

PROGRESSION OF SKILLS

		Year Group: 6					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Down With Darwin		Non-European Civilisation (Mayans)		Raging Rivers	
Values		<p>Wisdom – history – Voyage of the Beagle – settlements – Physical Geography– biomes – human geography – compare cities and what they produce – how natural resources have been used to shape/develop different countries/cities – Galapagos Islands</p> <p>Bravery/Self Belief/Honesty – Scientists and Philosophers – Darwin/ Mary Anning/ Robert Fitzroy – Journey to discoveries. Standing up for what they believe in.</p> <p>Happiness – Encouraging children to enjoy their learning and appreciate what they have taken from each lesson –Art and music – explore and develop new skills linked to our topic.</p>		<p>Wisdom – history – origins of cities/ empires – settlements – invaders – Physical geography – biomes / habitats– human geography – compare cities to our own and what they produce – how natural resources have been used to shape/develop different countries/cities</p> <p>Happiness – Encouraging children to enjoy their learning and appreciate what they have taken from each lesson to encourage reflection and to focus progress.</p> <p>Art and music – explore and develop new skills linked to our topic.</p> <p>Bravery/Self Belief/Honesty – Maya Myths and legends - Rain maker, - creation stories,</p>		<p>Wisdom –geography – settlements and land use – journey of a river – water cycle</p> <p>Happiness – Encouraging children to enjoy their learning and appreciate what they have taken from each lesson – thought bubbles.</p> <p>Honesty – Sharing ideas –what we didn’t know to focus learning.</p>	
Concepts		<p>evolution</p> <p>animals including classification and features</p> <p>inheritance</p> <p>habitats</p> <p>society</p> <p>religious beliefs</p> <p>scientists and philosophers</p> <p>world geography – oceans and continents</p> <p>climate</p> <p>human and physical geography</p> <p>time</p> <p>pollution</p> <p>ecosystems</p> <p>conservation</p> <p>primary and secondary sources</p>		<p>time</p> <p>time zones</p> <p>(ancient) civilisation</p> <p>religious beliefs</p> <p>myths/creation stories</p> <p>social structure (hierarchy)</p> <p>monarchy</p> <p>primary and secondary sources</p> <p>numerical systems</p> <p>language – glyphs</p> <p>biomes/habitats</p> <p>empire</p> <p>conquest – invaders</p> <p>architecture</p>		<p>settlement</p> <p>land use</p> <p>evaporation, condensation, precipitation, convection</p> <p>ecosystems</p> <p>conservation</p> <p>physical geography – erosion, deposition, rock science</p> <p>transport</p> <p>trade (import/export)</p> <p>economics</p> <p>natural resources (minerals)</p> <p>energy sources</p>	
Languages	Context	<p>Who Lives Where?- To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of talking about where people live.</p> <p>To appreciate stories, songs, poems and rhymes in the language; in the context of finding out where people live.</p> <p>I Go to School to Learn- To present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town</p> <p>Where Is the Library? - To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of discussing French towns.</p> <p>To describe people, places, things and actions orally and in writing; in the context of exploring maps.</p>	<p>Maths-To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics</p> <p>Ordinal Numbers- to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of exploring ordinal numbers.</p> <p>Welcome to My Home!-To listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone’s home.</p>	<p>Shopping Conversations- Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopping conversation.</p> <p>At the Shops- Understand basic grammar rules appropriate to the language being studied, how to apply these, in the context of describing the positions of shops</p> <p>Clothes - Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes.</p>	<p>French Money- Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.</p> <p>Shopping Lists -Read carefully and show understanding of words, phrases and simple writing, in the context of calculating costs from shopping lists.</p> <p>A Shopping Experience- Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.</p>	<p>O’Clock, Half Past, Quarter Past, Quarter To- Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <p>a.m. and p.m.- Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of conjugating verbs.</p> <p>5-Minute Intervals - Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p>	<p>24-Hour Times- Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <p>At the Airport- Read carefully and show understanding of words, phrases and simple writing; in the context of reading arrival and departure boards.</p> <p>The School Week - Read carefully and show understanding of words, phrases and simple writing; in the context of reading a school timetable.</p>
	Skills	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar

