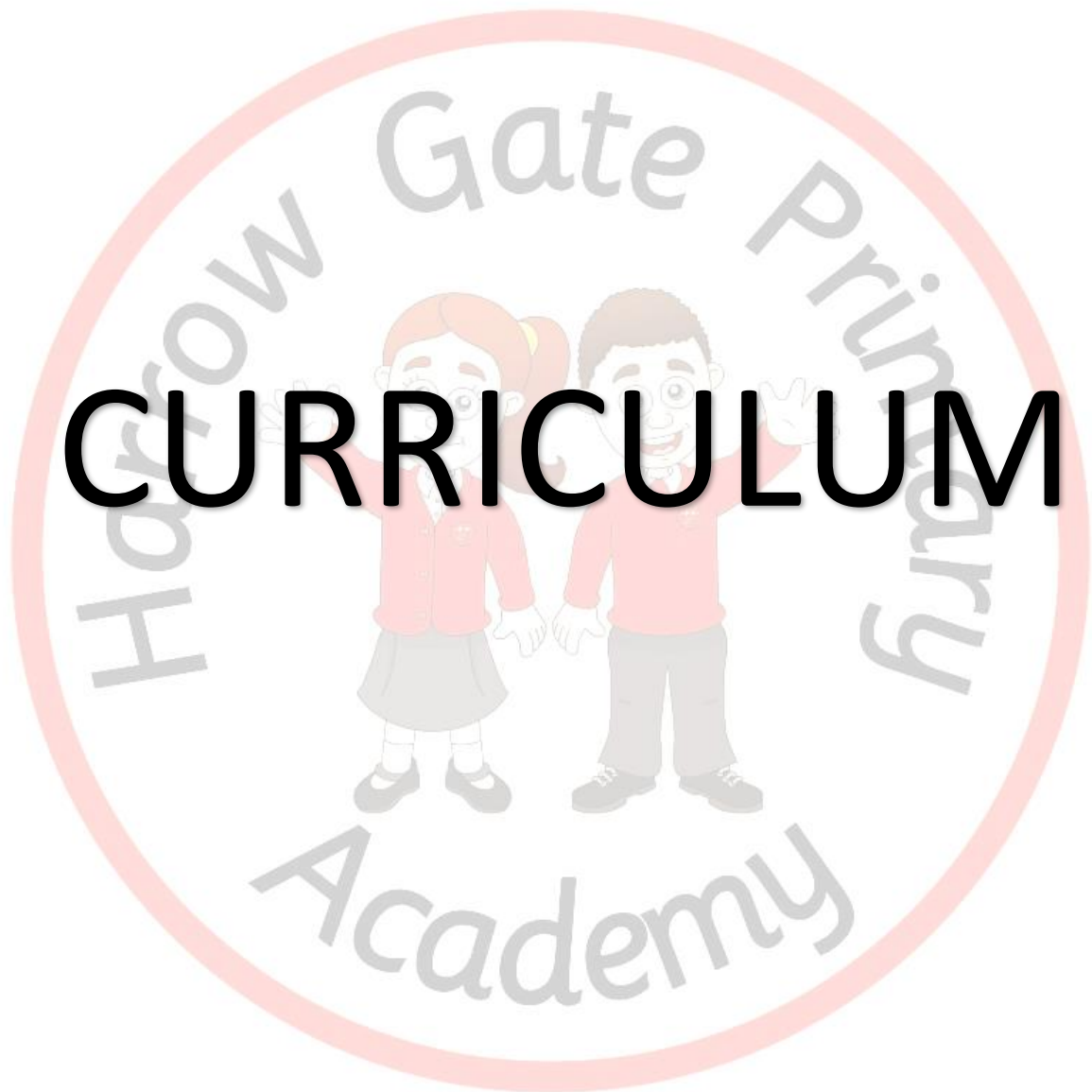


HARROW GATE PRIMARY ACADEMY

CURRICULUM



Created by: Vicky Galt

Date Reviewed: September 21

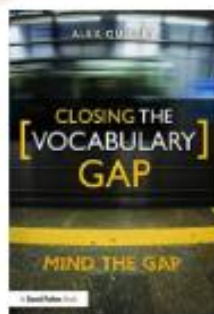


Theory of Learning

All adults in school understand how children absorb, process, and retain knowledge during learning. HPGA staff recognise how cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.



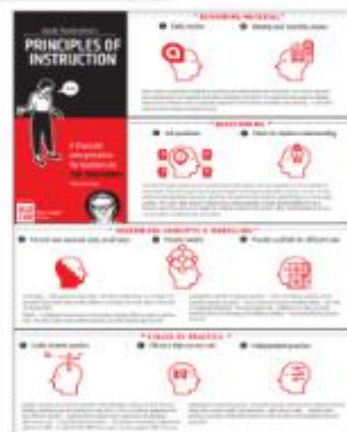
Our curriculum strives to improve the cultural capital of our children.



Vocabulary:
"The limits of my language means the limits of my world"

Ludwig Wittenstein 1921

Language is at the heart of our curriculum. We are committed to reducing the word gap throughout school.



Taught sessions are designed using Rosenshine's Principles of Instruction. HPGA regard this as the best, most clear and comprehensive guide to evidence-informed teaching.



KNOWLEDGE: Our curriculum is built on the principals of Declarative and Procedural knowledge.
Declarative - to know **that**
Procedural - to know **how**



Memory:
Our curriculum aims to improve long term memory. 'If nothing has been changed in long-term memory, nothing has been learned' Kirschner, Sweller and Clarke



Building on prior learning & learning links:

In our curriculum new learning is constructed on prior knowledge. Learning is semantic and the curriculum enables the children to build on a firm foundations.



Progress in all subjects:
The curriculum is built upon a progress model that ensures that the children develop and improve their declarative and procedural knowledge in all subjects.



Evolution:
Our curriculum is designed to meet the changing needs of both our children and our world. Our curriculum is reviewed yearly and evolves to ensure authenticity, relevance and freshness!



Community:
Our curriculum success is dependent on the community we serve. We continue to foster positive relationships with parents and carers as we learn together.

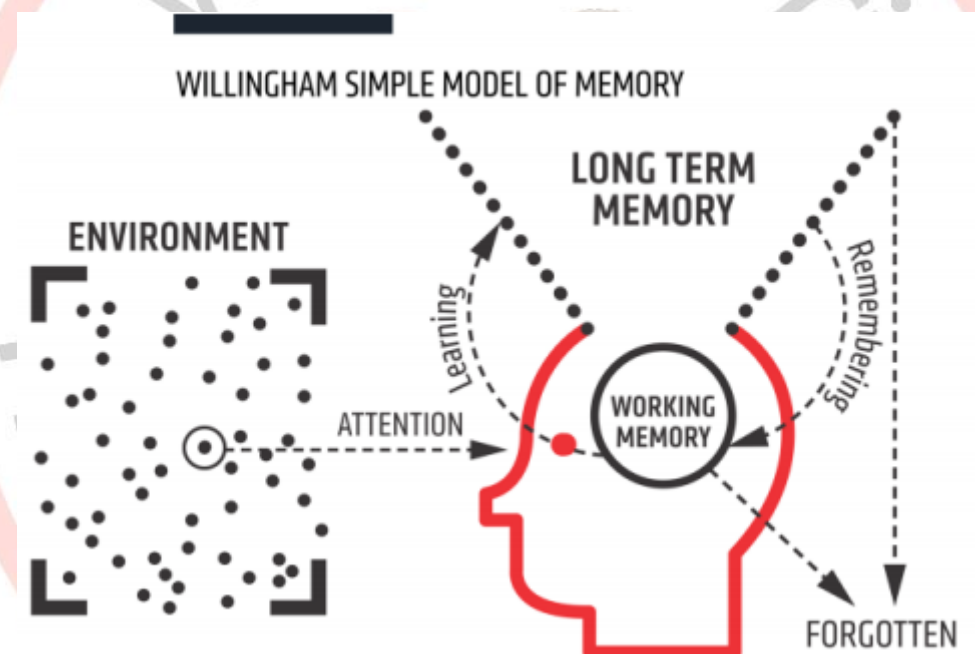
Harrow Gate Primary curriculum – **KNOWLEDGE**

Pupils need to know stuff and the minimum standards for that stuff are expressed in the National Curriculum documents for each subject. At Harrow Gate we have designed a curriculum that enables children to acquire knowledge, interrogate this knowledge and discuss it all through their school life.

Knowledge is categorised by: Declarative Knowledge and Procedural knowledge.

Declarative Knowledge refers to facts or information stored in the memory that is considered static in nature. Declarative Knowledge also referred to as conceptual, propositional or descriptive knowledge, describes things, events, or processes, their attributes, and their relation to each other.

Procedural Knowledge refers to the knowledge of how to perform a specific skill or task, and is considered knowledge related to methods, procedures, or operation of equipment. Procedural knowledge is also referred to as Implicit Knowledge, or know-how.

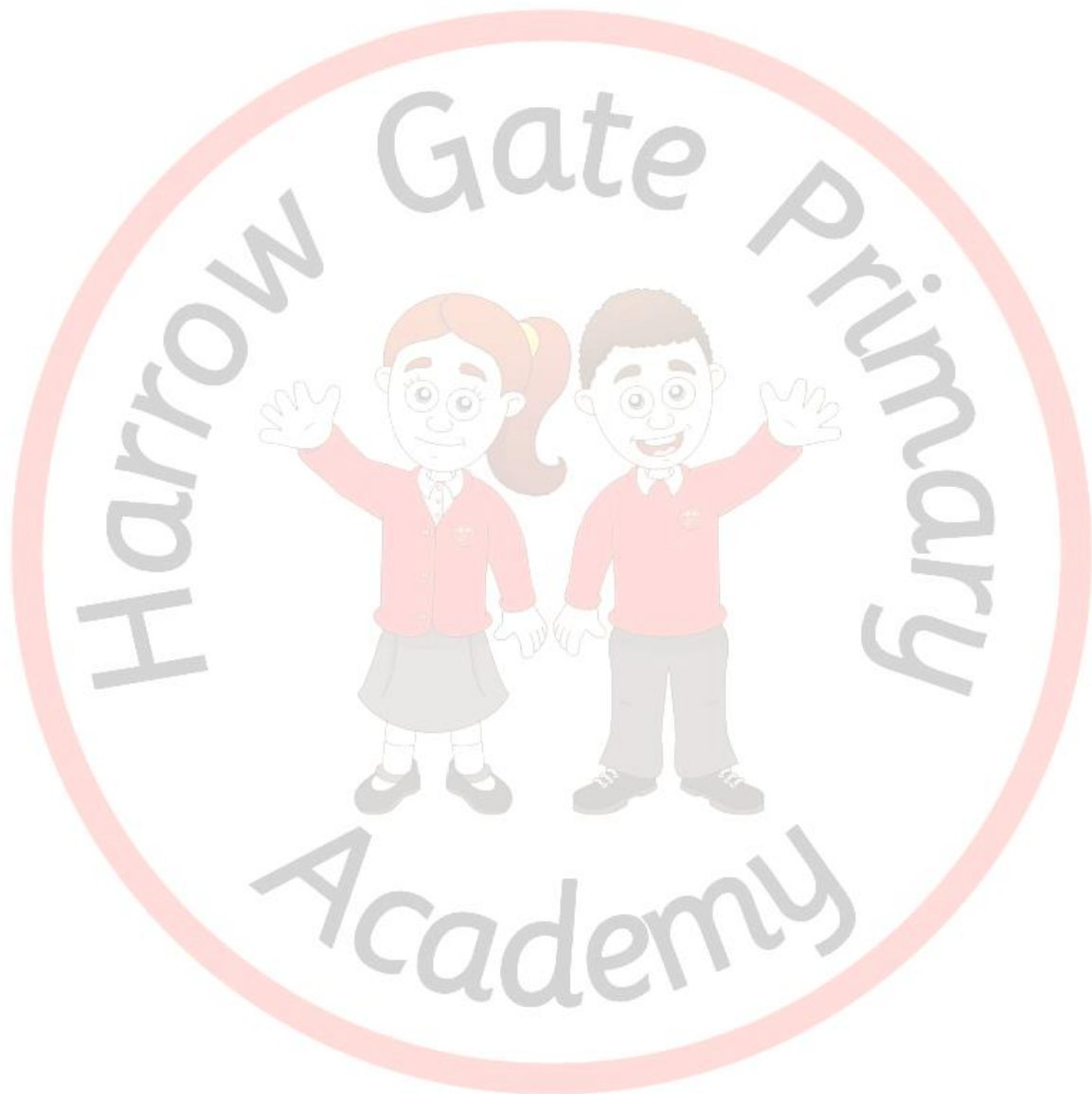


<https://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps>

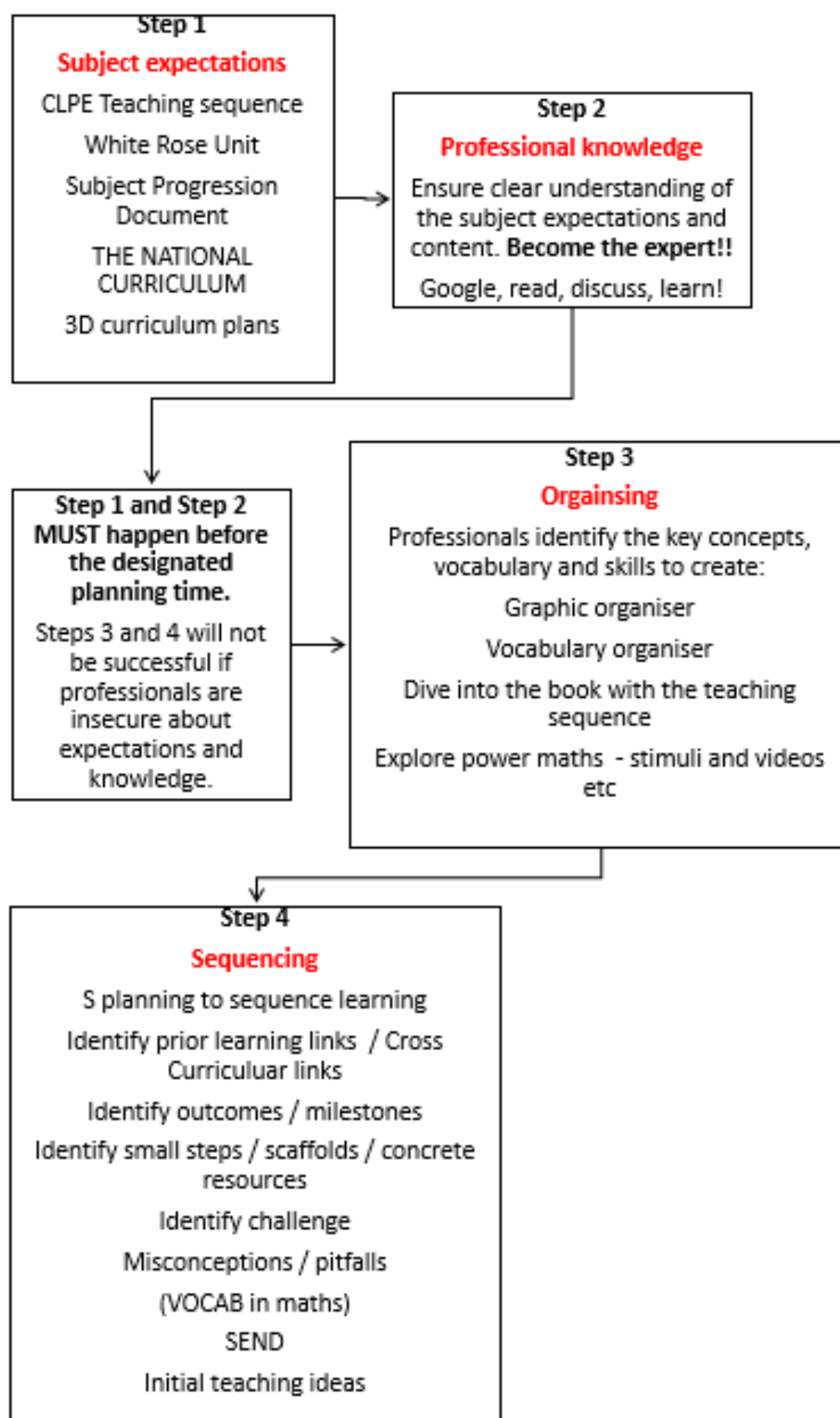
At Harrow Gate we are proud of our community, realising all of the knowledge from our local area and environment is mapped into all aspects. Children at Harrow Gate increase their lexicon beyond their immediate influences through the careful planning of every teaching and learning opportunity. Not only knowing many words, but also knowing the meaning of those words. The children acquire an understanding of subtle differences in meaning between similar words, which in turn expands their ability to think in a more nuanced way.

We hope that our curriculum has been designed to be inclusive and challenge longstanding biases and omissions that limit how we understand politics and society.

An inclusive and non-Eurocentric curriculum is something we strive for yet we have a lot to learn! We acknowledge that this must be more than the 'token' inclusion of BAME authors in our canon, library and classrooms, but an underlying transformation from a culture of denial and exclusion to a consideration of different traditions of knowledge.



Planning process at Harrow Gate Primary Academy



ENGLISH CURRICULUM

Literacy opens greater opportunities in life and extends life expectancy. The findings outlined in the 2018 Literacy and Life Expectancy report by the National Literacy Trust has ensured that at Harrow Gate Academy there is a strong focus on all children achieving the expected standard or higher in all areas of English.

“A boy born in Stockton Town Centre has a life expectancy of 64 years; 26.1 years shorter than a boy in North Oxford”

Literacy and Life Expectancy 2018 (p.27).

English teaching is at the heart of the Harrow Gate Academy curriculum and all taught English sessions follow The Centre for Literacy in Primary Education's Power of Reading rationale and teaching sequences. This ensures that our children are given the opportunity to read a wide and diverse range of high quality texts and use their developing encoding skills to write in a variety of ways across the whole school curriculum.

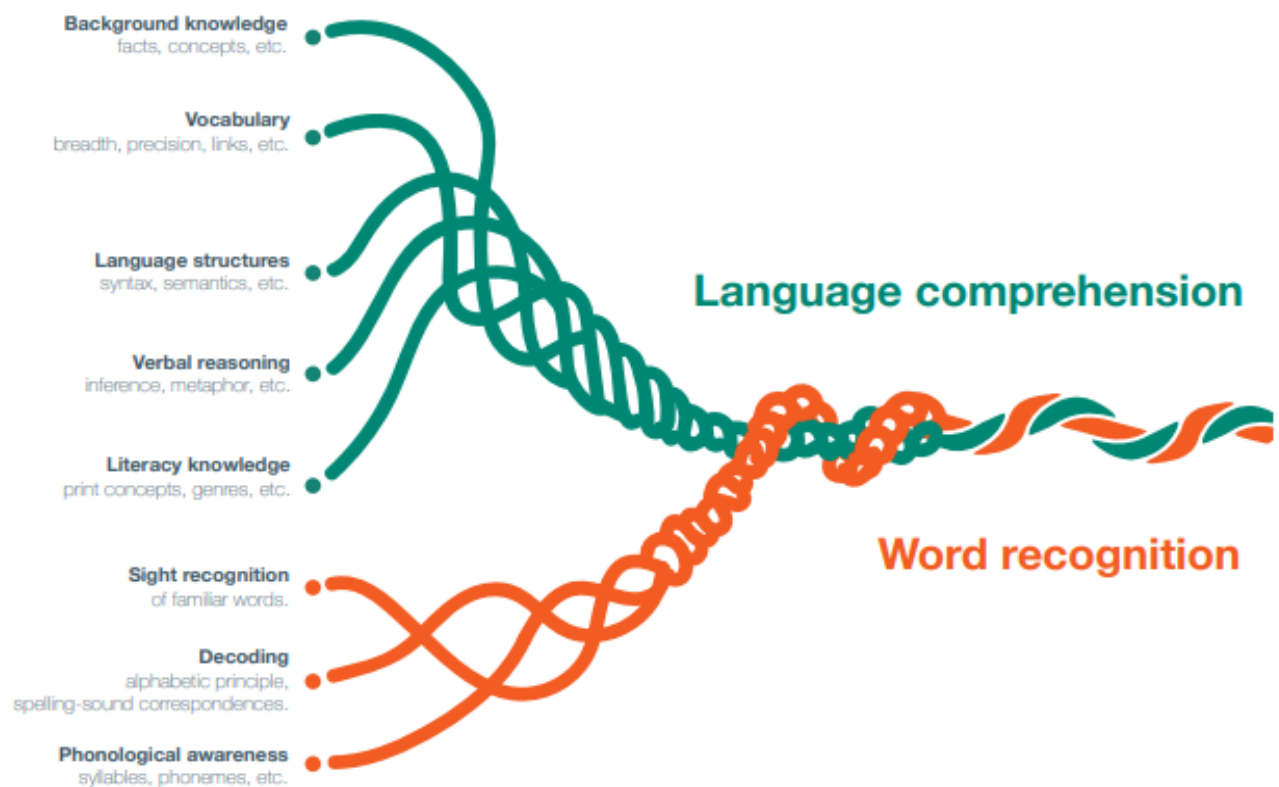
Our English curriculum is designed around the use and shared appreciation of high quality texts which continuously support children's developing reading and writing skills, and identity. Children's implicit and explicit knowledge of language, vocabulary and grammar is continually stretched through the quality, breadth and range of texts being read aloud, reread, discussed and performed.



