons , Income , Internet trolling , Judge, Jury, Labia , Member of Parliament (MP) Menstruation/period , Nipples , Ovary/ovaries , Parliament , PIN, Pregnant , Prejudice , Pressure group , Prime Minister , Protected characteristics, Pubic hair , Scrotum , Sperm duct , Trial, Urethra, Uterus , Vaccination, Wet dreams , Womb	