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		<p>written material, including through using a dictionary</p> <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>written material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>written material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>written material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>written material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
Physical Education	Context	<p>Tag Rugby</p> <p>Warm up checks- hands on heart to feel heart rate, checking breathing rate should have increased, checking temperature of body and to understand how physical activity impacts on my body.</p> <ul style="list-style-type: none"> Learning to pass with the correct technique (backwards and sideways only) Attacking and defending using the tags. Special awareness within a game situation Understanding of game rules 	<p>Gymnastic</p> <ul style="list-style-type: none"> Rolls- pencil, log, egg, teddy bear roll and a complete forward roll and backward roll. Jumps- pencil, star, tuck, half turn, full turn, stag leap, cat leap and spinning leap. Balances - complex point and patch balances, partner and group balances, point balance (Y6 only) head stand- increased difficulty and working within larger groups. Linking more complex moves together with continuity and fluidity. 	<p>Dance</p> <p>Break Dance</p> <ul style="list-style-type: none"> Composing movements as a class and in small groups and also as an individual (Y6). Tall and small movements thinking about body position. Moves- top rock, back rock, CC's, helicopter, figure of 4 and 8. 	<p>Tennis</p> <p>Net and Wall- to have a secure understanding of the rules of tennis- ball can only bounce once and no double hits, to understand the rules of the court marking.</p> <ul style="list-style-type: none"> Forehand shot towards a partner with one bounce. Partner to return the ball to the opposite player consistently to keep up a rally. Back hand- drop the tennis ball and then hit the ball in an accurate forward direction, intending to keep the ball within the court markings. Volley- performing an accurate volley with no bounces. Serve- to serve the ball accurately to their partner within the court lines. 	<p>Cricket</p> <ul style="list-style-type: none"> Striking a ball off a cricket tee for a partner to retrieve, striking a moving ball. Catching and retrieving a ball in the long barrier position. Bowling- using the correct technique with once bounce towards the wickets using a (Y6 marking own) run up and the correct arm technique of clock face to realise the ball. Scoring- learn the scoring system to allow pupils to manage their own games. 	<p>Athletics</p> <ul style="list-style-type: none"> Throwing- from a run up, throwing a foam javelin using the correct technique. Shot put- use the correct technique safely and accurately releasing the shot-put. Y6- rotating, Discus- Perform a correct discus swing action. Jumping- using a long run up, taking off on one foot, hit the take-off board and land safely and accurately on two feet. Triple jump- Perform a hop, skip and a jump accurately and with pace. Sprinting- using correct techniques, keeping head still, looking forward, using running arms, correct knee lift and running of the balls of their feet. Evaluating team members sprinting technique. Relay Practice- practise handing over the baton when sprinting, communicating to your team mate when you want them to go- using commands 'go' and 'hand'.
	Skills	<ul style="list-style-type: none"> use running, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through gymnastics. 	<ul style="list-style-type: none"> perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> play competitive games, modified where appropriate for tennis use throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> use throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance for athletics.
Music	Context	<p>Perform – perform from memory with confidence, take turns to lead a group, sing a harmony or a melody and maintain their own part.</p>	<p>Perform – perform from memory with confidence, take turns to lead a group, sing a harmony or a melody and maintain their own part – songs linked to Carol Service.</p>	<p>Understand the history of music – recognise, analyse and evaluate the modern period, including John Williams film music. Describe – to accurately describe and appraise the music using a wider range of music vocabulary.</p>	<p>Understand the history of music – recognise, analyse and evaluate the modern period, including John Williams film music. Describe – describe how lyrics often reflect the cultural context and have social meaning (e.g. Bob Marley – social problems).</p>	<p>Compose – compose simple melody on tuned instruments to create an effect (e.g. storm, carnival atmosphere, lazy day on the beach) as part of a group. Transcribe – transcribe music onto manuscript using correct notation values, time signature and dynamics.</p>	<p>Compose – compose simple melody on tuned instruments to create an effect (e.g. storm, carnival atmosphere, lazy day on the beach) as part of a group. Transcribe – transcribe music onto manuscript using correct notation values, time signature and dynamics.</p>
	Skills	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history 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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history 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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history 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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history 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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history 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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p>