Through social engagement around high quality texts and through the rich discussions which ensue, children are able to think increasingly about the pragmatic choices made by professional writers and the effect those choices might have upon the reader and are then able to emulate this in their own work.

We also use the Scarborough Reading Rope to direct the design of our English curriculum; ensuring that consideration has been given to each strand at every stage of the children's development.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING?



Background Knowledge:

- Our HGPA Curriculum has been designed to improve and enhance background knowledge as our children progress through school.

Vocabulary:

- We use vocabulary organisers to facilitate the explicit pre teaching of tier and two and three words as we try to improve the HGPA lexicon. These words are extended with activities in word class, synonymy, homonymy and collocation. Vocabulary organisers are also shared with parents and carers to encourage extending words knowledge with the wider community.

Language Structures:

- Our judicious and consistent use of high quality texts ensure that children are exposed to sophisticated syntactic structures. They hear these daily and replicate them in both their booktalk and their written work.

Literacy Knowledge:

- Literacy knowledge grows through our dedication to 'reading for pleasure', well stocked classroom book areas, library time, daily ERIC time and the investigation of multi modal primary and secondary sources across the wider curriculum.

Sight Knowledge:

- We ensure that the explicit teaching of sight words is a priority; ensuring that spelling-to-sound irregularity does not hinder progression in reading and spelling as children master the reading and writing of the alphabetic system.

Decoding and Phonological Awareness:

- A rigorous and robust programme of systematic synthetic phonics is taught from EYFS. Grapheme-phoneme correspondence and synthetisation is taught early to ensure that children achieve success in their early reading.

Time is made in the week for handwriting, phonics/spelling, visits to the school library, individual reading and hearing a class reader. Children will also be given time to read a variety of books during the week during ERIC Time, and teachers and other adults will spend time hearing children read these books (see HGPA Reading Continuum for specific details broken down into year group expectations). Children are expected to apply the key skills of reading, writing and oracy across the whole curriculum.

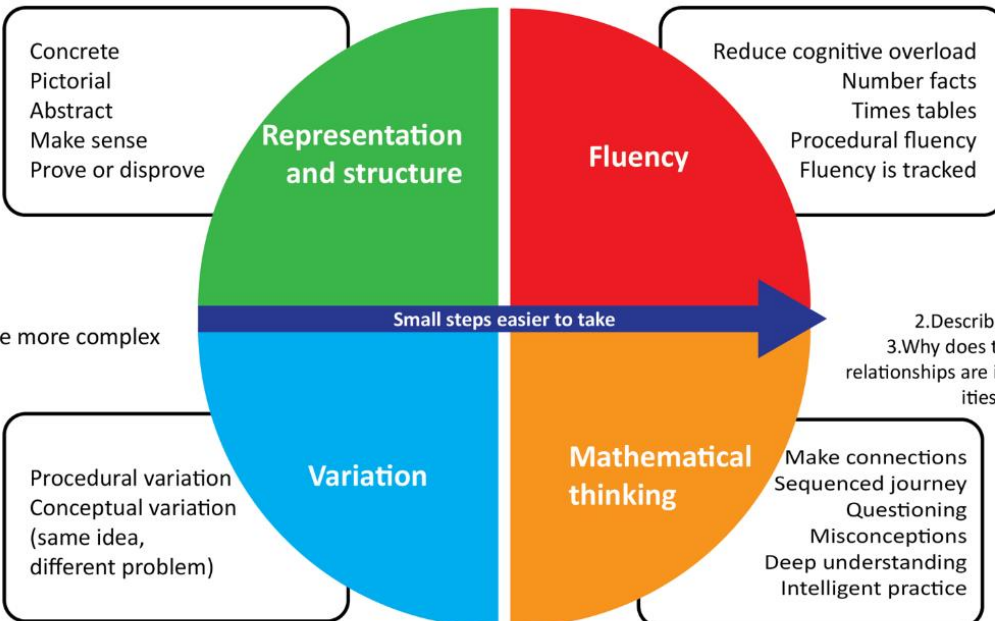
MATHS CURRICULUM

At Harrow Gate Primary Academy, we teach Maths using the Mastery approach. This involves most children moving through the programmes of study at broadly the same pace unless a personalised curriculum is needed. We believe that all children can achieve therefore all children are given the same starting point in lessons. Children who may be less confident with a concept are given support or interventions, and children who have grasped concepts rapidly will be challenged by depth of understanding, not acceleration. Through Maths Talk and mixed grouping, all children are immersed in the vocabulary rich environment necessary for effective problem solving and reasoning.

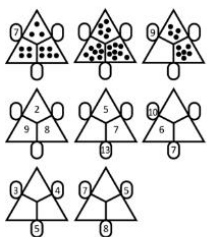
See: The essence of maths teaching for mastery

Maths Mastery

Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.



From the simple to the more complex
Procedural variation



Conceptual variation



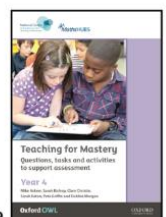
$$224 \times 4 = \underline{\quad}$$

x	2	0	0	2	0	4
4	8	0	0	8	0	3

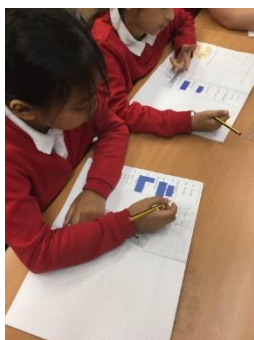
In a typical lesson pupils sit facing the teacher and the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.

1. What is the answer?
2. Describe the method you used
3. Why does the method work, what relationships are involved, what generalities or rules can we glean?

Intelligent practice



FLUENCY, PROBLEM SOLVING AND REASONING



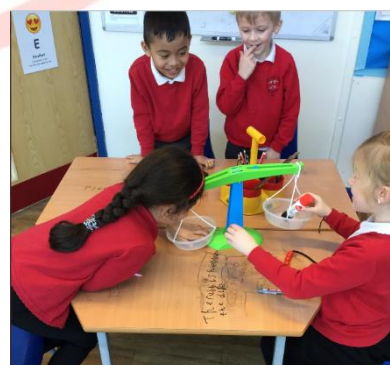
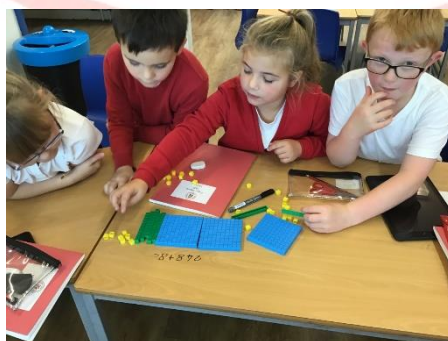
Our Maths units are embedded with the three main aims of the curriculum: fluency, reasoning and problem solving. Once children have gained fluency in a subject area, they are given further time to reason with their understanding and develop this with problem solving situations. Maths concepts are introduced through many different structures and representations to allow depth of understanding for the children.

CONCRETE RESOURCES

Lessons involve using a mixture of concrete, pictorial and abstract approaches in order to make connections and expose the underlying structure of the mathematics.



To fully master a subject, we also believe children should be able to explain their thinking and reasoning and confidently teach others. Use of language is therefore a major feature of all Maths lessons as it develops children's reasoning and explanation.



RECALL OF PREVIOUS LEARNING

In addition, embedded in the Maths daily classroom routines, previous learning is revisited in DNA activity designed to recall previous learning from last lesson / last week / last unit / last year. This is used to keep learning fresh and gives the opportunity for interleaving to cover some less frequently taught units. In year 5 and Year 6, daily Mini-Maths promotes our strength in Mathematical arithmetic and fluency.

Last lesson:

Eye Colour of Teachers

Brown	4 teachers
Green	2 teachers
Blue	3 teachers

Look at the three graphs. Which graph shows this information correctly?

Last week:

How many more children have school dinners than packed lunches?

School dinners: 5 children (represented by 5 icons)

Packed lunches: 3 children (represented by 3 icons)

2 more children (highlighted in red)

10 more children (highlighted in blue)

Last topic:

Look at the B shape on the grid.

Part of it is in square B5.

Write the other two squares it is in.

and

Last half term:

This is the money Tom has.

How much money does Tom have?

PROGRESSION AND VOCABULARY

Mathematical opportunities are realised and facilitated and is given purpose and audience at every given opportunity. Mathematical Vocabulary and Stem sentences are planned for and every class has high expectations for children to understand and use these. These stem sentences enable every child to have the tool kit to access high level, challenging problem solving and reasoning tasks. Consistency in language and understanding of mathematical vocabulary enables the children to access learning across the curriculum. Teachers are expected to follow the school's calculation policy to ensure progression throughout the year groups for teaching different strategies. Through utilising a small steps approach, the cognitive load is at an appropriate level.

CURRICULUM COVERAGE

An example of the units covered provided by White Rose Maths. Small steps are taken to ensure that children progress from Reception to Year 6 and are prepared for their future steps going forward with sound foundations.

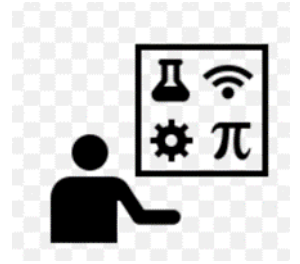
Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)			Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)	Consolidation		
Spring	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)			Measurement: Length and Height		Measurement: Weight and Volume	Consolidation		
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)		Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	Consolidation		

Although we 'block' our curriculum, links are made with the whole of mathematics. For example during a unit on measure, children would apply of their calculation skills previously learned in the year. Additionally, teachers need to be aware of what children have learned prior to that year group. So, although the Y5 teacher may not have taught the 'statistics' unit by Christmas, the children will have learned about statistics in Y4 and so should be expected to apply those skills where relevant. To this end, we use interleaving when giving problem-solving tasks. This means that about 75% of the content would be related to the block being studied, but the other 25% would revise previously learned materials. 'Same Surface Different Depth' (SSDD) problems can also be used, where one stimulus related to the block being studied is used but different areas of mathematics are explored; see Barton, 2017.



STEM



What is STEM:

STEM stands for science, technology, engineering, and mathematics. STEM is important because it pervades every part of our lives. Science is everywhere in the world around us. Technology is continuously expanding into every aspect of our lives. Engineering is the basic designs of roads and bridges, but also tackles the challenges of changing global weather and environmentally-friendly changes to our home. Mathematics is in every occupation, every activity we do in our lives. By exposing students to STEM and giving them opportunities to explore STEM-related concepts, they will develop a passion for it and hopefully pursue a job in a STEM field. A curriculum that is STEM-based has real-life situations to help the student learn.

Science INTENT:

A high-quality Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Design and Technology INTENT:

Design and Technology prepares children to take part in the development of today's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators. We live in a technological age, surrounded by artefacts and systems which have been produced, designed and made for us by other humans working together in a complex range of activities.

Through the use of an integrated STEM curriculum the children are innovative problem solvers using their acquired procedural and declarative knowledge across many subjects.

Biology at Harrow Gate Primary Academy

Animals including Humans Autumn 1 & 2 (Offspring, needs for survival)

Understand basic needs for survival
To use understanding of healthy food and cutting skills to design and make a healthy snack.

Food and Nutrition DT

Prior Learning: EYFS Healthy eating and food names.
Content: Food hygiene
Food processes and equipment
Cutting terminology / skills

Plants Summer 1

Learning Intention:
To identify the basic parts of a flowering plant and a tree
To understand the basic functions of the flower, stem, leaves and roots
To understand the basic functions of a **tree**.

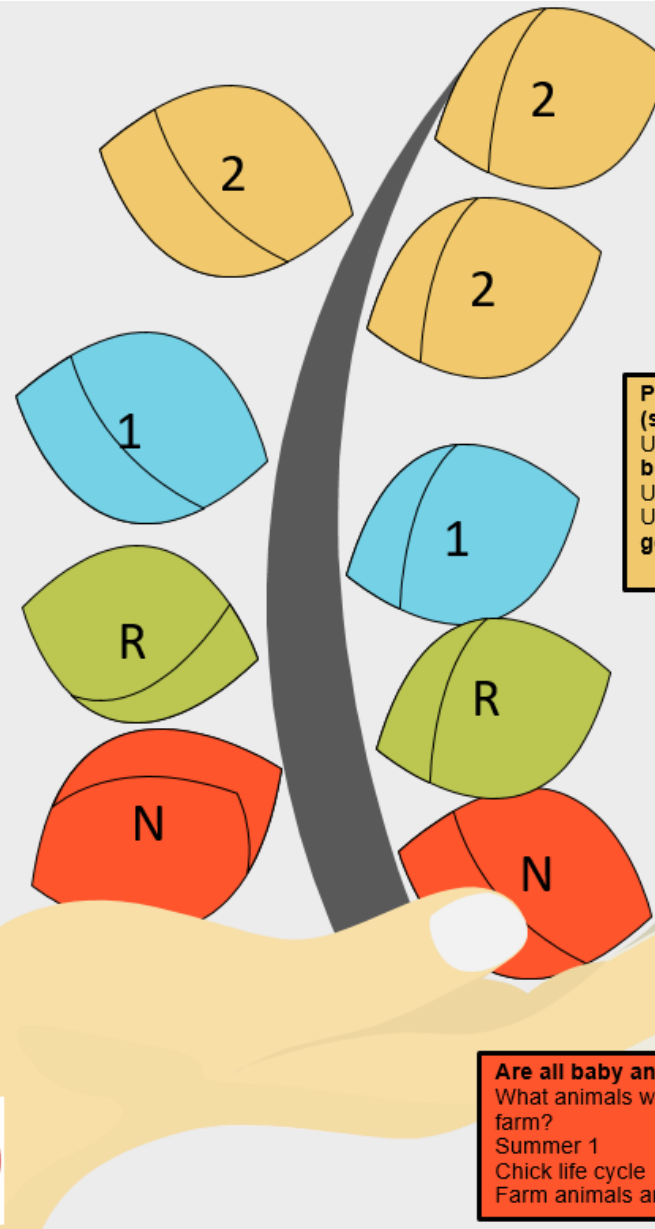
Parts and functions of a plant.

What does a plant need to grow? Summer 1

Plants
The structure of a plant;
Flower
Stem
Leaves
Roots
We use plants as food Vegetable Fruit.
Common plants in our area
Simple plant lifecycle

What does a plant need to grow?

Summer 2
Basic needs – water, sun, soil, seeds
Stem
Leaves
Roots
Insects found in your garden



Living things and their Habitats Summer 1&2

Use their understanding of living things and their habitats to apply to a real life context
Why do we need to know more about certain animals (endangered animals, human impact)?
How can we use our knowledge to observe animals in their natural habitats

Famous Scientist - Jane Goodall Biologist Study of gorillas in natural habitat. Effects of humans on this family group

Plants Spring 1

(seed and bulb, what plants need to grow)

Understand the **difference** between a **seed** and a **bulb**

Understand what a plant needs to **germinate**
Understand how certain conditions can affect **germination**

Animals including humans Summer 2

Learning Intention:

- To name common animals.
- To know how animals are grouped (5 categories).
- To understand how you can identify animals.
- To name and label the parts of the human body.
- Be able to place animals into groups dependent on their characteristics

How can we help our environment?

Spring 2

Water reuse and saving

Recycle paper in the environment

Litter

Compost.

Some creatures and insects from our garden also help it grow and develop

Some creatures and insects can be harmful to our garden and environment plants.

Simple insect life cycle

Are all baby animals the same?

What animals will you find on a farm?

Summer 1

Chick life cycle

Farm animals and their young

Animals Including Humans Autumn 1

Identify and name the main parts of the human circulatory system
Describe how water and nutrients are transported through the body.
Explain the impact of diet, exercise, drugs and lifestyle on the way the body functions.

DT – Food and Nutrition

Living Things and their Habitats Spring 1

To know the differences in the life cycles of a mammals, amphibian, insect and a bird
Describe the life process of **reproduction** in plants and animals

Living things and their habitats Spring 2

Understand that vertebrates can be grouped due to their characteristics.
Use this understanding to use and create classification keys
To know that environments are changing and how this affects the wildlife.

Basic classification, environment

David Attenborough

PLANTS Spring 1

To understand the functions of a flowering plant (plant, tree)
Understand how water is transported through a plant (transpiration)
Understand how the processes of pollination, seed formation and seed dispersal in flowering plants.
Understand the needs of particular plants (e.g. a cactus, volcanic plants etc.)

Living Things and Their Habitats Spring 1

Describe how living things can be classified into broad groups according to common observable characteristics
Understand the characteristics particular of plants, animals and micro-organisms
Justify reasons for classifying living things.

Famous Scientist: Carl Linnaeus

Evolution and Inheritance Autumn 2

Understand that living things have changed over time (**evolved**).
Recognise that living things produce offspring which are similar but not identical

Identify how plants and animals are **adapted** to their environment.

Famous scientist: Charles Darwin Mary Anning Alfred Wallace

Animals including humans Summer 1

Understand and describe the changes in humans as they age.

Animals Including Humans Summer 2

To know the basic parts and functions of the **digestive system** in humans.
To identify the different types of teeth and functions in humans.
To be able to construct food chains

Animals including humans (Nutrition) Summer term

To understand that animals and humans need the right types and amounts of nutrition.
To be able to identify human and animal skeletal systems and muscular systems
To know these provide support, protection and movement.

DT – Food and Nutrition

To use their knowledge of nutrition and seasonality to create a nutritious savoury meal.

Famous Scientist - Louis Pasteur

To use their knowledge of pasteurisation and how foods are processed and manufactured to ensure they are safe for human consumption



Light Autumn 1

To understand what light is and its importance.
To identify sources of light (man-made and natural).
To know how light moves and how it can be reflected.
To understand how the eye detects light.
Use their knowledge of light to create suitable eye wear.

Forces and Magnets Summer 2

Understand how things move on different surfaces and the forces acting on them.
Understand the properties of magnets
Use the knowledge of magnets and materials to identify magnetic materials.

DT Pneumatics

To use their knowledge of forces and pneumatics to create a moving figure.
History of Pneumatics
German physicist Otto
James Watt
Uses of Pneumatics
DT vocabulary
Tools required for a simple pneumatic



Electricity Autumn term

To understand that electricity is an energy and identify everyday appliances that use it
To be able to construct simple circuits and know the electrical components but not their symbols
To use their knowledge of circuits and electricity to create a circuit with a switch and a light which serves a purpose

Famous Scientist - Alessandro Volta Physicist

Discovered the battery!

DT - Electrical systems – simple circuits and switches

Pose the children a variety of design criteria which enables them to use and apply their understanding of circuits to design and make a Christmas decoration.

Sound Summer 1

To understand how sounds are made
Know that vibrations from sounds travel through a medium to our ear.
To understand pitch and volume how this affects sound
To understand how the volume of a sound is affected by distance.

Famous Scientist: Marin Mersenne Robert Boyle

Earth and Space Autumn 2

Understand the movement of the Earth in relation to the sun and the other planets.
Explain the movement of the Moon relative to the Earth
Know why the Earth's rotation causes night and day
Explain that the Sun, Moon and Earth are spherical bodies
To recognise the theories of black holes and relativity

Famous Scientist - Stephen Hawking Brian Cox - Guion 'Guy' Bluford (first African American in Space)

Forces Summer term

Know why unsupported objects fall towards earth because of the force of Gravity
Identify the effects of air resistance, water resistance and friction
Recognise that some mechanisms can allow a smaller force to have a greater effect.

DT - Mechanical systems – Pulleys and gears

Pose the children a variety of design criteria which enables them to use and apply their understanding of forces and mechanical systems to design and make a moving object.

6 simple machines identified by science and DT

Pulley rotations
Gear ratios
Reversing switches
Annotated diagram
Exploded diagram



Light Spring 2

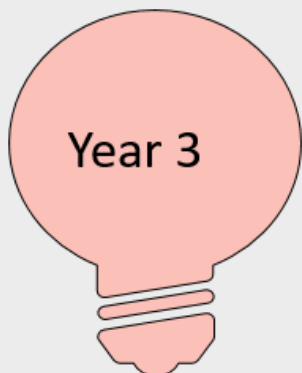
To know how light travels
To explain how light allows us to see
To explain how shadows are formed

Famous Scientist: Thomas Edison

STEM Critical Thinking

Electricity Summer 2

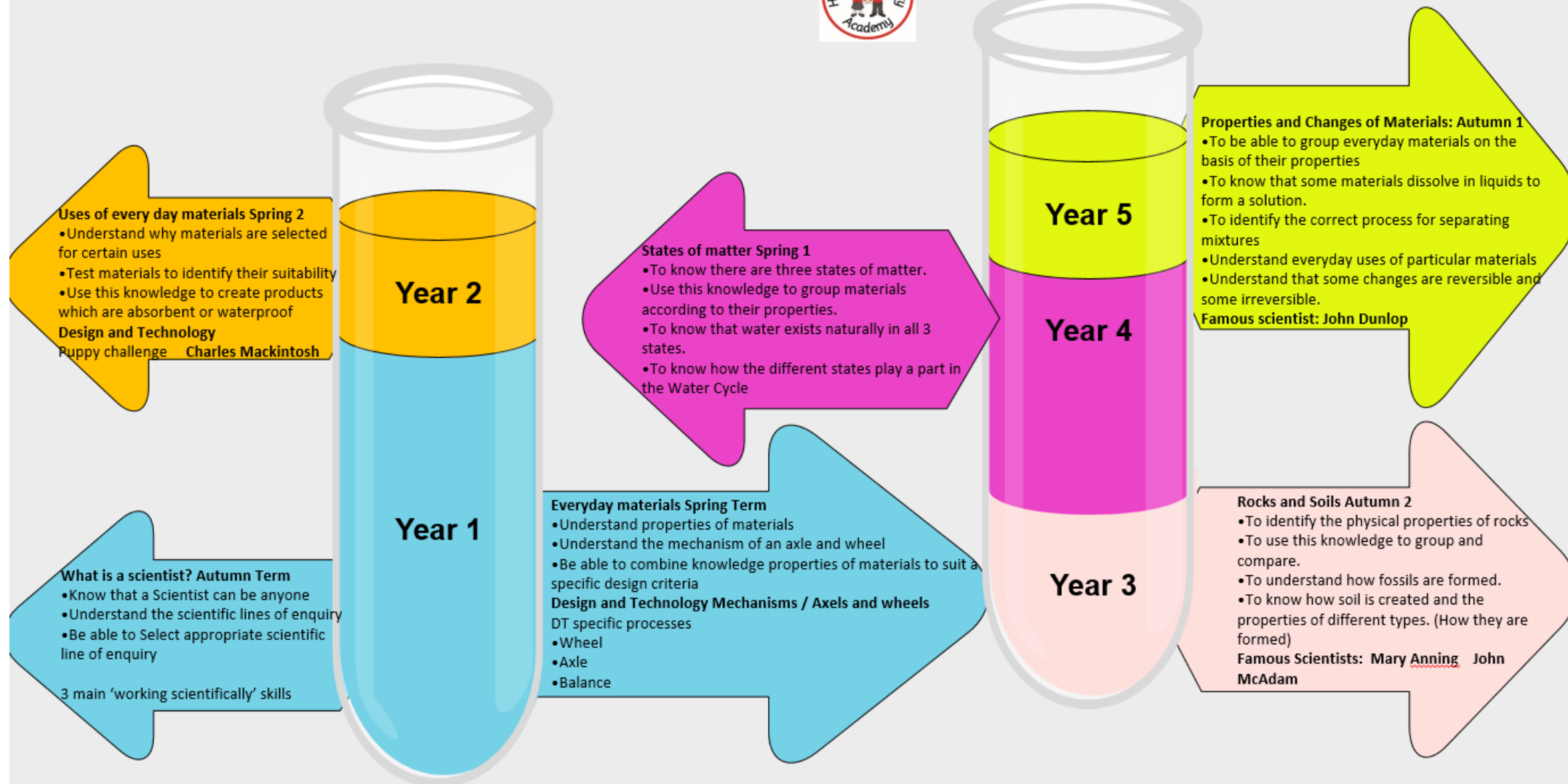
To understand how the voltage of cells affects the brightness of a lamp and the volume of a buzzer.
To be able to compare and give reasons for how different electrical components function
Use recognised symbols to represent electrical circuits in a diagram




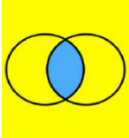
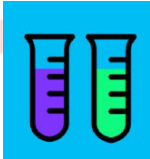




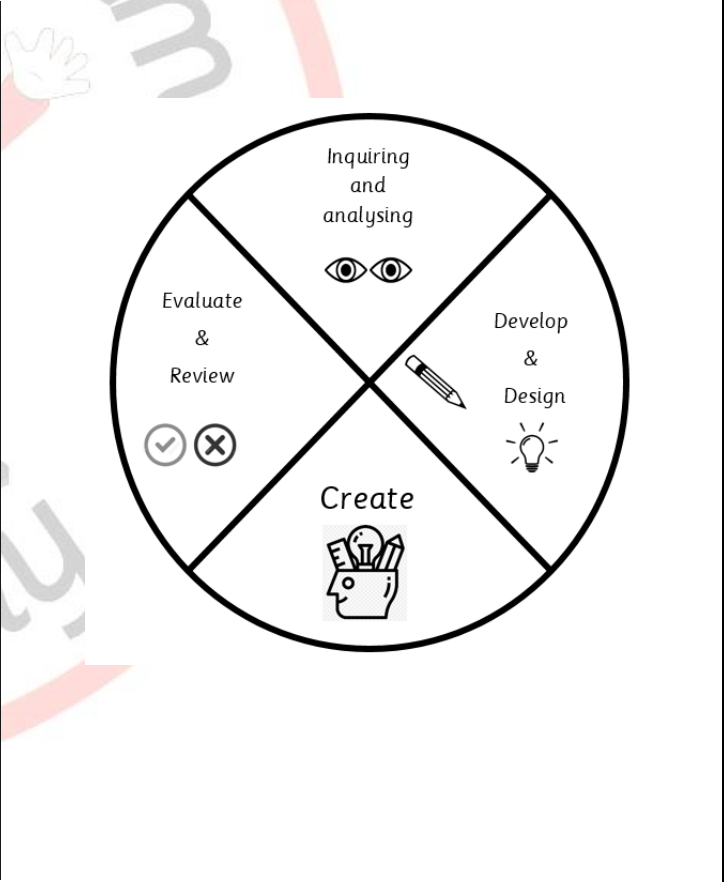
Physics Harrow Gate Primary Academy


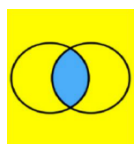
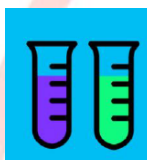


Chemistry at Harrow Gate Primary Academy



STEM LONG TERM PLAN

<p>Ways of working scientifically</p> <p><i>Identified across each scientific area in the progression document</i></p>	 <p>Observing changes over time</p>	 <p>Grouping and classifying</p>	 <p>Carrying out comparative fair tests</p>	 <p>Noticing patterns</p>	 <p>Researching using secondary sources</p>	 <p>Asking questions</p>
<p>Design and Technology</p> <p>The design and technology process is at the heart of activities / learning cycles</p>	<div data-bbox="533 611 1406 1497">  </div> <div data-bbox="1411 611 2134 1497">  </div>					

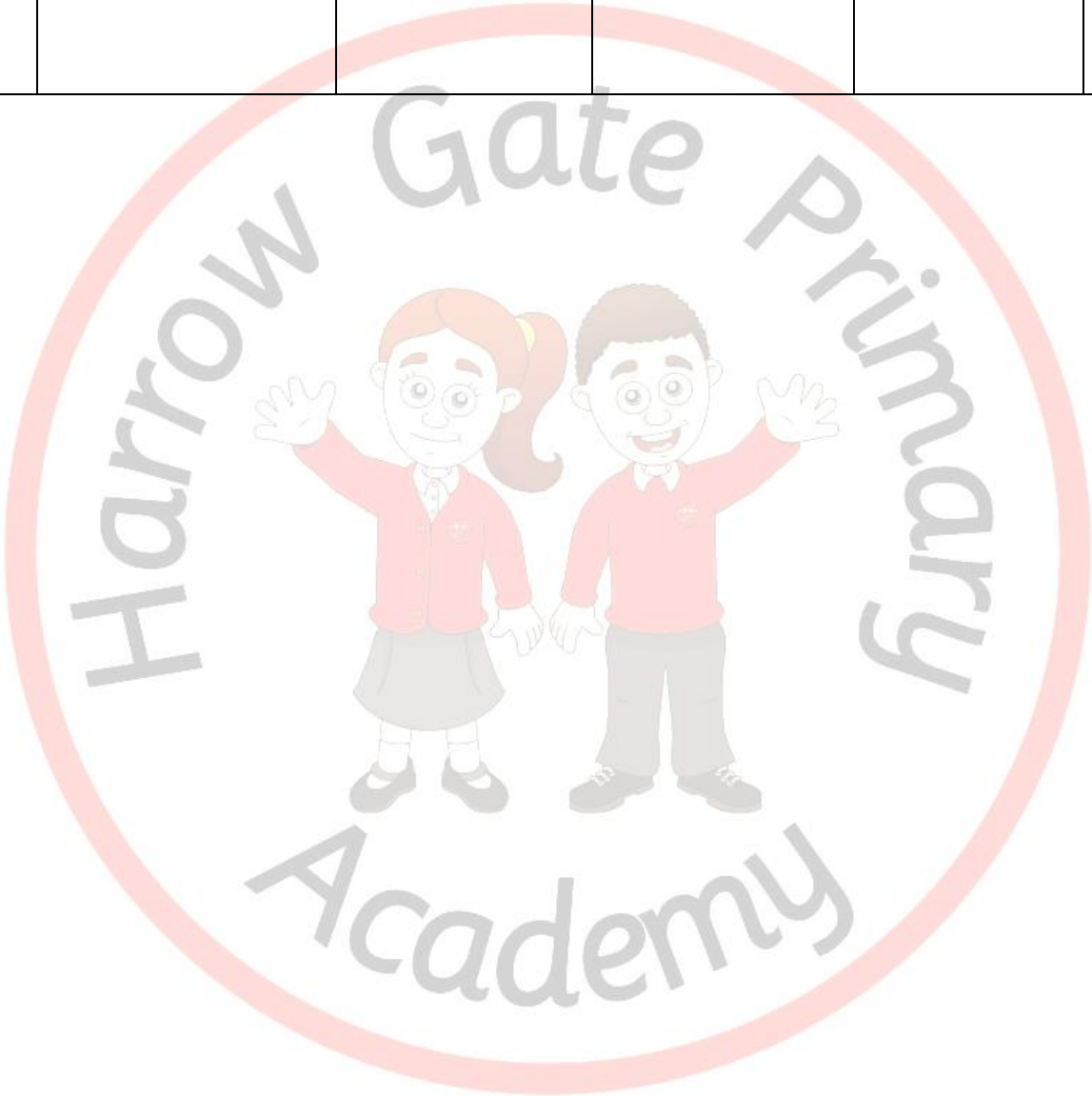
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Chemistry What is a scientist? Learning Intention: <ul style="list-style-type: none"> Know that a Scientist can be anyone Understand the scientific lines of enquiry Be able to Select appropriate scientific line of enquiry <p>Mini experiments weekly that introduce the <u>3 main 'working scientifically' skills</u></p> <div>    </div>		Chemistry Everyday materials Learning Intention: <ul style="list-style-type: none"> Understand properties of materials Understand the mechanism of an axle and wheel Be able to combine knowledge properties of materials to suit a specific design criteria <p>Mechanisms / Axels and wheels Wacky Races Learning Intention: Pose the children a variety of design criteria which enables them to use and apply their understanding of properties of materials and mechanisms. Content: DT specific processes</p> <ul style="list-style-type: none"> Wheel Axle Balance 		Biology Plants Learning Intention: <ul style="list-style-type: none"> To identify the basic parts of a flowering plant and a tree To understand the basic functions of the flower, stem, leaves and roots To understand the basic functions of a tree. <p>Parts and functions of a plant.</p>	Biology Animals including humans Learning Intention: <ul style="list-style-type: none"> To name common animals. To know how animals are grouped (5 categories). To understand how you can identify animals. To name and label the parts of the human body. Be able to place animals into groups dependent on their characteristics.
Year 2	Biology Learning intention: <ul style="list-style-type: none"> Understand basic needs for survival To use understanding of healthy food and cutting skills to design and make a healthy snack. <p>Animals including Humans (Offspring, needs for survival)</p> <p>Food and Nutrition Prior Learning: EYFS Healthy eating and food names. Content: Food hygiene Food processes and equipment Cutting terminology / skills</p>		Biology Learning Intention: <ul style="list-style-type: none"> Understand the difference between a seed and a bulb Understand what a plant needs to germinate Understand how certain conditions can affect germination. <p>Plants</p>	Chemistry Uses of every day materials Learning Intention: <ul style="list-style-type: none"> Understand why materials are selected for certain uses Test materials to identify their suitability Use this knowledge to create products which are absorbent or waterproof 	Biology Learning Intention: <ul style="list-style-type: none"> Use their understanding of living things and their habitats to apply to a real life context Why do we need to know more about certain animals (endangered animals, human impact)? How can we use our knowledge to observe animals in their natural habitats <p>Living things and their habitats (Habitats, dead or alive Food chains) LINKS: Geog Spring 1</p> <p>Famous Scientist</p>	

			(seed and bulb, what plants need to grow)	Puppy challenge Charles Mackintosh LINKS: Art sculpture Spring 2 &	Jane Goodall Biologist Study of gorillas in natural habitat. Effects of humans on this family group
Year 3	Chemistry Rocks and Soils Learning Intentions: <ul style="list-style-type: none"> To identify the physical properties of rocks To use this knowledge to group and compare. To understand how fossils are formed. To know how soil is created and the properties of different types. (How they are formed) LINKS: Geography Spring 1 Mary Anning John McAdam	Physics Light Learning intention: <ul style="list-style-type: none"> To understand what light is and its importance. To identify sources of light (man-made and natural). To know how light moves and how it can be reflected. To understand how the eye detects light. Use their knowledge of light to create suitable eye wear. 	Biology Plants Learning Intentions: <ul style="list-style-type: none"> To understand the functions of a flowering plant (plant, tree) Understand how water is transported through a plant (transpiration) Understand how the processes of pollination, seed formation and seed dispersal in flowering plants. Understand the needs of particular plants (e.g. a cactus, volcanic plants etc.) 	Biology Animals including humans (Nutrition) Learning Intentions: <ul style="list-style-type: none"> To understand that animals and humans need the right types and amounts of nutrition. To be able to identify human and animal skeletal systems and muscular systems To know these provide support, protection and movement. DT – Food and Nutrition Learning Intention: <ul style="list-style-type: none"> To use their knowledge of nutrition and seasonality to create a nutritious savoury meal. Famous Scientist Louis Pasteur Learning Intention: <ul style="list-style-type: none"> To use their knowledge of pasteurisation and how foods are processed and manufactured to ensure they are safe for human consumption 	Physics Forces and Magnets Learning Intentions: <ul style="list-style-type: none"> Understand how things move on different surfaces and the forces acting on them. Understand the properties of magnets Use the knowledge of magnets and materials to identify magnetic materials. Pneumatics Learning Intentions: <ul style="list-style-type: none"> To use their knowledge of forces and pneumatics to create a moving figure. Content: History of Pneumatics German physicist Otto James Watt Uses of Pneumatics DT vocabulary Tools required for a simple pneumatic

Year 4	<p>Physics Electricity Learning Intention:</p> <ul style="list-style-type: none"> To understand that electricity is an energy and identify everyday appliances that use it To be able to construct simple circuits and know the electrical components but not their symbols To use their knowledge of circuits and electricity to create a circuit with a switch and a light which serves a purpose <p>Famous Scientist Alessandro Volta Physicist Discovered the battery!</p> <p>Electrical systems – simple circuits and switches Learning Intention: Pose the children a variety of design criteria which enables them to use and apply their understanding of circuits to design and make a Christmas decoration.</p> <p>Content: Design criteria Toggle switch Reed switch Secure connections Handmade switches Commercial switches Circuit symbols</p>	<p>Chemistry States of matter Learning Intention:</p> <ul style="list-style-type: none"> To know there are three states of matter. Use this knowledge to group materials according to their properties. To know that water exists naturally in all 3 states. To know how the different states play a part in the Water Cycle 	<p>Biology Living things and their habitats Learning Intention:</p> <ul style="list-style-type: none"> Understand that vertebrates can be grouped due to their characteristics. Use this understanding to use and create classification keys To know that environments are changing and how this affects the wildlife. <p>(Basic classification, environment) David Attenborough</p>	<p>Physics Sound Learning Intentions:</p> <ul style="list-style-type: none"> To understand how sounds are made Know that vibrations from sounds travel through a medium to our ear. To understand pitch and volume how this affects sound To understand how the volume of a sound is affected by distance. <p>Marin Mersenne Robert Boyle</p>	<p>Biology Animals Including Humans Learning Intentions:</p> <ul style="list-style-type: none"> To know the basic parts and functions of the digestive system in humans. To identify the different types of teeth and functions in humans. To be able to construct food chains <p>LINK: Yr5 Hist Autumn 1</p>
Year 5	<p>Chemistry Properties and Changes of Materials Learning Intention:</p> <ul style="list-style-type: none"> To be able to group everyday materials on the basis of their properties To know that some materials dissolve in 	<p>Physics Earth and Space Learning Intentions:</p> <ul style="list-style-type: none"> Understand the movement of the Earth in relation to the sun and the other planets. Explain the movement of the 	<p>Biology Living Things and their Habitats Learning Intentions:</p> <ul style="list-style-type: none"> To know the differences in the life cycles of a mammals, amphibian , 	<p>Biology Animals including humans Learning Intentions:</p> <ul style="list-style-type: none"> Understand and describe the changes in humans as they age. 	<p>Physics Forces Learning Intentions:</p> <ul style="list-style-type: none"> Know why unsupported objects fall towards earth because of the force of Gravity Identify the effects of air resistance, water resistance and friction Recognise that some mechanisms can allow a smaller force to have a greater effect. <p>Mechanical systems – Pulleys and gears</p>

	<p>liquids to form a solution.</p> <ul style="list-style-type: none">To identify the correct process for separating mixturesUnderstand everyday uses of particular materialsUnderstand that some changes are reversible and some irreversible. <p>John Dunlop</p>	<p>Moon relative to the Earth</p> <ul style="list-style-type: none">Know why the Earth's rotation causes night and dayExplain that the Sun, Moon and Earth are spherical bodiesTo recognise the theories of black holes and relativity <p>Famous Scientist Stephen Hawking Brian Cox Guion 'Guy' Bluford (first African American in Space)</p>	<p>insect and a bird</p> <ul style="list-style-type: none">Describe the life process of reproduction in plants and animals		<p>Learning Intentions: Pose the children a variety of design criteria which enables them to use and apply their understanding of forces and mechanical systems to design and make a moving object.</p> <p>Content: 6 simple machines identified by science and DT Pulley rotations Gear ratios Reversing switches Annotated diagram Exploded diagram</p>	
Year 6	<p>Biology Living Things and Their Habitats Learning Intentions:</p> <ul style="list-style-type: none">Describe how living things can be classified into broad groups according to common observable characteristicsUnderstand the characteristics particular of plants, animals and micro-organismsJustify reasons for classifying living things. <p>Carl Linnaeus</p>	<p>Biology Evolution and Inheritance Learning Intentions:</p> <ul style="list-style-type: none">Understand that living things have changed over time (evolved).Recognise that living things produce offspring which are similar but not identicalIdentify how plants and animals are adapted to their environment. <p>Charles Darwin Mary Anning Alfred Wallace</p>	<p>Biology Animals Including Humans Learning Intentions:</p> <ul style="list-style-type: none">Identify and name the main parts of the human circulatory systemDescribe how water and nutrients are transported through the body.Explain the impact of diet, exercise, drugs and lifestyle on the way the body functions.	<p>Physics Light Learning Intentions:</p> <ul style="list-style-type: none">To know how light travelsTo explain how light allows us to seeTo explain how shadows are formed <p>Thomas Edison</p> <p>STEM Critical Thinking</p>	<p>STEM Critical Thinking Tomato Challenge Learning Intention: Provide the children with a real life challenge for them to demonstrate and consolidate their STEM skills.</p>	<p>Physics Electricity Learning Outcomes:</p> <ul style="list-style-type: none">To understand how the voltage of cells affects the brightness of a lamp and the volume of a buzzer.To be able to compare and give reasons for how different electrical components functionUse recognised symbols to represent electrical circuits in a diagram.