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<p>Religious Education</p>	<p>Context</p>	<p>What is your creed? Explore the idea of a personal creed. A small set of fundamental beliefs which guide one’s life. Examples of creeds, eg. John Maysfield’s creed, the Olympic creed, 1 Cor 15:3-4, the Apostle’s creed. What is your creed? What things really matter to you? Why? 10 commandments Story- parables (New Testament)</p>	<p>Why is the Qur’an called Holy? Revisit the story of Muhammad’s Night of Power. The belief that Muhammad received revelation. Muhammad as the last of a long chain of prophets. Humankind’s history of forgetting God. How is this similar to or different from Christian beliefs about Jesus and the Bible? Christmas - about peace and goodwill to all people. A time to avoid argument/conflict. 1914 The first Christmas in the trenches.</p>	<p>Why do Jews celebrate the Sabbath? Revisit earlier work on Judaism. The Sabbath as a break from surviving to celebrating life. Embracing life in food, song, dance and drink. The story of “The fox and the grapes.” How the Sabbath is celebrated. Why do Jews celebrate the Sabbath? Muslim family life. Food, clothing. Is it religion or culture?</p>	<p>Why Jesus is called “The Saviour”? Jesus as Lord and Saviour – what does this mean? Aslan – the Saviour who tricked the White Witch and saved Narnia from “endless winter”. Something had gone wrong “The fall of Adam and Eve”. The world was corrupt. What could save humans? God entered into the world to put right what had gone wrong. The incarnation. The Word was made flesh. Encourage the pupils to explore their own views.</p>	<p>Why go on pilgrimage? Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. “The shoe-maker’s pilgrimage.” Seeking God’s forgiveness. The Haaj Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure?</p>	<p>What do you think God is like? God in Christian art? Michelangelo’s “Sistine chapel”, William Blake’s “Ancient of Days” Pupils to explore their ideas about God. Why do some religions never try to paint or represent God? What questions about God are important or which you wonder about? Is God real? Is it right to wonder why God doesn’t show himself? Does God show himself? Does God just sit back and watch? Does he answer prayers?</p>
	<p>Skills</p>	<ul style="list-style-type: none"> learn about New Testament stories Parables Pupils should be encouraged to enquiry Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. Pupils should learn about some major Christian beliefs – Apostles creed, Jesus the Saviour. Pupils should learn about beliefs associated with living a Christian life, for example, a Christian life is a life lived in relationship with God, it involves a commitment to the welfare of others, forgiveness, love and charity. <ul style="list-style-type: none"> Pupils should learn about the Bible as the holy book of Christianity. Pupils should explore the Christian belief that the Bible is ‘holy’ and that individuals have received divine revelation or have been divinely inspired. Pupils should explore the idea of literal and non-literal or symbolic interpretation of scriptural passages. 	<ul style="list-style-type: none"> Pupils should also learn about stories associated with at least one other religious tradition. Islam – Night of Power Judaism – The Story of the Fox and the Grapes. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons Pupils should learn about Christian festivals – Easter and Christmas and the Christmas Truce. Pupils should also learn about the leader of religion in at least one other religious tradition–Muhammad. Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent. Pupils may explore the life and work of an individual in the local community who may work or volunteer their time and energy to the disadvantaged, or a ‘good cause’ either locally or abroad. Pupils should explore in what way this person’s life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them – Paul Willmott/ Open the Book Pupils should also learn about the holy book or scriptures associated with at least one other religion- Islam and Qu’ran, Judaism - Torah. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent. 	<ul style="list-style-type: none"> Pupils should also learn about some central beliefs associated with at least one other religion Islam – 5 Pillars, sacred texts. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. 	<ul style="list-style-type: none"> Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Creation Story, Adam and Eve, Moses and the Ten Commandments. Into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. Pupils should learn about Christian worship – Bible, Cross, Crucifix. They should be taught to support their views or beliefs making use of reasons which are clear and cogent. Pupils might explore the belief that Easter was a victory when good triumphed over evil. Pupils should learn about Jesus of Nazareth as the founder of Christianity. They should also have been taught about Christian beliefs about Jesus, for example, that Jesus was the Saviour and that Jesus is the second person in the Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit. 	<ul style="list-style-type: none"> Pupils should also learn about worship in at least one other religious tradition Islamic artefacts – photos, clothing, food, Mecca. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent. <ul style="list-style-type: none"> Pupils should also learn about festivals in at least one other religious tradition - Islam and Eid. Pupils should also learn about some central beliefs associated with at least one other religion Islam – 5 Pillars, sacred texts 	<ul style="list-style-type: none"> Types of prayer like praising (devotional) prayer, asking (petitionary) prayer may be revisited in Key Stage 2 in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be – Does God answer prayers?.