			DT – Food and Nutrition			
--	--	--	-------------------------	--	--	--



BIOLOGY PROGRESS GRID

	National Curriculum POS	Declarative Knowledge	Procedural Knowledge
Y1	<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> 3 methods of scientific enquiry: <ol style="list-style-type: none"> Carrying out comparative tests Observing changes over time Grouping and classifying <p>Plants</p> <ul style="list-style-type: none"> Know what a question is Name variety of common UK wild / garden plants Deciduous trees UK Evergreen trees UK Structure of a plant Structure of a tree Functions of a plant Functions of a tree <p>Animals and Humans</p> <ul style="list-style-type: none"> Definition of fish, amphibian, reptile, mammal, bird <p>Name animals from each category</p> <ul style="list-style-type: none"> Carnivore Herbivore Omnivore <p>Name common animals for each category</p> <ul style="list-style-type: none"> Name parts of an animal 5 Human senses 	<ul style="list-style-type: none"> Carry out comparative tests with 2 variables Orally answer a question with scientific vocabulary Sort using 2 given criteria / groups Notice things that are the same. Use scientific equipment: simple thermometer, measuring jugs, scales.
Y2	<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p>Living things and habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 	<p>Method of scientific enquiry: <u>Noticing patterns</u></p> <p>Living things and habitats</p> <ul style="list-style-type: none"> Definition of living, non-living and never been alive Definition of habitat / micro habitat Local habitats Woodland, seashore, ocean, rainforest, desert Basic needs of living things- Micro habitat Definition food chain Sources of food <p>Plants</p> <ul style="list-style-type: none"> Definition of seed / bulb Name plants that grow from seed or bulb Growth of seed / bulb Needs of a plant – water, light, food, temp 	<ul style="list-style-type: none"> Ask a simple question Write a simple conclusion to an experiment using scientific vocabulary Sort using more than 2 groups with own criteria Find information from a given source Notice things that are different Use scientific equipment: pooters, greenhouses (growing bags), stop watches, pipette, magnifying glass

	National Curriculum POS	Declarative Knowledge	Procedural Knowledge
	<ul style="list-style-type: none"> 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. <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Animals and Humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Animals and Humans</p> <ul style="list-style-type: none"> Definition of offspring Growth Human needs beyond basic survival Health / hygiene (food) 	
Y3	<p>Working Scientifically: Practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants 	<p>Method of scientific enquiry: <u>Fair Test</u></p> <ul style="list-style-type: none"> <u>Scientific Keys</u> <p>Plants</p> <ul style="list-style-type: none"> Functions of the parts of a plant Conditions for growth Know how water is transported in a plant Life cycle of a plant <p>Animals including humans</p> <ul style="list-style-type: none"> 5 food groups Quantities of food for healthy diet Human skeleton 6 major muscle groups 	<ul style="list-style-type: none"> Ask informed questions using expressive scientific vocabulary Carry out a simple, guided, fair test To use a simple key To use a secondary source as guided by the teacher Use systematic observation to track the movement of water through a plant Write a guided conclusion using PEEL (point evidence explanation link) To use a scientific diagram in support of conclusion Use scientific equipment: scalpel, heart rate monitor

National Curriculum POS	Declarative Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals including humans</p> <ul style="list-style-type: none"> 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 		
<p>Y4 Working Scientifically: Practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. <p>Living things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Living things</p> <ul style="list-style-type: none"> Vertebrates Invertebrates Human impact on environments Deforestation Nature reserve Ecological land parks Sir David Attenborough 1926 – <p>Animals and humans</p> <ul style="list-style-type: none"> Digestive system Human teeth – name and function Animal teeth – name and function Identify producer, predator and prey 	<ul style="list-style-type: none"> Ask a range of questions based on scientific knowledge and suggest where answers could be found. Design a simple fair test Interpret a food chain Design a simple classification key Identify and use a secondary source Write a clear and cohesive guided conclusion using PEEL which incorporates any data / findings. To create a guided scientific diagram in support of conclusion.

	National Curriculum POS	Declarative Knowledge	Procedural Knowledge
Y5	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings 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 Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Living Things</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<p>Living Things</p> <ul style="list-style-type: none"> Definition of life cycle Life cycle of : Bird, amphibian, mammal, insect, reptile, fish Reproduction in plants: Sexual and asexual Reproduction in humans <p>Animals and humans</p> <ul style="list-style-type: none"> Development stages of a human: infancy, childhood, adolescence, adulthood 	<ul style="list-style-type: none"> Identify an opportunity to work scientifically drawing on their prior knowledge and learning. Create a line of enquiry for the science opportunity presented, incorporating a wide range of question types and scientific vocabulary. Design and make a key for a given purpose Identify opinion and fact when using a secondary source Look for causal relationships in data Write a conclusion which draws on all scientific vocabulary and understanding using relevant diagrams.
Y6	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings 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 Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Living things and their habitats</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Classification Characteristics Micro-organisms – Alexander Fleming / Edward Jenner Carl Linnaeus 1707 – 1778 	<ul style="list-style-type: none"> Independently work scientifically creating own lines of enquiry Explain why variables must be controlled Design and make a key Identify evidence that refutes or supports their ideas Justify science thought using all previous methods for recording, explaining the degree of trust in results Use their results to make predictions and identify further observations, comparative and fair tests might be needed.

National Curriculum POS	Declarative Knowledge	Procedural Knowledge
<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. <p>Animals including humans</p> <ul style="list-style-type: none"> 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. <p>Evolution and Inheritance</p> <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. 	<p>Animals including humans</p> <ul style="list-style-type: none"> Human Circulatory system Function of heart, blood vessel and blood Impact of diet, exercise, drugs and lifestyle on bodies function. Nutrients Transportation of nutrients and water in animals and humans <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Definition of evolution linked to living things Charles Darwin 1809 - 1882 Information from Fossils Mary Anning 1799 - 1847 Adaptation Alfred Wallace 1823 - 1913 	

PHYSICS PROGRESS GRID

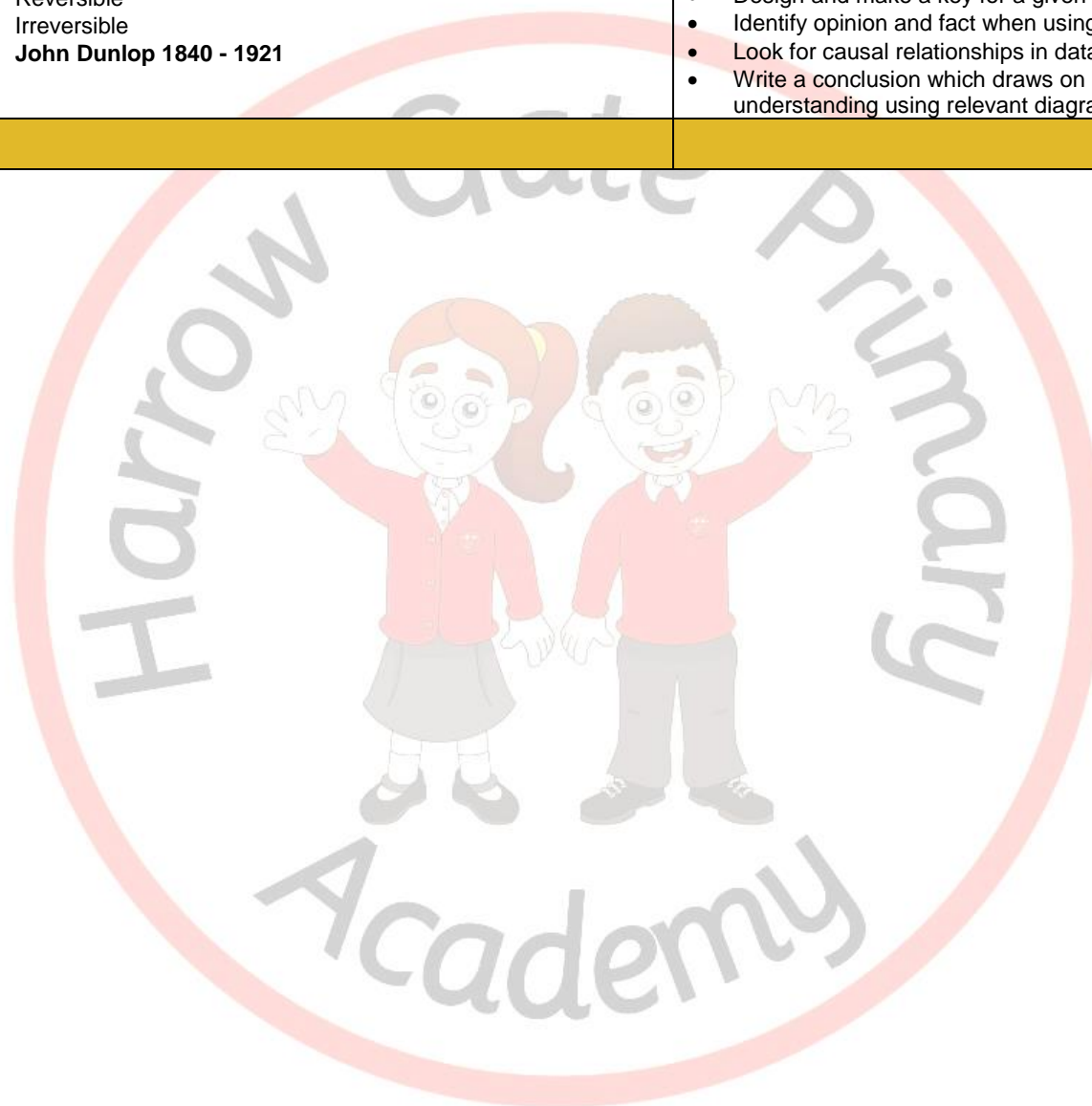
	NC POS	Declarative Knowledge	Procedural Knowledge
Y1	Seasonal Changes 1k 1l	<ul style="list-style-type: none"> 3 methods of scientific enquiry: <ol style="list-style-type: none"> Carrying out comparative tests Observing changes over time Grouping and classifying Know what a question is Seasonal Changes <ul style="list-style-type: none"> Name seasons Features of a season Time of year / dates Length of day Weather 	<ul style="list-style-type: none"> Carry out comparative tests with 2 variables Orally answer a question with scientific vocabulary Sort using 2 given criteria / groups Notice things that are the same. Scientific equipment: Measuring jug, thermometer
Y2			
Y3	Light 3j 3k 3l 3m 3n Forces and magnets 3o 3p 3q 3r 3s 3t	Method of scientific enquiry: Fair Test <ul style="list-style-type: none"> Scientific Keys Light <ul style="list-style-type: none"> Definition of light Definition of dark Light source Reflection Safety of light with the sun a source Definition of shadow Forces and magnets <ul style="list-style-type: none"> Definition of force Definition of friction Magnetic force Attract Repel Magnetic materials 	<ul style="list-style-type: none"> Ask informed questions using expressive scientific vocabulary Carry out a simple, guided, fair test To use a simple key To use a secondary source as guided by the teacher Use systematic observation to track the movement of water through a plant Write a guided conclusion using PEEL (point evidence explanation link) To use a scientific diagram in support of conclusion Scientific equipment: Magnets, light box, Newton meters
Y4	Sound 4j 4k 4l 4m 4n Electricity 4o 4p 4q 4r	Sound <ul style="list-style-type: none"> Sound definition How sound is made Sound travel through Medium Robert Boyle 1627 – 1691 (medium) Pythagoras – vibration and sound waves Speed of sound – Marin Mersenne Electricity <ul style="list-style-type: none"> Electrons and protons A complete circuit Electrical components Conductors and insulators 	<ul style="list-style-type: none"> Ask a range of questions based on scientific knowledge and suggest where answers could be found. Design a simple fair test Interpret a food chain Design a simple key Identify and use a secondary source Write a clear and cohesive guided conclusion using PEEL which incorporates any data / findings. To create a guided scientific diagram in support of conclusion. Scientific equipment: Tuning forks, data loggers, decibel readers batteries, switches, buzzers, clips, wires, bulbs, amps

		<ul style="list-style-type: none"> Electricity safety 	
Y5	<p>Earth and Space 5j 5k 5l 5m</p> <p>Forces 5n 5o 5p</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> Gravity Sir Isaac Newton 1643 - 1727 Movement of the Earth Name planets in our Solar system Sun = star Movement of the moon Spherical bodies – flat earth theory Night and day Heliocentric Geocentric Brian Cox – 1968 – <p>Forces</p> <ul style="list-style-type: none"> Air Resistance Water resistance Load, pivot point, fulcrum Archimedes 212BC 	<ul style="list-style-type: none"> Identify an opportunity to work scientifically drawing on their prior knowledge and learning. Create a line of enquiry for the science opportunity presented, incorporating a wide range of question types and scientific vocabulary. Design and make a key for a given purpose Identify opinion and fact when using a secondary source Look for causal relationships in data Write a conclusion which draws on all scientific vocabulary and understanding using relevant diagrams. Scientific equipment: Levers, pulleys, gears
Y6	<p>Light 6 6j 6k 6l</p> <p>Electricity 6m 6n 6o</p>	<p>Light</p> <ul style="list-style-type: none"> Journey of light Light sources Thomas Edison 1877 – 1930 <p>Electricity</p> <ul style="list-style-type: none"> Adding more volts (power) Renewable power Nikola Tesla – alternating current electricity supply system Eton Musk – electric car 	<ul style="list-style-type: none"> Independently work scientifically creating own lines of enquiry Explain why variables must be controlled Design and make a key Identify evidence that refutes or supports their ideas Justify science thought using all previous methods for recording, explaining the degree of trust in results Use their results to make predictions and identify further observations, comparative and fair tests might be needed.

CHEMISTRY PROGRESS GRID

	NC POS	Declarative Knowledge	Procedural Knowledge
Y1	Working Scientifically Everyday materials 1g 1h 1i 1j	What is a scientist? 3 methods of scientific enquiry: 7. Carrying out comparative tests 8. Observing changes over time 9. Grouping and classifying • Know what a question is Everyday materials • Object definition • Material definition • Identification of materials • Physical properties	<ul style="list-style-type: none"> Carry out comparative tests with 2 variables Orally answer a question with scientific vocabulary Sort using 2 given criteria / groups Notice things that are the same.
Y2	Use of everyday materials 2j 2k 2l	Method of scientific enquiry: 4. Noticing patterns Uses everyday materials • Suitability • Solid • Changing shape • Manipulated • Charles Macintosh 1766 – 1843 • waterproof	<ul style="list-style-type: none"> Ask a simple question Write a simple conclusion to an experiment using scientific vocabulary Sort using more than 2 groups with own criteria Find information from a given source Notice things that are different
Y3	Rocks 3g 3h 3i	Method of scientific enquiry: 5. Fair Test • Scientific Keys Rocks and soils • Sedimentary • Metamorphic • Igneous • Properties of rocks • Formation of fossils • Soil • John McAdam 1756 – 1836 road construction • Dr Jessica Holmes (Geologist) Present day!	<ul style="list-style-type: none"> Ask informed questions using expressive scientific vocabulary Carry out a simple, guided, fair test To use a simple key To use a secondary source as guided by the teacher Use systematic observation to track the movement of water through a plant Write a guided conclusion using PEEL (point evidence explanation link) To use a scientific diagram in support of conclusion
Y4	States of matter 4g 4h 4i	States of matter • Solid • Liquid • Gas • Change of states • Water cycle • Joseph Priestley (CBBG)	<ul style="list-style-type: none"> Ask a range of questions based on scientific knowledge and suggest where answers could be found. Design a simple fair test Interpret a food chain Design a simple key Identify and use a secondary source Write a clear and cohesive guided conclusion using PEEL which incorporates any data / findings. To create a guided scientific diagram in support of conclusion.
Y5	Properties and changes in materials	Properties and changes in materials • Properties of materials	<ul style="list-style-type: none"> Identify an opportunity to work scientifically drawing on their prior knowledge and learning.

	5d 5e 5f 5g 5h 5i	<ul style="list-style-type: none"> • Transparency • Solubility • conductivity • Reversible • Irreversible • John Dunlop 1840 - 1921 	<ul style="list-style-type: none"> • Create a line of enquiry for the science opportunity presented, incorporating a wide range of question types and scientific vocabulary. • Design and make a key for a given purpose • Identify opinion and fact when using a secondary source • Look for causal relationships in data • Write a conclusion which draws on all scientific vocabulary and understanding using relevant diagrams.
Y6			



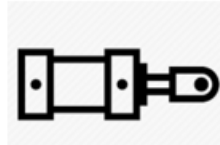
Harrow Gate Primary Academy **Design and Technology** Big Ideas



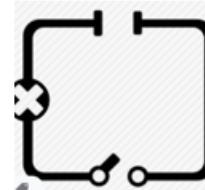
Mechanisms



Food and Nutrition



Pneumatics



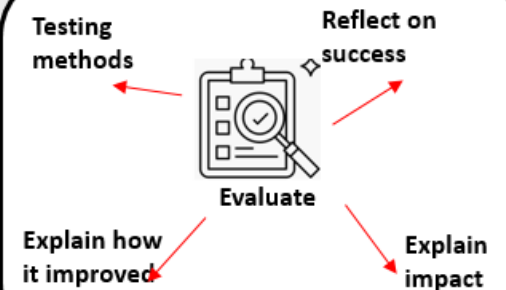
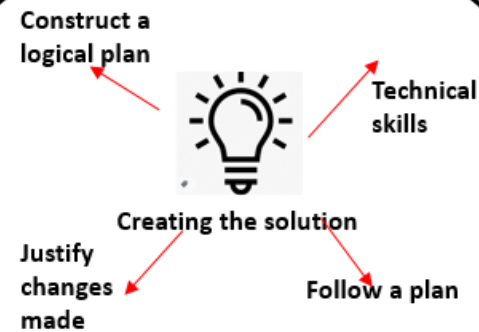
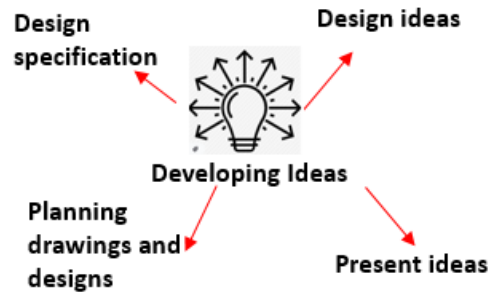
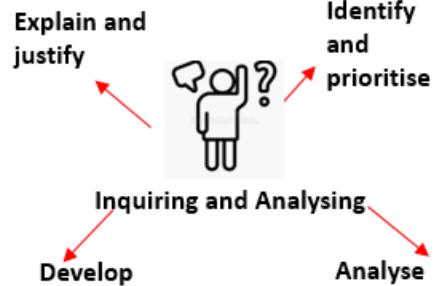
Electrical systems



Mechanical systems



STEM



Inquiring and analysing



Designing



Developing ideas



Making



Evaluating



Improving and solving

Focus

NURSERY

Exploring structures in small world and larger construction.
Solving problems and communicating solutions



RECEPTION

Exploring structures in small world and larger construction.
Solving problems and communicating solutions
Investigating and exploring materials
Designing and making for a purpose.



YEAR 1

Mechanisms



Axels and Wheels
DT specific processes
•Balance
•History linked to wheels and axles
•Examples of wheels and axles in all forms (Not just vehicles)



YEAR 2

Food and Nutrition



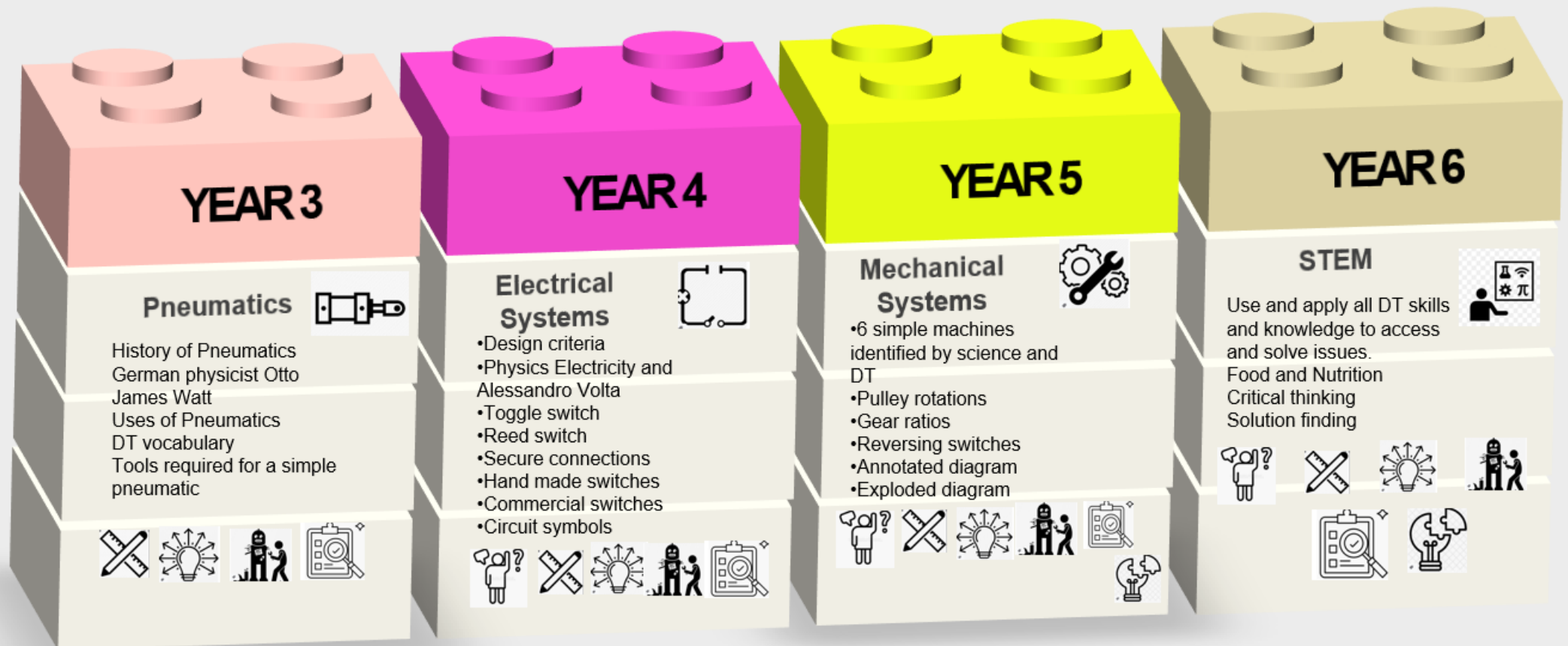
- Food hygiene
- Food processes and equipment
- Cutting terminology & Skills

Knowledge of healthy plate from science



Academy

Design and Technology at Harrow Gate Primary Academy



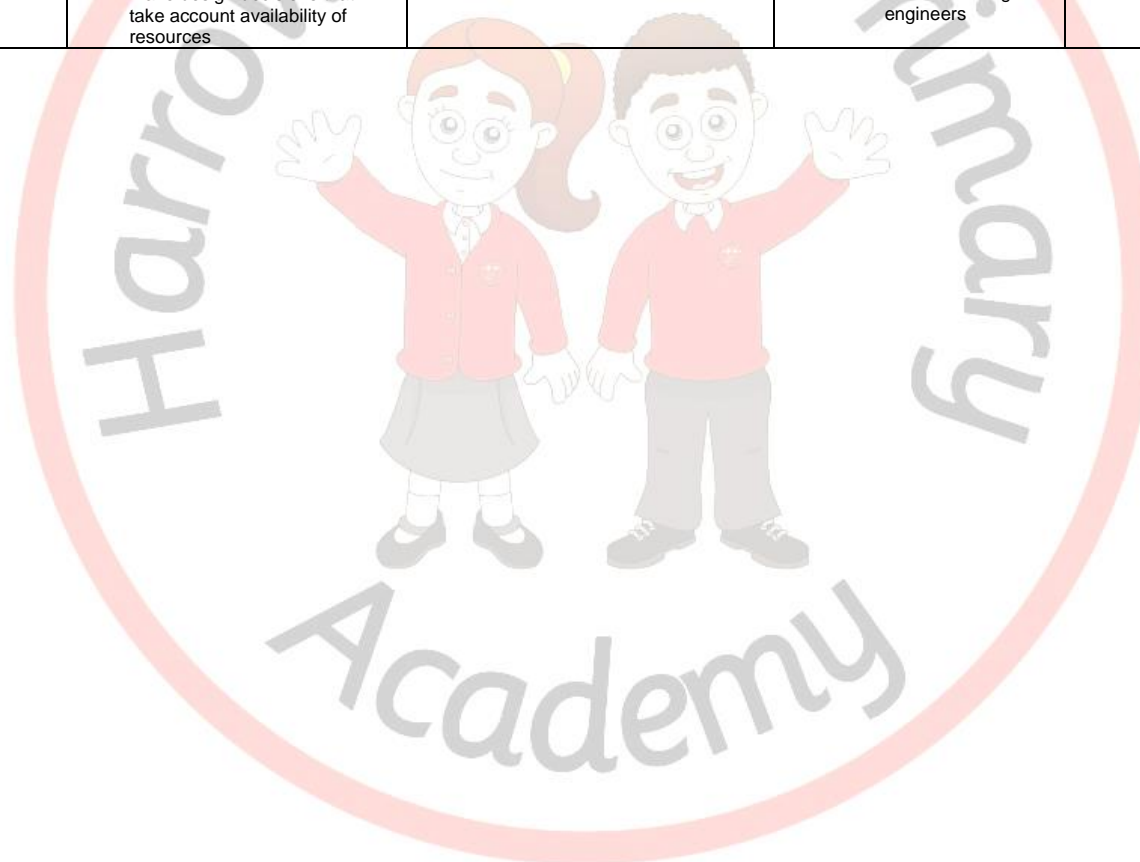
DESIGN AND TECHNOLOGY PROGRESS GRID

	Declarative Knowledge	Procedural Knowledge (National Curriculum)				
		Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 1 Mechanisms – Axels and wheels Prior link to science - Materials	<ul style="list-style-type: none"> DT specific processes Wheel Axle Balance History linked to wheels and axles Examples of wheels and axles in all forms (Not just vehicles) 	Understanding contexts, users and purpose <ul style="list-style-type: none"> Work confidently within the context of imaginary story State the product they are making Describe what product is for Say how their product will work Say how product is suitable for intended user Generating, developing, modelling and communication ideas <ul style="list-style-type: none"> Generate ideas drawing on experiences Use knowledge of existing products Develop and communicate ideas by talking and drawing Model ideas by exploring materials, components and construction kits Use templates and mock-ups 	Planning <ul style="list-style-type: none"> Plan by suggesting what to do Select from a range of equipment – explaining choices Practical skills and techniques <ul style="list-style-type: none"> Follow safety procedures Use a range of materials / components including construction materials Investigate how freestanding structures can be made stronger, stiffer and more stable 	Own ideas / product <ul style="list-style-type: none"> Talk about their design Make a simple judgment against a given design criteria Suggest how they can improve it Existing products: <ul style="list-style-type: none"> Explore what products are and their use Explore materials the product is made from 	<ul style="list-style-type: none"> The movement of simple mechanisms: Wheels Axels Use the correct technical vocabulary for their project. 	

	Declarative Knowledge	Procedural Knowledge (National Curriculum)				
		Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 2 Food and nutrition Linked to science – Biology	<ul style="list-style-type: none"> Food hygiene Food processes and equipment Cutting terminology <p>Knowledge of healthy plate from science</p>	Consolidation of Yr1 plus Understanding contexts, users and purpose <ul style="list-style-type: none"> Work confidently in the context of serving their community. Say whether the product is for themselves or others Generating, developing, modelling and communication ideas <ul style="list-style-type: none"> Ideas drawn from own experiences 	Consolidation of Yr1 plus Planning <ul style="list-style-type: none"> Select from a range of cutting tools Select from a range of components according to their characteristics Practical skills and techniques <ul style="list-style-type: none"> Follow safety and hygiene procedures Cut products 	Consolidation of Yr1 plus Own ideas / product <ul style="list-style-type: none"> Talk about their design Make a simple judgment against a given design criteria Suggest how they can improve it Existing products: <ul style="list-style-type: none"> Explore what they like and dislike about products. 	<ul style="list-style-type: none"> Food is combined according to sensory characteristics 	<ul style="list-style-type: none"> Sort and classify food groups How to prepare food hygienically without a heat source Techniques of: Cutting, Peeling, Grating Correct knife / tool hold: Grip, Pointer, Rock, Push, Claw & Draw, Slow and Sharp <p>https://www.eatyourbeets.com/kitchen-tips/7-tips-for-teaching-your-kids-how-to-use-a-knife/</p>
Year 3 Pneumatics LINKS: Science Forces Summer 2	<ul style="list-style-type: none"> Pneumatics History of Pneumatics German physicist Otto James Watt Uses of Pneumatics DT vocabulary Tools required for a simple pneumatic 	Understanding contexts, users and purpose <ul style="list-style-type: none"> Describe the purpose of products Indicate the design features that will appeal to intended users Explain how parts work Generating, developing, modelling and communication ideas <ul style="list-style-type: none"> Share and clarify ideas through discussion 	Planning <ul style="list-style-type: none"> Select tools and equipment suitable for task Explain choice of tools and equipment in relation to skills and techniques they will be using Select materials and components suitable for task Practical skills and techniques <ul style="list-style-type: none"> Follow safety procedures Use mechanical components Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques including those from ART with some accuracy 	Own ideas / product <ul style="list-style-type: none"> Identify the strengths and areas for development in ideas and products Refer to their design criteria as they design and make Use their design criteria to evaluate their completed products Existing products: Investigate and analyse: <ul style="list-style-type: none"> How well products have been designed and made Why materials have been chosen Methods of construction 	<ul style="list-style-type: none"> That materials can be combined and mixed to create more useful characteristics Use correct technical vocabulary for projects they are undertaking How pneumatic systems create movement. 	History Summer 2 <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Declarative Knowledge	Procedural Knowledge (National Curriculum)				
		Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 4 Electrical systems – simple circuits and switches LINKS – Science Autumn 1	<ul style="list-style-type: none"> Design criteria All declarative knowledge from yr4 Physics Electricity and Alessandro Volta Toggle switch Reed switch Secure connections Hand made switches Commercial switches Circuit symbols 	Consolidation of Yr3 plus Understanding contexts, users and purpose <ul style="list-style-type: none"> Gather information about needs and wants of particular individuals and groups Develop own design criteria and use these to inform ideas. Generating, developing, modelling and communication ideas <ul style="list-style-type: none"> Model ideas using prototypes. Use annotated sketches / exploded diagrams to develop and communicate ideas Generate realistic ideas focussing on the needs of the user Make design decisions that take account of the availability of resources 	Consolidation of Yr3 plus Planning <ul style="list-style-type: none"> Explain their choice of materials and components according to functional properties. Practical skills and techniques Consolidation of all aspects	Consolidation of Yr3 plus Own ideas / product <ul style="list-style-type: none"> Consider views of others including intended users to improve their work Existing products: Investigate and analyse: Consolidation of all aspects	Consolidation of Yr3 plus <ul style="list-style-type: none"> Use learning from Science and maths to help design and make products that work. That materials have both functional properties and aesthetic qualities How simple electrical circuits and components can be used to create functional products. 	
Year 5 Mechanical systems – Pulleys and gears	<ul style="list-style-type: none"> 6 simple machines identified by science and DT Pulley rotations Gear ratios Reversing switches Annotated diagram Exploded diagram 	Understanding contexts, users and purpose <ul style="list-style-type: none"> Describe the purpose of product Explain how particular parts work Develop a design specification to guide thinking Generating, developing, modelling and communication ideas <ul style="list-style-type: none"> Share and clarify ideas through discussion Model ideas using prototypes Use annotated sketches and exploded diagrams Make design decisions that take account availability of resources 	Consolidation Yr4 Plus Planning <ul style="list-style-type: none"> Select tools and equipment suitable for the task Explain choices made Produce an appropriate list of tools, equipment and tools Formulate a step by step plan as a guide to making Practical skills and techniques <ul style="list-style-type: none"> Use techniques that follow of number of steps 	Consolidation Yr4 Plus Own ideas / product <ul style="list-style-type: none"> Critically evaluate the quality of the design manufacture and fitness for purpose of their products as they design and make Evaluate their ideas and products against design specification 	Consolidation of yr3 and 4 <ul style="list-style-type: none"> How mechanical systems such as cams or pulleys and gears create movement 	

	Declarative Knowledge	Procedural Knowledge (National Curriculum)				
		Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Year 6 All DT knowledge		Consolidation of Yr5 plus Understanding contexts, users and purpose <ul style="list-style-type: none"> Carry out research and web based resources Generating, developing, modelling and communication ideas <ul style="list-style-type: none"> Share and clarify ideas through discussion Model ideas using prototypes Use annotated sketches and exploded diagrams Make design decisions that take account availability of resources 	Consolidation of Yr4 / 5 plus Consolidation Yr4 Plus <p>Practical skills and techniques</p> <ul style="list-style-type: none"> Demonstrate resourcefulness when tackling practical problems 	Consolidation of Yr5 plus <p>Existing products: Investigate and analyse:</p> <ul style="list-style-type: none"> Who designed and made the products Where, when and why products are made Whether products can be recycled or reused <p>Evaluation key events and individuals:</p> <ul style="list-style-type: none"> Inventors designers engineers 	Consolidation of all DT	understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



FOUNDATION SUBJECTS

At Harrow Gate Primary academy we use half termly 'spotlight' subjects. This enables the content to be studied in depth and prior knowledge to be used and built upon. We want our children to know when they are studying History and using geography skills. At Harrow Gate we know that no subject stands in isolation and the children will use their procedural and declarative knowledge from all aspects of the curriculum to inform their next steps in learning. By utilising prior knowledge in the design of the curriculum, the children know and remember more.

When designing the curriculum we have considered the '7 Key Principals' as outlined by D.William (2013)

CURRICULUM DESIGN KEY PRINCIPLES

REFERENCE William, D. (2013) Principled Curriculum Design.
SSAT (The Schools Network) Ltd

Designed by @ollicav
Oliver Craigwell ollicav.com

@LEADINGLEARNER LTD



A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education – personal empowerment; cultural transmission; preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



RIGOROUS

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



COHERENT

Makes explicit connections and links between the different subjects/ experiences encountered.



VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



FOCUSED

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



RELEVANT


Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.


Harrow Gate Primary Academy Curriculum Plan



Vertical Links: within a subject over the years (Refer to progress map for each subject) **Horizontal Links:** between subjects in a year **Diagonal Links:** between year groups AND subjects



Through the links the curriculum is built around retrieval practice: 'Using your memory, shapes your memory' and in turn improves transfer of knowledge to new contexts.



	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Spotlight	Geography	RE	History	Reflect and review	EASTER	History	Art
Year 1	<p>What is the weather like around the world?</p> <p>Prior Learning: Weather songs, daily forecast, Comparison of warm and cold country</p> <p>Content: Continents and oceans, equator, north/south poles, compass points, types of weather (including symbols). Detailed weather report</p> <p>Horizontal Links: All aspects of learning plotted on the map.</p> <p>Diagonal Links: YR2 History – Seas etc Science links: Seasons</p>	<p>How are Christmas and Diwali similar and different?</p> <p>Prior Learning: EYFS: The Nativity Story</p> <p>Content: Christianity: 1.What Christians believe about Christmas. 2.The Nativity and its importance to Christians. 3.Christian beliefs and how they celebrate Christmas. Christian symbols and places of worship. 4.What is expected of a Christian child. Secular traditions at Christmas</p> <p>Hindu: 1.What Hindus believe about Diwali. 2.The Story of Rama and Sita and its importance to Hindus. 3.Hindu beliefs and how they celebrate Diwali. Hindu symbols and places of worship. 4.What is expected of a Hindu child.</p> <p>Horizontal Links: Geography – countries on the map India summer 1 ART – Colours and patterns Diagonal Links: History: Yr4</p>	<p>Have children always lived like me?</p> <p>Prior Learning: All about Me – EYFS</p> <p>Content: Changes within living memory Aspects of change within national life. Home, education, recreation, clothes, food.</p> <p>Horizontal Links: Sum 2 History Diagonal Links: Yr2 Geography Science materials</p>	<p>INDIA: History: British Empire / Indus people – one of the world's first civilisations. Geography – Continent / Capital / Animals found in India (Only country were both lions and tigers live– Dangers to them? / Monsoon season / Water that surrounds India – Indian Ocean, Arabian Sea, Bay of Bengal / Main river – Ganges / Flag RE: Main is Hinduism / most important festival Diwali ART: Historical and now – colour / pattern / Popular instrument – Sitar / Culture: Women wear saris / men wear dhotis / Cows are sacred / most people are vegetarian / Rudyard Kipling – English author who spent his childhood and young adult in India – Inspired Just So stories and The Jungle Book</p>	<p>A Wonderful Welcome!</p> <p>A focus on Palm Sunday.</p> <p>Personal experiences of both being welcomed and welcoming others.</p>	<p>How did Stockton get us moving?</p> <p>Content: Stockton Railway George Stephenson Rocket Stem power</p> <p>Horizontal Links: DT year 1 History Autumn 1</p> <p>Diagonal Links: Year 3 Pneumatics Year 2 Geography Year 5 – Victorian History Year 6 WW1 and 2</p>	<p>How do artists use colour and shape?</p> <p>Prior learning: Colour exploration EYFS</p> <p>Content: Mondrian •Kandinsky •Pollock Georgia O'Keefe •Primary colours •Secondary colours •Tertiary colours •Neutral colours •Warm colours •Cool colours •Shade •Tints •Abstract Art</p> <p>Horizontal Links: Science Steam engine art</p> <p>Diagonal Links: Science yr 3 LIGHT Abstract Art paint / pastel</p>