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History	Context	Historical events: Darwin’s voyage of the Beagle, including diary entries. Mary Anning		Historical Hobbies: Leisure activities from 1066 to present day compare and contrast; look at primary and secondary sources; create timelines of key events Normans: feasting Tudors: sports and theatre Georgians/Victorians: curiosities 20 th century: computer games	The Mayan Civilization To discover facts about the Maya Civilisation. To consider similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods and design your own. To look at the Maya number system. To find out what Maya people grew and ate. To locate the ancient Maya Cities. To find out what we know about the Maya from the drawings of Frederick Catherwood. Consider what we know about Chichen Itza and use the information to create a leaflet for tourists.		
	Skills	<ul style="list-style-type: none"> A chronologically secure knowledge and understanding of British and world history Establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources– Primary and secondary i.e. artefacts, diaries, letters, newspaper articles. 		<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Pupils should continue to develop:</p> <ul style="list-style-type: none"> A chronologically secure knowledge and understanding of British and world history Establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources– Primary and secondary i.e. artefacts, diaries, letters, newspaper articles. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. 	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 A chronologically secure knowledge and understanding of British and world history Establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources– Primary and secondary i.e. artefacts, diaries, letters, newspaper articles. Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content 		
Geography	Context	Map work: the voyage of the Beagle (including equator, tropics and key places) physical geography of the Galapagos Islands			Map work on Central America (Mayan civilization) – physical geography and historical settlements.	Raging Rivers: upper course including waterfalls Middle course including meanders and flood plains Lower course including estuaries) River settlements in the UK – human geography OS map work Water Cycle Field study of local river (Cotwall End Nature Reserve)	
	Skills	<ul style="list-style-type: none"> locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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					<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
Design and Technology	Context		<p>Down with Darwin T-shirt design Research: internet research of t-shirt designs Talk with Voodoo Street First Designs Market research Final design Make and print Evaluate</p>		<p>Cooking – Mexican food</p>	<p>Some kind of link to rivers (need to investigate the resources before decisions are made)</p>
	Skills		<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 		<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. (no kit in school Sally and Ruth to investigate) apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Computing	Context	Dunfield PowerPoint	<p>Coding – Purple Mash Vocab: selection, sequence and repetition Turtle Crossing Road and Feed the Duck Evaluate the coding – where is the selection, sequencing and repetition?</p>	<p>Coding – Scratch Depending on children’s ability, focus on input/output (use cameras, microphones to record images/sound) and on creating variables – scoring system on a game.</p>	<p>Blippit App Maker Create a quiz for a topic of their choosing. Work in groups (searching responsibly)</p>	<p>Controlling Physical Systems http://www.bbc.co.uk/education/clips/z2qxhyc http://www.bbc.co.uk/guides/zxjsfg8 Robot Obstacle Course - http://www.oms.edu/tech/activities.php#</p> <p>What are computer networks and how are they used in the real world? Computer-based diagram to illustrate? identify a range of ways to report concerns: adults, block users Strangers online, privacy settings, trustworthy websites, fake news.</p>
	Skills	<p>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 (PowerPoint) systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p>	<p>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 (Blippit), systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>understand computer networks including the internet and the opportunities they offer for communication and collaboration</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (Evaluating digital content, reporting concerns and privacy settings).</p>
Art and design	Context	<p>Portraits: self portraits Parents’ portraits Picasso portraits copy/half-and-half Picasso inspired self portrait</p>		<p>Maya Masks Research, design and make a Maya mask.</p>		<p>River Art – small canvases and acrylic research existing art work linked to rivers – different styles including abstract</p>
	Skills	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, pain] about great artists and designers in history Picasso. 		<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example,</p>		<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil,</p>