<p style="text-align: center;">Year 2</p>	<p>What are the similarities and differences between Teesside and Cairo?</p> <p>Content: Human Geography Physical Geography Capital Cities of the UK countries 4 Seas around UK Teesside – River Tees Cairo capital City of Egypt Atlas</p> <p>Horizontal Links: History Aut 1 Diagonal Links: Year 1 History, Year 1 Geography Year 5 – Settlement in Egypt</p> <p>Science: PLANTS any common to Teesside / Cairo</p>	<p>How are Christmas and Hannukah similar and different?</p>  <p>Content: 1.What the key beliefs of Christianity are. 2.The sacred events of The Nativity. Who the important Christian figures in our community are. 3.How and why Christmas is important to Christians Christian symbols and how they express religious meaning. 4.What Christians do in school to celebrate.</p> <p>1.What the key beliefs of Judaism are. 2.The story of Hanukkah. 3.Jewish symbols and how they express religious meaning. The celebrations involved in the festival of Hanukkah and where these take place.</p> <p>Horizontal Links: Summer 1 - USA Diagonal Links: Henry VIII yr4 Conflict Yr3 and Yr6 Yr 6 Russia</p>	<p>Pirate or explorer? – Francis Drake and James Cook?</p> <p>Content: Francis Drake •Career •Privateer or Pirate? •Around the world James Cook •Career •Expeditions •Ships •Discoveries Horizontal Links: Diagonal Links: yr1 Geography</p>	<p>USA</p> <p>History & Geography – Plot where the population of America have come from over time / The indigenous population / How the Flag shows that states / Significant landmarks – human and Physical / Mississippi river/ Science: Habitats and climate RE: What religions can you find ART: Historical and now – Culture: how their immigrants influence this Significant things / people – Space race and walk on the moon / Barak Obama /</p>	<p>The Last Supper</p> <p>•A focus on Maundy Thursday and the events of the Last Supper.</p> <p>•A focus on what the Last Supper represents in Christianity.</p> <p>•Personal experiences of special meals.</p> <p>•Look at links between Passover and Easter</p>	<p>How did Neolithic families live?</p> <p>Content: •Stone Age •Palaeolithic Period •Mesolithic Period •Neolithic Period •Tools •Settlement Horizontal Links: Food and nutrition</p> <p>Diagonal Links: Year 1 History Aut 1 Geography land use and settlement (3,5)</p>	<p>How do artists use shape?</p> <p>Content: •Henry Moore •Antony Gormley •Dennis Oppenheim Barbra Hepworth •Sculpture •3 Dimensional •Carving •Chiselling •Modelling •Casting •Types of Sculpture Recycling to create an Abstract Sculpture</p> <p>Horizontal Links: Geog Diagonal Links: Year 1 / 2 Science Materials</p> <p>SCIENCE: Chemistry everyday materials</p>
---	---	---	---	--	--	---	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Spotlight	Geography	RE	History	Reflect and review	EASTER	History	Art
	<p>How do volcanoes & earthquakes affect peoples' lives?</p> <p>Content: Tectonic plates The Ring of Fire Volcanos in Italy, Philippines, Japan and Mexico Grid references Map symbols</p> <p>Horizontal Links: SCIENCE: Rocks and Soils (Aut 2) Art landscapes</p> <p>Diagonal Links:</p> <p>SCIENCE Plants (Growth on volcanic soil)</p>	<p>Are all Christian churches the same and do all Christians believe the same thing?</p> <p>Content: 1.What different Christian denominations believe about their faith. 2.The Bible outlines Jesus' words to his disciples. The Bible gives two accounts of the Christmas Story. 3.How Christians worship and why they carry out particular rituals. How places of worship and religious symbols differ/are similar for different Christian denominations. 4.The expectations of Christian communities.</p> <p>Horizontal Links: Summer 1: Belief in the Philippines Summer 2 – Anglo Saxon</p> <p>Diagonal Links: Henry VIII yr4 Year 6 Russia</p>	<p>Boudicca- Heroine or Villain?</p> <p>Content: •Primary and Secondary sources •Romans •Celts •Life – culture •Boudicca •Boudicca's revolt</p> <p>Horizontal Links: Anglo Saxons RE</p> <p>Diagonal Links: Geography counties, seas etc</p>	<p>The Philippines</p> <p>History: Tribes led by chieftans called datu – 1521 first European from Portugal – claimed land for Spain but was killed by tribes – History of colonisation. 1946 it became fully independent!</p> <p>Geography – size / cities / continent / climate / land use / economy, distribution of wealth / population / trade / oceans / VOLCANOES!!!! – how they use for crops etc – Diverse Wildlife</p> <p>RE: Roman Catholic</p> <p>ART: Historical and now –</p> <p>Culture: Mix of traditional Filipino and Spanish catholic traditions Invite families to support the unit x</p>	<p>Good Friday</p> <p>•A focus on Good Friday.</p> <p>•A look at the events of Jesus's crucifixion and what this means to Christians.</p>	<p>Who were the Anglo Saxons and what happened to them?</p> <p>Content: •Immigration •Counties •Christianity •Alfred the Great •1066 •William the Conqueror</p> <p>Horizontal Links: History RE – Christianity</p> <p>Diagonal Links: Year 4 Vikings</p>	<p>How are artists inspired by nature?</p> <p>Content: •Claude Monet 1840 – 1926 •Pierre-Auguste Renoir 1841 – 1919 •Impressionism •Collage •Textiles •Stitching •Sketching</p> <p>Outside sketch / Collage</p> <p>Horizontal Links: Science Biology Geography - Landscapes</p> <p>Diagonal Links: Year 1 Geography</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Spotlight	Geography	RE	History	Reflect and review	EASTER	History	Art
 Year 4	<p>How have rivers and seas influenced where we live?</p> <p>Content: Significant trade routes in and out of UK. Significant rivers in the UK Definition of River Journey of a river Economic effects of a river</p> <p>Horizontal Links: Settling Vikings Neolithic Yr2 Teesside</p> <p>Diagonal Links: Year 1 History – Trains Year 2 Neolithic</p> <p>SCIENCE: Chemistry: Water Cycle</p>	<p>Sikhism: What are the key beliefs of Sikhism?</p>  <ol style="list-style-type: none"> 1. Key beliefs of Sikhism 2. What the Gurus of Sikhism say about God, the world and human life. Guru Nanak – his life and teachings. 3. How the 5Ks are symbolic to Sikhs. 4. How do Sikhs do what is expected of them in today's world. <p>Horizontal links: Peace and conflict – History / Global Curriculum READING – classic texts and appreciation Diagonal Links: Influential people: Boudicca, James Cook and Drake, Henry VIII,</p>	<p>Vikings: Ruthless killers or peaceful settlers?</p> <p>Content: Complex terms : BCE / CE •Viking timeline •Raiders from the north •Lindisfarne •Trade •Invasion •Danelaw •Laws •Society •Legacy</p> <p>Horizontal Links: biology (humans) Diagonal Links: Yr 3 Anglo Saxons Geography Continents / oceans</p>	<p>South America</p> <p>History: Earliest recorded civilisation Peru – Colonised late 15th Century mainly by Span and Portugal (also Dutch. British and French) Indigenous population Geography – The Amazon River / The Andies / size / Deserts / Glaciers / 12 countries / Largest country Brazil/ Oceans/ Tropic of Capricorn / Equator / RE: Christ the Redeemer Science: Habitats and animals found in the variety of Environments / Galapagos Islands – Charles Darwin! ART: Historical and now – Latino Art – Freda Kahlo Culture: Main languages Significant People: Pele (Footballer) Freda Kahlo</p>	<p>Easter Sunday</p> <ul style="list-style-type: none"> •A focus on Easter Sunday. •A look at Jesus's resurrection and what this means to Christians. 	<p>What was the significance of Henry VIII's break with Rome?</p> <p>Content; •Who was Henry VIII •Significant dates linked with marriages and break with Rome •Catholic Faith •Protestant Faith •Persecution •Parliament •Wealth Horizontal Links: RE Christian beliefs Diagonal Links: Builds on: Christianity</p>	<p>How do artists represent real life?</p> <p>Content: •Michelangelo 1475 – 1564 •The Pieta •Statue of David •Sistine Chapel •Italian Renaissance •Sculpture •Working with Clay *Augusta Savage 1892 – 1962 Clay Sculpture Horizontal Links: Christian statues – RE Diagonal Links: Year 6 History – ART taken in War</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Spotlight 	Geography	RE	History	Reflect and review	EASTER	History	Art
Year 5	<p>How is the UK's economy driven by land use?</p> <p>Content: 6 Types of land use Settlement Counties of England Major cities of UK UK economic activity OS map</p> <p>Horizontal Links:</p> <p>Diagonal Links: Year 4 Science – David Attenborough</p> <p>SCIENCE: Earth and Space</p>	<p>Pilgrimage</p> <p>Content: 1.Key beliefs of Buddhism 2.What religious sources and texts say about pilgrimage/life and death The impact of influential and inspirational people on worship and pilgrimage. 3.Where do religious followers go on pilgrimage and why do they do this How do followers worship when they are there and how do they express their religious and spiritual ideas What do different religions believe about life after death 4.What is expected of a person in following a religion or a worldview.</p> <p>Horizontal Links: Victorian Britain – Suffering Global Curriculum</p> <p>Diagonal Links: Yr 6 History Rivers yr4 Peace and Conflict</p> 	<p>What were the risks to a poor family in Victorian Britain?</p> <p>Content: •Timeline •Health •Child Labour •Housing •Poverty – bias and opinion •Crime •Society</p> <p>Horizontal Links:</p> <p>Diagonal Links: Science – Yr3 Louis Pasteur – germs Science – Digestion (yr4) Yr1 History – Trains</p>	<p>AFRICA</p> <p>Music – past and now / Dance</p> <p>History: British Empire / Slave trade / Diamond mines – History linked to England (Queens Blue diamond in the crown) / apartheid</p> <p>Geography – size / countries / cities / climate / land use / economy, distribution of wealth / population Rivers - The Nile / highest mountain – Kilimanjaro / Biggest lake – lake Victoria</p> <p>Animals – global links to hunting / game / exotic pets / where they are located and the variety</p> <p>ART: Traditional / contemporary</p> <p>Culture: Tribes of the past – Zulu- Maasai – Dogon</p> <p>Religions: What and where</p> <p>Significant people: Nelson Mandela / Kofi Annan/ Miriam Makebe (en.unesco.org)</p>	<p>A Pagan Compromise!</p> <p>•A look at where our Easter traditions originate.</p>	<p>What was the role of the river Nile in developing the Ancient Egyptian Empire?</p> <p>Content: •Nile – continent, countries and size •Ancient Egypt cities •Ancient Egypt transport •Ancient Egypt Technology •Trade and civilisation •Empire</p> <p>Horizontal Links: Geography Land use DT Pulleys and gears English CLPE The Dam</p> <p>Diagonal Links: Year 4 – Geog – Rivers Year 3 Settlers (Roman / Viking) Year 2 Geography Cairo</p> <p>Immersive classroom: Damming the River Nile 360</p>	<p>How do artists use perspective?</p> <p>Content: •Filippo Brunelleschi •Pietro Perugino •Henry Moore •Silvestre Santiago (Pejac) •Perspective ART •Forced perspective •Photography Photography</p> <p>Horizontal Links: Diagonal Links: Yr 6 WW2 – Henry Moore art</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Spotlight 	Geography	RE	History	Reflect and review	EASTER	History	Art
Year 6	<p><i>The UK and North America – what are the differences and the similarities?</i> A study of <u>physical geography</u> Content: Climate Zones Biome Vegetation regions UK geographical facts North America geographical facts</p> <p>Horizontal Links:</p> <p>Diagonal Links: All Biology to this point Jane Goodall – Year 2 David Attenborough Yr4</p>	<p><i>What are the key beliefs of Islam?</i> Content:  1.Key beliefs of Islam 2.Holy scripture and Key Leaders – Prophet Mohammed pbuh 3.Symbols, worship, important places and pilgrimage 4.What is expected of a Muslim How do they practice their faith and what contribution does this make to local life How do Muslims respond to global issues, human rights, fairness, social justice and environmental issues</p> <p>Horizontal Links: History WW2 persecution Art expressionism Biomes</p> <p>Diagonal Links: Global Curriculum SCIENCE: Evolution</p>	<p><i>What was life like in the trenches during WWI?</i> Content: •Cause •Effect •Trench life •Propaganda •The soldiers</p> <p>Horizontal Links: Science – SCIENCE: Carl Linnaeus Microorganisms (Trench foot)</p> <p>Diagonal Links: Geography: continents, Map reading, countries and cities DT – Pulleys and mechanisms</p>	<p>RUSSIA: History: <u>Government history:</u> Russian Empire 1721 – 1917 - Russian state: 1918 – 1920 - Russian Republic 1917 - Russian Federation Present day The Romanov family execution – the end of the Russian Royal family COLD WAR Geography – size / cities / continent / biomes - climate / land use / economy, distribution of wealth / population RE: Russian Orthodox / Christianity – Oppression of societies in history and now ART: Historical and now – Revisit Kandinsky (Yr1) / Architecture / Traditional costume / Culture: Ballet - music</p> <p>Horizontal Links:</p> <p>Diagonal Links: Christianity yr 2 and yr 3 Conflict – Yr3 and yr4 Year 1 Art</p>	<p>Judas – Easter hero or traitor? A focus on the actions of Judas Iscariot in Holy Week.</p>	<p><i>Who was persecuted during the Nazi regime and why?</i> Content: •German culture 1933 •Success of the Jews •The Nazi party •Propaganda •Rise of The Nazi Party 1933 – 1945 •Persecution of minorities •Persecution of Jews</p> <p>Horizontal Links: WW1 study</p> <p>Diagonal Links: Year 5 RE – Jewish religion Geography – all year groups</p> <p>SCIENCE: Human circulatory system. Exercise, drugs and lifestyle</p>	<p><i>How do artists create emotion without a brush?</i> Content: •Edvard Munch •The Scream •Expressionism •Printing techniques •Reduction print •Andy Warhol •Katsushika Hokusai Lino Printing</p> <p>Horizontal Links: WWII – Persecution – Nazi sympathisers</p> <p>Diagonal Links:</p>

Harrow Gate Primary Academy **History** Big Ideas



Living history



Local Study



Explorers



Stone Age



Roman Britain



Anglo Saxon
Britain



Vikings



Henry VIII



Victorian Britain



Ancient Egypt



WWI and WWII

Informed
responses

Historical
Vocabulary



Communicate

Ask and
answer
questions

Select
information

Cause and
Consequence

Primary
sources



Interpret the past

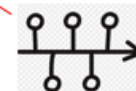
Secondary
sources

Significance

Change

Main events

Chronological
framework



Chronology

Similarities
and
Differences

Connections
and contrasts



Locate



Settlement



Society



Economy



Belief



Conflict / Battle / War

Focus



History at Harrow Gate Primary Academy

INTENT:

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. History at Harrow Gate aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Harrow Gate Primary School, we have designed our History curriculum with the intent that our children will:

Become increasingly critical and analytical thinkers

Possess a secure understanding of the chronology of the British Isles and other import periods of History

To discover links and connections to the History they learn and the wider community and locality

Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs

Differentiate between source types and explain how interpretations in History may differ

Draw on similarities and differences within given time frames and across previously taught History

Enquire in to Historical themed questions and form their own opinions and interpretation of the past

Nursery

Why do we celebrate Bonfire night?

British History
Simple time line of events
Religion
King James
Recall important narrative



Who am I?



Why do we celebrate Bonfire night?

British History / London and parliament
Simple time line of events
Religion
King James Guy Fawkes
Recall important narrative
Traditions



Who am I?



Year 1

Local Study:

How did Stockton get people moving? (Summer 2)

Using a chronological framework (NOT a date timeline)
Begin to identify how they are the **same** and **different** to given historical
Stockton – Darlington Railway
Steam locomotives
George Stephenson
The Rocket



Reception

Changes in Britain from the Stone Age to the Iron Age

How did Neolithic families live? (Summer 2)

Use a chronological framework – SIMPLE TIMELINE
Identify ways in which we could find out about the past.
Use a given historical account / story can identify similarities and differences between now and then

Stone Age

Palaeolithic Period

Mesolithic Period

Neolithic Period

Tools

Settlement



Year 2

Events beyond living memory that are significant nationally or globally

Who was the most significant explorer, Francis Drake or James Cook? (Autumn 1)

Use a chronological framework – SIMPLE TIMELINE
Identify ways in which we could find out about the past.
Use a given historical account / story can identify similarities and differences between now and then

Francis Drake	James Cook
Career	Career
Privateer or Pirate?	Expeditions
Around the world	Ships
Discoveries	Discoveries



Living history

Have children always lived like me? (Autumn 1)

Using a chronological framework (NOT a date timeline)
Begin to identify how they are the **same** and **different** to given historical subject
Food
Stockton History
School
Toys



Year 4

Vikings: Ruthless killers or peaceful settlers? (Autumn 1)

Use dates and terms related to the passing of time
Look for links and affects in time studied **connections**
Offer a reasonable explanation for events
Recognise the **significance** of a historical event on future life.
Complex terms : BCE / CE

Viking timeline
Raiders from the north
Lindisfarne
Trade
Invasion
Danelaw
Laws
Society
Legacy



What was the significance of Henry VIII brake with Rome? (summer 2)

Use dates and terms related to the passing of time
Look for links and affects in time studied **connections**
Offer a reasonable explanation for events
Recognise the significance of a historical event on future life.
Complex terms : BCE / CE
Who was Henry VIII

Significant dates linked with marriages and break with Rome
Catholic Faith
Protestant Faith
Persecution
Parliament
Wealth



Year 3

Who were the Anglo Saxons and what happened to them? (Summer 2)

Use a **timeline** to order events
To identify an **opinion** in a source.
To understand different versions of the past may exist and give reasons for this
To identify reasons for and results of peoples actions **cause**
Immigration
Counties
Christianity
Alfred the Great
1066
William the Conqueror



Boudicca – Hero or Villain? (Autumn 1)

Use a **timeline** to order events
To identify an **opinion** in a source.
To understand different versions of the past may exist and give reasons for this
To identify reasons for and results of peoples actions **cause**
Primary and Secondary sources
Romans
Celts
Life – culture
Boudicca
Boudicca's revolt



History at Harrow Gate Primary Academy

INTENT:

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. History at Harrow Gate aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Harrow Gate Primary School, we have designed our History curriculum with the intent that our children will:

Become increasingly critical and analytical thinkers

Possess a secure understanding of the chronology of the British Isles and other import periods of History

To discover links and connections to the History they learn and the wider community and locality

Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs


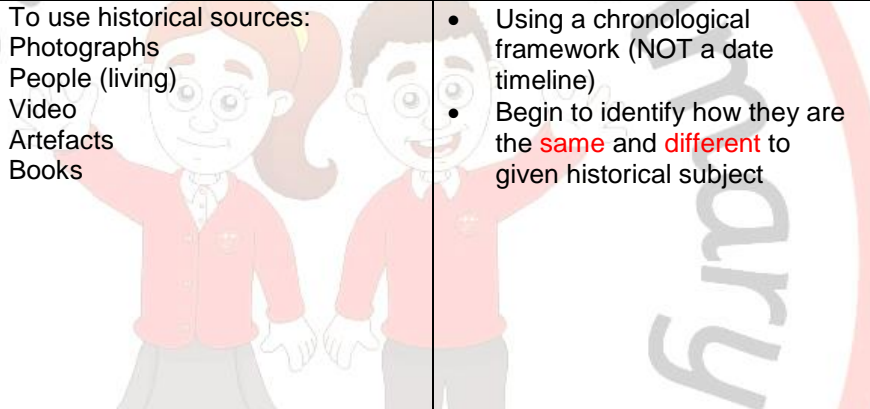


Differentiate between source types and explain how interpretations in History may differ





Draw on similarities and differences within given time frames and across previously taught History



Enquire in to Historical themed questions and form their own opinions and interpretation of the past






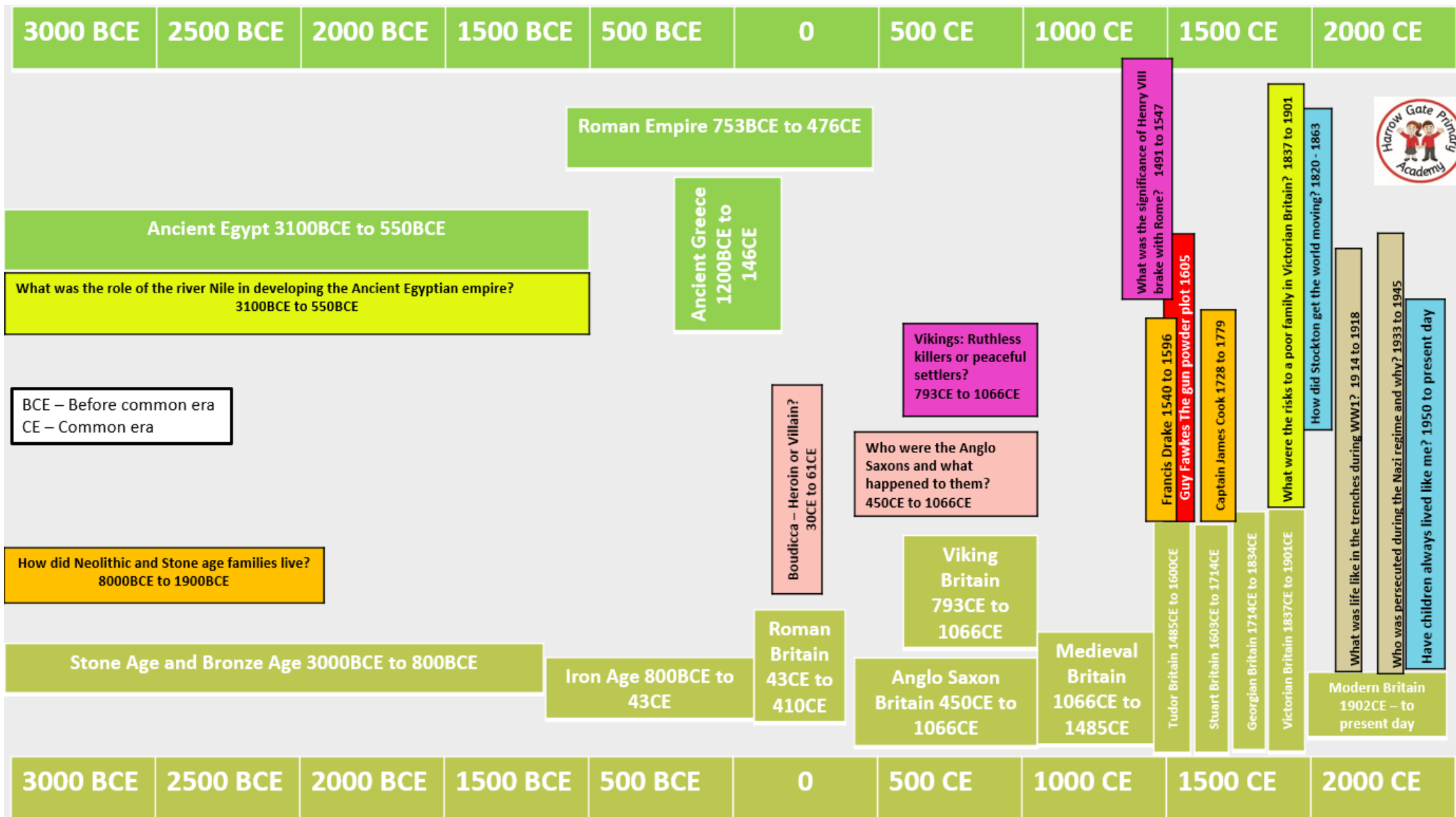
HISTORY PROGRESS GRID

	Declarative Knowledge	Procedural Knowledge		
		Evidence	Enquiry (Interpretation, cause, change, similarities / difference, significance)	Communication
Chronology: As the children progress through school their timeline will naturally develop showing all history taught.				
National Curriculum PoS: Year 1				
<ul style="list-style-type: none">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national lifeEvents beyond living memory that are significant nationally or globallySignificant historical events, people and places in their own locality.The lives of significant individuals in the past who have contributed to national and international achievements				
Have children always lived like me? 	<ul style="list-style-type: none">FoodStockton HistorySchoolToys	To use historical sources: Photographs People (living) Video Artefacts Books 	<ul style="list-style-type: none">Using a chronological framework (NOT a date timeline)Begin to identify how they are the same and different to given historical subject	Verbally: <ul style="list-style-type: none">Answering a simple question using the evidence and historical vocabulary Written <ul style="list-style-type: none">Label / simple recount
Local Study: How did Stockton get people moving? 	<ul style="list-style-type: none">Stockton – Darlington RailwaySteam locomotivesGeorge StephensonThe Rocket			
National Curriculum PoS: Year 2				
<ul style="list-style-type: none">Events beyond living memory that are significant nationally or globallyThe 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 periodsSignificant historical events, people and places in their own locality.Changes in Britain from the Stone Age to the Iron Age				
Who was the most significant explorer, Francis Drake or James Cook? 	Francis Drake <ul style="list-style-type: none">CareerPrivateer or Pirate?Around the world James Cook <ul style="list-style-type: none">CareerExpeditionsShipsDiscoveries	To use historical sources: Newspapers Letters Diaries Travel narrative	<ul style="list-style-type: none">Use a chronological framework – SIMPLE TIMELINEIdentify ways in which we could find out about the past.Use a given historical account / story can identify similarities and differences between now and then.	Verbally: <ul style="list-style-type: none">Ask a simple question using historical vocabularyDiscuss the effectiveness of sources Written: <ul style="list-style-type: none">Write a guided extended answer to a historical question.

	Declarative Knowledge	Procedural Knowledge		
		Evidence	Enquiry (Interpretation, cause, change, similarities / difference, significance)	Communication
Chronology: As the children progress through school their timeline will naturally develop showing all history taught.				
How did Neolithic families live? 	<ul style="list-style-type: none">• Stone Age• Palaeolithic Period• Mesolithic Period• Neolithic Period• Tools• Settlement			
National Curriculum PoS: Year 3 Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference. 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. <ul style="list-style-type: none">• the Roman Empire and its impact on Britain• Britain's settlement by Anglo-Saxons				
Boudicca – Hero or Villain? 	<ul style="list-style-type: none">• Primary and Secondary sources• Romans• Celts• Life – culture• Boudicca• Boudicca's revolt	To use historical sources: <ul style="list-style-type: none">• Hand written manuscripts• Art• Witness statements• Books• Museum / visit	<ul style="list-style-type: none">• Use a timeline to order events• To identify an opinion in a source.• To understand different versions of the past may exist and give reasons for this• To identify reasons for and results of peoples actions cause	Verbally: <ul style="list-style-type: none">• Question why things happen and give explanations Written: <ul style="list-style-type: none">• Write a clear and cohesive guided response using PEEL (point evidence explanation link)
Who were the Anglo Saxons and what happened to them? 	<ul style="list-style-type: none">• Immigration• Counties• Christianity• Alfred the Great• 1066• William the Conqueror			
National Curriculum PoS: Year 4 Establish 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. <ul style="list-style-type: none">• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
Vikings: Ruthless killers or peaceful settlers? 	Complex terms : BCE / CE <ul style="list-style-type: none">• Viking timeline• Raiders from the north• Lindisfarne• Trade• Invasion• Danelaw	To use historical sources: <ul style="list-style-type: none">• Art• Maps• Religious diaries• Witness statements• Journals• Poems and songs	<ul style="list-style-type: none">• Use dates and terms related to the passing of time• Look for links and affects in time studied connections• Offer a reasonable explanation for events	Verbally: <ul style="list-style-type: none">• Articulate own opinion of a historical event / story Written <ul style="list-style-type: none">• Write a clear and cohesive guided response using PEEL

	Declarative Knowledge	Procedural Knowledge		
		Evidence	Enquiry (Interpretation, cause, change, similarities / difference, significance)	Communication
Chronology: As the children progress through school their timeline will naturally develop showing all history taught.				
	<ul style="list-style-type: none">LawsSocietyLegacy	To use historical sources: <ul style="list-style-type: none">ArtMapsReligious diariesWitness statementsJournals Poems and songs	<ul style="list-style-type: none">Recognise the significance of a historical event on future life.Use dates and terms related to the passing of timeLook for links and affects in time studied connectionsOffer a reasonable explanation for events Recognise the significance of a historical event on future life.	which incorporates their own findings. Verbally: <ul style="list-style-type: none">Articulate own opinion of a historical event / story Written Write a clear and cohesive guided response using PEEL which incorporates their own findings.
What was the significance of Henry VIII brake with Rome? 	<ul style="list-style-type: none">Who was Henry VIIISignificant dates linked with marriages and break with RomeCatholic FaithProtestant FaithPersecutionParliamentWealth			
National Curriculum PoS: Year 5 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. <ul style="list-style-type: none">A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared				
What were the risks to a poor family in Victorian Britain? 	<ul style="list-style-type: none">TimelineHealthChild LabourHousingPoverty – bias and opinionCrimeSociety	To use historical sources: <ul style="list-style-type: none">BuildingsNewspapersGovernment documentsMapsArtPhotographsCourt documentsArchaeology	<ul style="list-style-type: none">Confidently use dates and terms related to the passing of timeConsider different aspects of the life of different people / classes. contrastsCompare life in early and late times studied trend over time	Verbally: <ul style="list-style-type: none">Formulate a speech based on a historical event Written <ul style="list-style-type: none">Construct informed responses that involve thoughtful selection and organisation of relevant historical information
What was the role of the river Nile in developing the Ancient Egyptian empire?	<ul style="list-style-type: none">Nile – continent, countries and sizeAncient Egypt citiesAncient Egypt transportAncient Egypt TechnologyTrade and civilisation			

	Declarative Knowledge	Procedural Knowledge		
		Evidence	Enquiry (Interpretation, cause, change, similarities / difference, significance)	Communication
Chronology: As the children progress through school their timeline will naturally develop showing all history taught.				
	<ul style="list-style-type: none">• Empire			
National Curriculum PoS: Year 6				
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. <ul style="list-style-type: none">• a local history study• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
What was life like in the trenches during WW1? 	<ul style="list-style-type: none">• Cause• Effect• Trench life• Propaganda• The soldiers	To use historical sources: <ul style="list-style-type: none">• Posters• Leaflets• Speeches• Witness statements• Poetry• Letters• Photographs• News reels• Telegrams	<ul style="list-style-type: none">• To use historical sources to identify trends• To question the validity of sources – propaganda / fake news• Identify how belief can have an impact on historical events	Verbally: <ul style="list-style-type: none">• Debate defending their position linked to a historical event. Written <ul style="list-style-type: none">• Analyse / explain reasons for, and results of, historical events, situations, changes.
Who was persecuted during the Nazi regime and why? 	<ul style="list-style-type: none">• German culture 1933• Success of the Jews• The Nazi party• Propaganda• Rise of The Nazi Party 1933 – 1945• Persecution of minorities• Persecution of Jews			



Harrow Gate Primary Academy Religious Education Big Ideas



Story



Symbols and
religious
expression



Worship



Teachings and
Authority



Pilgrimage



Impact of Faith

Informed
responses

Religious
Vocabulary

Communicate and reflect

Ask and
answer
questions

Reason

Describe

Express meaning

Primary
sources

Identify and Interpret

Secondary
sources

Significance

Make links

Key beliefs

Reflect

Understand

Evaluate and empathise

Similarities
and
Differences

Connections
and contrasts



Belief



Christianity



Hinduism



Judaism



Sikh



Buddhism



Islam

Focus

Religious Education at Harrow Gate Primary Academy

INTENT

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. The key aims for religious education are reflected in the two attainment targets.

Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.



Year 6

What are the key beliefs of Islam?

- 1.Key beliefs of Islam
 - 2.Holy scripture and Key Leaders – Prophet Mohammed pbuh
 - 3.Symbols, worship, important places and pilgrimage
 - 4.What is expected of a Muslim
- How do they practice their faith and what contribution does this make to local life
- How do Muslims respond to global issues, human rights, fairness, social justice and environmental issues



What are the key beliefs of Sikhism?

- 1.Key beliefs of Sikhism
- 2.What the Gurus of Sikhism say about God, the world and human life. Guru Nanak – his life and teachings.
- 3.How the 5Ks are symbolic to Sikhs.
- 4.How do Sikhs do what is expected of them in today's world.



Year 5

Pilgrimage:

- 1.Key beliefs of Buddhism
- 2.What religious sources and texts say about pilgrimage/life and death
- 3.Where do religious followers go on pilgrimage and why do they do this



How are Christmas and Diwali similar and different?

- 1.What Christians believe about Christmas.
 - 2.The Nativity and its importance to Christians.
 - 3.Christian beliefs and how they celebrate Christmas.
 - 4.What is expected of a Christian child.
- Christian symbols and places of worship.
- Secular traditions at Christmas.



- 1.What Hindus believe about Diwali.
 - 2.The Story of Rama and Sita and its importance to Hindus.
 - 3.Hindu beliefs and how they celebrate Diwali.
 - 4.What is expected of a Hindu child.
- Hindu symbols and places of worship.



Year 4

Are all Christian churches the same and do all Christians believe the same thing?

- 1.What different Christian denominations believe about their faith.
 - 2.The Bible outlines Jesus' words to his disciples. The Bible gives two accounts of the Christmas Story.
 - 3.How Christians worship and why they carry out particular rituals.
 - 4.The expectations of Christian communities.
- How places of worship and religious symbols differ/are similar for different Christian denominations.



Year 3

How are Christmas and Hanukkah similar and different?

- 1.What the key beliefs of Christianity are.
 - 2.The sacred events of The Nativity.
 - 3.How and why Christmas is important to Christians
 - 4.What Christians do in school to celebrate.
- Who the important Christian figures in our community are.
- Christian symbols and how they express religious meaning.



- 1.What the key beliefs of Judaism are.
 - 2.The story of Hanukkah.
 - 3.Jewish symbols and how they express religious meaning.
- The celebrations involved in the festival of Hanukkah and where these take place.



Year 1

Why do we celebrate Christmas? How do people celebrate Christmas?

Know some similarities and differences between different religious and cultural communities in this country

People who practise Christianity are called Christians

Christians celebrate Christmas

Christmas is celebrated every year on 25th December

It is celebrate the birth of Jesus Christ



Reception

Nursery

Why do we celebrate Christmas? How do people celebrate Christmas?

Know some similarities and differences between different religious and cultural communities in this country

Christian faith and celebrations

People who practise Christianity are called Christians

Christians celebrate Christmas



Christmas is celebrated every year on 25th December


It is celebrate the birth of Jesus Christ






Year 2

RELIGIOUS EDUCATION PROGRESS GRID







Year Group	Declarative Knowledge	Procedural Knowledge	
		AT1	AT2
	1. Belief 2. Teachings/Authority 3. Worship 4. Impact of Faith	Learning about religion and worldviews <ul style="list-style-type: none"> Describe Identify Explain Interpret Analyse Use Specialist Vocabulary 	Learning from religion and worldviews <ul style="list-style-type: none"> Reflect Express Empathise Apply Interpret Evaluate
Year 1 How are Christmas and Diwali similar and different? 	<ol style="list-style-type: none"> What Christians believe about Christmas. The Nativity and its importance to Christians. Christian beliefs and how they celebrate Christmas. Christian symbols and places of worship. What is expected of a Christian child. Secular traditions at Christmas. <ol style="list-style-type: none"> What Hindus believe about Diwali. The Story of Rama and Sita and its importance to Hindus. Hindu beliefs and how they celebrate Diwali. Hindu symbols and places of worship. What is expected of a Hindu child. 	<ul style="list-style-type: none"> Describe key features of a religion using specialist vocabulary. Identify stories and key religious symbols Christmas – cross Diwali – aum Start to show awareness of similarities in religions. 	<ul style="list-style-type: none"> Reflect on personal experiences and express own viewpoint. Talk about what they find interesting or puzzling about religion. Talk about what is of value to them and what concerns them. Empathise with the experiences of others. Ensure that secularism and traditions are covered as this will possibly be the predominant experience.
Year 2 How are Christmas and Hanukkah similar and different? 	<ol style="list-style-type: none"> What the key beliefs of Christianity are. The sacred events of The Nativity. Who the important Christian figures in our community are. How and why Christmas is important to Christians. Christian symbols and how they express religious meaning. 	<ul style="list-style-type: none"> Use religious words and phrases to describe and identify some features of religion. Explain the importance of religion for some people. Show awareness of similarities in religions. Old testament/Torah, Moses, December, prayer and worship during festival. Retell religious stories. Build on knowledge of The Nativity and introduce new story of The Maccabees and the Temple. Suggest meanings for religious actions and symbols. 	<ul style="list-style-type: none"> Ask, and respond sensitively to, questions about their own and others' experiences and feelings. Recognise that some questions cause people to wonder and are difficult to answer. Recognise their own values and those of others in matters of right and wrong. Ten Commandments and rules are a great link here - also The Maccabees issue of not praying to another God is an interesting discussion point.

Year Group	Declarative Knowledge	Procedural Knowledge	
		AT1 Learning about religion and worldviews	AT2 Learning from religion and worldviews
	1. Belief 2. Teachings/Authority 3. Worship 4. Impact of Faith	<ul style="list-style-type: none"> Describe Identify Explain Interpret Analyse Use Specialist Vocabulary 	<ul style="list-style-type: none"> Reflect Express Empathise Apply Interpret Evaluate
	4. What Christians do in school to celebrate. 1. What the key beliefs of Judaism are. 2. The story of Hanukkah. 3. Jewish symbols and how they express religious meaning. The celebrations involved in the festival of Hanukkah and where these take place.	Use all symbols on unit plan. <ul style="list-style-type: none"> Identify how religion is expressed in different ways. 	
Year 3 Are all Christian churches the same and do all Christians believe the same thing? 	1. What different Christian denominations believe about their faith. 2. The Bible outlines Jesus' words to his disciples. The Bible gives two accounts of the Christmas Story. 3. How Christians worship and why they carry out particular rituals. How places of worship and religious symbols differ/are similar for different Christian denominations. 4. The expectations of Christian communities.	<ul style="list-style-type: none"> Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and sacred texts. Look at the Bible as a source – Christians believe that The Lord's Prayer (Matthew 6: 5-13) consists of the words that Jesus gave directly to his followers. There are also two different accounts of the Christmas Story that they already know. What questions does this illicit in terms of source validity and sacred texts? Identify the impact religion has on believers' lives. Describe some forms of religious expression. Reflect on worldviews held by many people. 	<ul style="list-style-type: none"> Identify what influences ourselves, making links between aspects of their own and others' experiences. Ask important questions about religion and beliefs, making links between their own and others' responses. Make links between values and commitments, and their own attitudes and behaviour.

Year Group	Declarative Knowledge	Procedural Knowledge	
		AT1 Learning about religion and worldviews	AT2 Learning from religion and worldviews
	<ol style="list-style-type: none"> 1. Belief 2. Teachings/Authority 3. Worship 4. Impact of Faith 	<ul style="list-style-type: none"> • Describe • Identify • Explain • Interpret • Analyse • Use Specialist Vocabulary 	<ul style="list-style-type: none"> • Reflect • Express • Empathise • Apply • Interpret • Evaluate
Year 4 What are the key beliefs of Sikhism? 	<ol style="list-style-type: none"> 5. Key beliefs of Sikhism 6. What the Gurus of Sikhism say about God, the world and human life. Guru Nanak – his life and teachings. 7. How the 5Ks are symbolic to Sikhs. 8. How do Sikhs do what is expected of them in today's world. 	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • Make links between them, and describe some similarities and differences both within and between religions and worldviews. <i>Discuss overlaps with previous learning – Hinduism, Christianity and Judaism.</i> • Describe the impact of religions and worldviews on people's lives. <i>Discuss equality and or the carrying of the Kirpan.</i> • Suggest meanings for a range of forms of religious expression. <i>Use the 5ks to aid discussion.</i> 	<ul style="list-style-type: none"> • Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. • Apply their ideas to their own and other people's lives. • Describe what inspires and influences themselves and others. <i>Sikhism is a fantastic opportunity to think about inspirational people who have changed the status quo - look at the range of biographies in the library as a starting point if children cannot identify their own.</i>
Year 5 Pilgrimage 	<ol style="list-style-type: none"> 1. Key beliefs of Buddhism 2. What religious sources and texts say about pilgrimage/life and death The impact of influential and inspirational people on worship and pilgrimage. 3. Where do religious followers go on pilgrimage and why do they do this How do followers worship when they are there and how do they express their religious and spiritual ideas What do different religions believe about life after death 4. What is expected of a person in following a religion or a worldview. 	<ul style="list-style-type: none"> • Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. <i>Revision of all previous religions taught 1- 4.</i> • Describe why people belong to religions or worldviews. • Understand that similarities and differences illustrate distinctive beliefs within and between religions, and worldviews, and suggest possible reasons for this. <i>Focus on reasons for pilgrimage.</i> • They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. <i>In terms of pilgrimage sites there are many of the sacred texts that can be referred to as sources – these are listed in the unit plan.</i> 	<ul style="list-style-type: none"> • Ask, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments, relating them to their own and others' lives. <i>Do we make pilgrimages in the secular world? Where do we travel to remember?</i> • They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion. <i>A possible question would be – where would be your pilgrimage site and what would people do to remember your actions and deeds when they got there?</i> <p><i>There is also lots of discussion to be had about how close in proximity some of the sites are. This will link to overlaps in belief – Christianity/Judaism and Hinduism/Sikhism.</i></p>

Year Group	Declarative Knowledge	Procedural Knowledge	
		AT1	AT2
	<ol style="list-style-type: none"> 1. Belief 2. Teachings/Authority 3. Worship 4. Impact of Faith 	Learning about religion and worldviews <ul style="list-style-type: none"> • Describe • Identify • Explain • Interpret • Analyse • Use Specialist Vocabulary 	Learning from religion and worldviews <ul style="list-style-type: none"> • Reflect • Express • Empathise • Apply • Interpret • Evaluate
Year 6 What are the key beliefs of Islam? 	<ol style="list-style-type: none"> 1. Key beliefs of Islam 2. Holy scripture and Key Leaders – Prophet Mohammed pbuh 3. Symbols, worship, important places and pilgrimage 4. What is expected of a Muslim How do they practice their faith and what contribution does this make to local life How do Muslims respond to global issues, human rights, fairness, social justice and environmental issues 	<ul style="list-style-type: none"> • Use religious and philosophical vocabulary to give informed accounts of religions and worldviews, explaining the reasons for diversity within and between them. • Explain why the impact of religions and beliefs on individuals, communities and societies varies. • Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. • Interpret the significance of different forms of religious, spiritual and moral expression. 	<ul style="list-style-type: none"> • Use reasoning and examples to express insights into beliefs, teachings and world issues. • Express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. • Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. • Articulate personal and critical responses to questions of meaning, purpose and truth, and ethical issues. • Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

RELIGIOUS EDUCATION OUTCOMES

Year Group	Main Focus	End of Term Outcome/Celebration
Year 1 How are Christmas and Diwali similar and different?		KS1 Christmas Concert
Year 2 How are Christmas and Hanukkah similar and different?		Hanukkah party and KS1 Christmas Concert
Year 3 Are all Christian churches the same and do all Christians believe the same thing?		Church Visit - Christmas Service Whole school or Y3 visit - organisation of whole school church service will take place every other year.
Year 4 What are the key beliefs of Sikhism?		Celebration of Guru Nanak's birthday – Monday 30 th November 2020 Christmas collection for local foodbank
Year 5 Pilgrimage		Plan a Christian pilgrimage to Bethlehem – perhaps an advert or double travel leaflet.
Year 6 What are the key beliefs of Islam?		Question and answer session with local Imam.