PROGRESSION OF SKILLS

				pencil, charcoal, paint – rivers and gouache or acrylic on canvas]		charcoal, paint – rivers and gouache or acrylic on canvas]	
Science	Context	<p>Evolution and Inheritance Inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance. Inheritance/inherited traits and how that leads to variation</p> <p>Adaptation Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. key ideas and scientists lined to evolution plant and animal adaptations</p> <p>Theory of Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.</p> <p>Evidence for Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals.</p> <p>Evidence for Evolution: Humans Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.</p> <p>Adaptation, Evolution and Human Intervention Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.</p> <p>Study of Darwin and the Beagle – scientific exploration of the Galapagos Islands Including watching David Attenborough’s fascinating documentary)</p>	<p>Living Things and their Habitats</p> <p>Curious Creatures To 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 by finding out the system for classification.</p> <p>Microorganisms To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including microorganisms, plants and animals.</p> <p>More about Microorganisms To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>categorising plants, animals and micro-organisms by observable features Look at formal Linear system for grouping animals mould experiment</p>	<p>Animals including Humans</p> <p>The Circulatory System: Parts To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram. .</p> <p>The Circulatory System: Functions To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work.</p> <p>Transporting Water and Nutrients To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.</p> <p>Healthy Lifestyle To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle.</p> <p>Exercise Investigation To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.</p> <p>To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs. To report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.</p> <p>Impact of Drugs and Alcohol To recognise the impact of drugs on the way their bodies function in the context of drugs and alcohol. To identify scientific evidence that has been used to support or refute ideas or arguments in the context of changing attitudes to smoking.</p>	<p>Light</p> <p>How We See To recognise that light appears to travel in straight lines by creating a model of light travelling. To 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 by creating a model of light travelling. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by creating a light documentary.</p> <p>Reflecting Light To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection. To 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 by creating a periscope and explaining how it works. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by creating a periscope and explaining how it works.</p> <p>Refraction To recognise that light appears to travel in straight lines by investigating refraction.</p> <p>Spectacular Spectrum To recognise that light appears to travel in straight lines by exploring prisms and creating colour wheels.</p> <p>Seeing Colours To 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 by investigating how we see colours. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by investigating how we see colours.</p> <p>Shadow Theatre To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them by performing a shadow puppet show about Isaac Newton. To identify scientific evidence that has been used to support or refute ideas or</p>	<p>Electricity</p> <p>It’s Electrifying Identifying scientific evidence that has been used to support refute ideas or arguments in context of major discoveries made by scientists in the fields of electricity.</p> <p>Circuit Symbols Use recognised symbols when representing a simple circuit in a diagram by observing and explaining the effects of different volts in a circuit.</p> <p>Volts Associate brightness of a lamp or the volume of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effects of different volts in a circuit.</p> <p>Electricity Investigation (Part 1) Compare and give reasons for variation in how component functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary by investigating the relationship between wire length and the brightness of bulbs or the loudness of buzzers.</p> <p>Electricity Investigation (Part 2) Compare and give reasons for variation in how component functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting finding from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations by conducting an investigation, presenting and report findings on the effect of wire length on the brightness of bulbs or the loudness of buzzers.</p>	<p>Scientist and Inventors</p> <p>Stephen Hawking To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of Stephen Hawking and his findings on black holes.</p> <p>Libbie Hyman To give reasons for classifying plants and animals based on specific characteristics in the context of Libbie Hyman’s work on classifying vertebrates and invertebrates.</p> <p>The DNA Race To identify scientific evidence that has been used to support or refute ideas or arguments in the context of the race to discover the structure of DNA.</p> <p>Alexander Fleming To record data using scatter graphs in the context of Fleming’s discovery of penicillin.</p> <p>Mary Leakey To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of Mary Leakey’s fossil findings in the Olduvai Gorge.</p> <p>Steve Jobs To use recognised symbols when representing a simple circuit in a diagram in the context of the invention of Apple computers and the life of Steve Jobs.</p>

PROGRESSION OF SKILLS

		Whale evolution Mary Anning What are fossils and what do they			arguments by performing a shadow puppet show about Isaac Newton.		
	Skills	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> describe the changes as humans develop to old age identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram 	