EASTER

Year Group	Easter Focus
Year 1	<u>A Wonderful Welcome!</u> <ul style="list-style-type: none"> • A focus on Palm Sunday. • Personal experiences of both being welcomed and welcoming others.
Year 2	<u>The Last Supper</u> <ul style="list-style-type: none"> • A focus on Maundy Thursday and the events of the Last Supper. • A focus on what the Last Supper represents in Christianity. • Personal experiences of special meals. • Look at links between Passover and Easter
Year 3	<u>Good Friday</u> <ul style="list-style-type: none"> • A focus on Good Friday. • A look at the events of Jesus's crucifixion and what this means to Christians.
Year 4	<u>Easter Sunday</u> <ul style="list-style-type: none"> • A focus on Easter Sunday. • A look at Jesus's resurrection and what this means to Christians.
Year 5	<u>A Pagan Compromise!</u> <ul style="list-style-type: none"> • A look at where our Easter traditions originate.
Year 6	<u>Judas – Easter hero or traitor?</u> <ul style="list-style-type: none"> • A focus on the actions of Judas Iscariot in Holy Week.

Harrow Gate Primary Academy **Geography** Big Ideas



Weather



Local Study



Volcanoes and Earthquakes



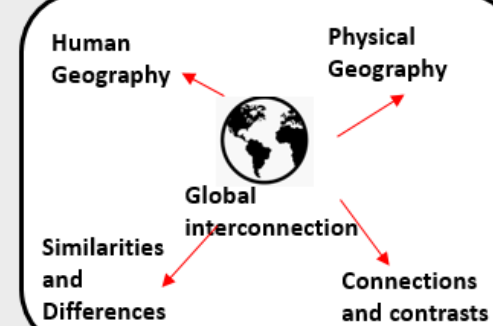
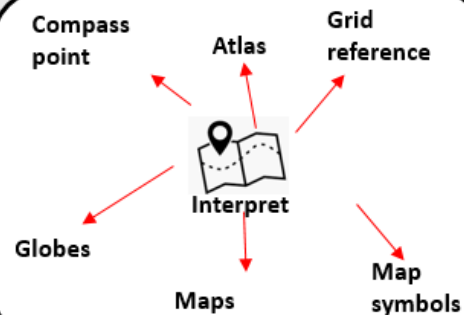
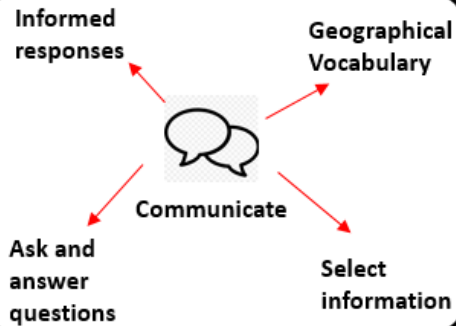
Rivers and Seas



Land Use



Biomes



Locate



Settlement



Society



Economy



Environment

Focus

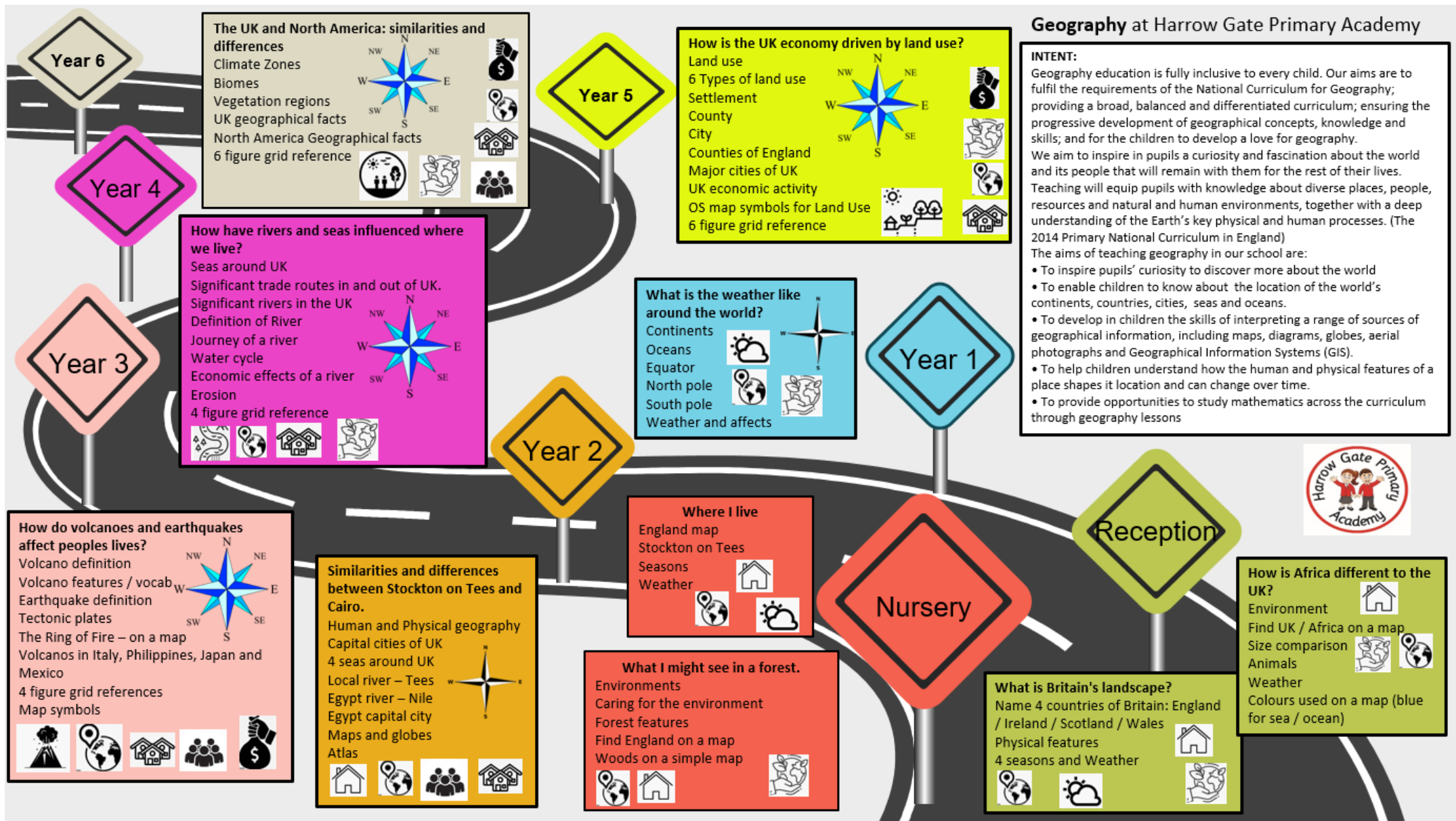
Geography at Harrow Gate Primary Academy

INTENT:



Geography education is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England)


The aims of teaching geography in our school are:



- To inspire pupils' curiosity to discover more about the world
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- To provide opportunities to study mathematics across the curriculum through geography lessons




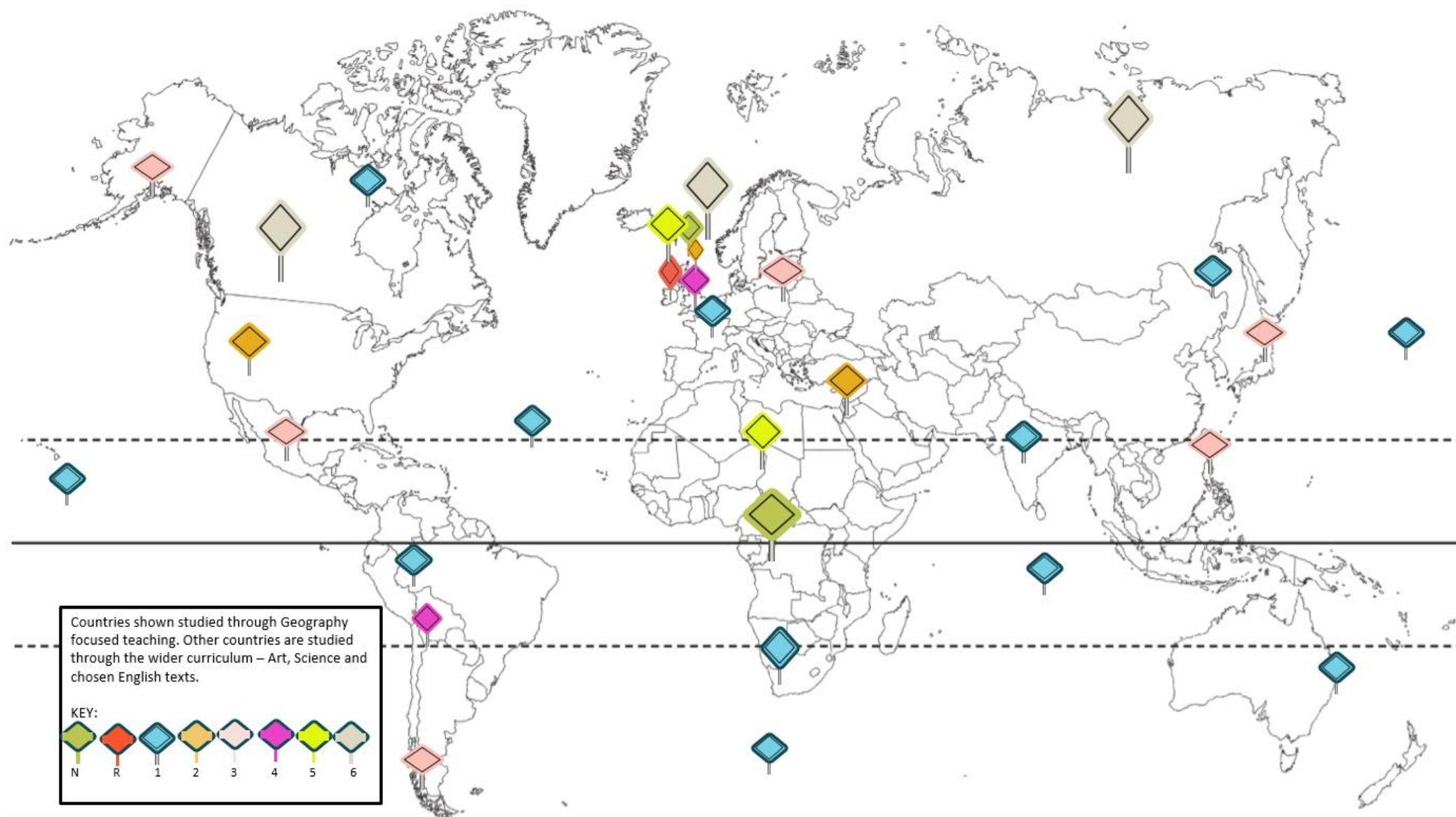
GEOGRAPHY PROGRESS GRID

	National Curriculum PoS				Declarative Knowledge	Procedural Knowledge	
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Graphical skills and Field work		Fieldwork	Map work
Year 1 What is the weather like around the world?  Science Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	<ul style="list-style-type: none"> Seven continents Five oceans Season names Season times Countries of the UK Equator North and South pole 4 Compass points 	making tables and charts <i>about the weather</i> (block graphs, pictograms, tally charts) observations of <i>seasons</i> over time, including through the use of sketches and photographs	use world maps and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West) to plan a simple journey across the continents
Year 2 What are the similarities and differences between Teesside and Cairo? 	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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 contrasting non-European country	use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <input type="checkbox"/> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <input type="checkbox"/> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <input type="checkbox"/> use simple fieldwork and observational skills to study the geography	<ul style="list-style-type: none"> Human Geography Physical Geography Definition of Ocean Definition of Sea Capital Cities of the UK countries 4 Seas around UK Teesside – River Tees Cairo capital City of Egypt Egypt in Africa River Nile Atlas 	making tables and charts to show data collected from local and school fieldwork (block graphs, pictograms, tally charts) that focusses on human and physical geography Use Venn and Carroll diagrams to compare similarities and differences	Use world maps and globes to identify the country of Egypt and the Mediterranean sea. Use atlases to identify Teesside (including Stockton, Middlesbrough, Billingham, Thornaby, Redcar) in the UK and Cairo and the River Nile in Egypt Use aerial photographs and plan perspectives to recognise landmarks: (Teesside - transporter bridge, Bottle of Notes, Roseberry Topping, Tees. Cairo – Pyramids of Giza, Sphinx, Nile) Devise a simple map of the local area; and use and construct basic symbols in a key

	National Curriculum PoS				Declarative Knowledge	Procedural Knowledge	
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Graphical skills and Field work		Fieldwork	Map work
				of their school and its grounds and the key human and physical features of its surrounding environment.			
Year 3 How do volcanoes & earthquakes affect peoples' lives? 	<p>locate the world's 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</p> <p>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)</p>	Understand geographical similarities and differences through studying the human and physical geography	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> □ physical geography, including: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes 	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"> • Volcano definition • Volcano features / vocab • Earthquake definition • Tectonic plates • The Ring of Fire • Volcanos in Italy, Philippines, Japan and Mexico • Grid references • Map symbols 	Data – Use of time Zones in graphs and changing	<p>Eight point compass</p> <p>4 figure grid reference</p> <p>Using an Atlas, Globe, digital computer software</p>
Year 4 How have rivers and seas influenced where we live? Science: Water Cycle	<p>locate the world's 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</p>	Understand geographical similarities and differences through studying the human and physical geography	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<ul style="list-style-type: none"> • Seas around UK • Significant trade routes in and out of UK. • Significant rivers in the UK • Definition of River • Journey of a river • Water cycle • Economic effects of a river • Erosion 	Field sketch – river to its source – Teesside Industry on the river	<p>Locations of rivers</p> <p>4 grid reference</p> <p>Eight point compass</p>

	National Curriculum PoS				Declarative Knowledge	Procedural Knowledge	
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Graphical skills and Field work		Fieldwork	Map work
	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>						
<p>Year 5</p> <p>How is the UK's economy driven by land use?</p> 	<p>locate the world's 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</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Understand geographical similarities and differences through studying the human and physical geography</p>	<p>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</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ 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</p>	<ul style="list-style-type: none"> Land use 6 Types of land use Settlement County City Counties of England Major cities of UK UK economic activity OS map symbols for Land Use 	<p>OS mapping in contrasting local areas – Danby and Teesside Data</p> <p>Population Graphs, Land Use data</p>	<p>Use of Ordnance survey maps to identify Land Use, Counties, Cities, Population</p> <p>6 Figure Grid Reference</p> <p>8 point compass</p>

	National Curriculum PoS				Declarative Knowledge	Procedural Knowledge	
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Graphical skills and Field work		Fieldwork	Map work
Year 6 The UK and North America – what are the differences and the similarities? A study of physical geography 	<p>locate the world's 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</p> <p><input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><input type="checkbox"/> 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)</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>describe and understand key aspects of:</p> <p><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><input type="checkbox"/> 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</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p><input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"> Climate Zones Biome Vegetation regions UK geographical facts North America Geographical facts 	<p>Field sketches</p> <p>Population Data and Data relating to the main zones of investigation</p>	<p>Use of Ordnance survey maps to identify Land Use, Counties, Cities, Population</p> <p>6 Figure Grid Reference</p> <p>8 point compass</p>



Harrow Gate Primary Academy **Art** Big Ideas



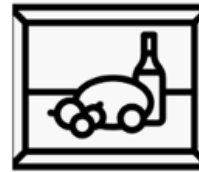
Colour and Pattern



Shape



Nature



Real life



Perspective



Emotion

Informed responses

Art Vocabulary

Communicate

Ask and answer questions

Select information

Cause and Consequence

Primary sources

Interpret

Secondary sources

Significance

Change

Main events

Chronological framework

Imagine

Similarities and Differences

Connections and contrasts



Locate



Belief



Drawing



Paint and pastels



Sculpture



Collage



Printing

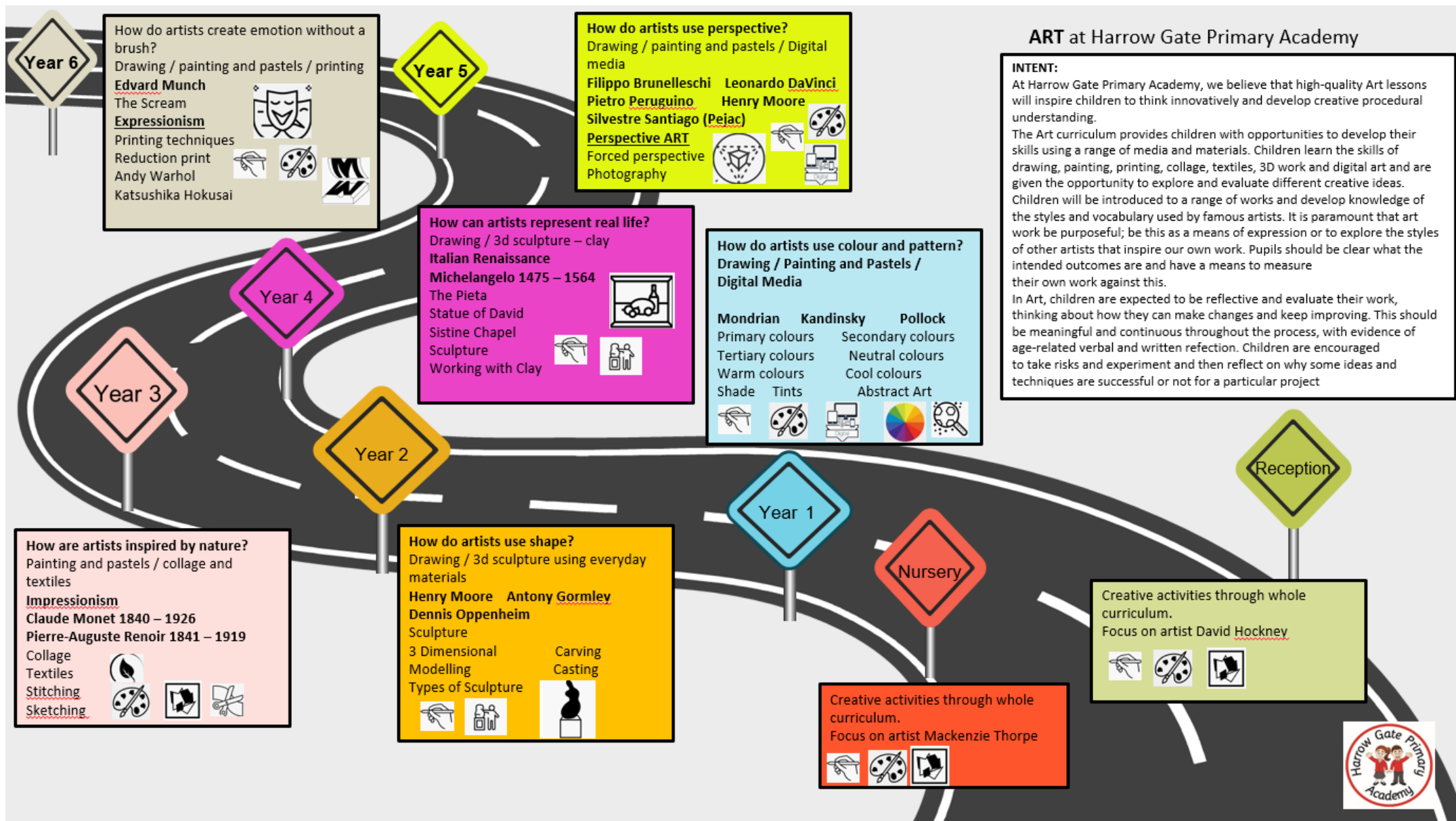


Digital



Textiles

Focus



ART KEY FOCUS

Mackenzie Thorpe



1956 to present day

David Hockney



1937 to present day

Abstract Art

Mondrian: 1872 - 1944



Kandinsky: 1866 - 1944



Pollock: 1912 - 1956



Sculpture

Henry Moore: 1898 - 1986



Antony Gormley: 1950 -



Dennis Oppenheim: 1938 - 2011



Impressionists

Claude Monet: 1840 - 1946



Pierre-Auguste Renoir 1841 - 1919



Italian Renaissance
Michelangelo 1475 - 1564



Perspective Art

Filippo Brunelleschi

1377 - 1446

Leonardo DaVinci 1442 - 1519



Pietro Perugino 1446 - 1523



Henry Moore



Silvestre Santiago (Pejac)




Expressionism

Edvard Munch: 1863 - 1944



ART PROGRESS GRID

	Declarative Knowledge	Procedural Knowledge						
		Drawing	Painting and Pastels	3D work Sculpture	Collage	Printing	Digital Media	Textiles
National Curriculum PoS Year 1 <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout 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.								
How do artists use colour and pattern?	<ul style="list-style-type: none">MondrianKandinskyPollockGeorgia O'KeefePrimary coloursSecondary coloursTertiary coloursNeutral coloursWarm coloursCool coloursShadeTintsAbstract Art 	Explores tone using different grades of pencil, pastel and chalk	Represents things observed, remembered or imagined, using colour/tools *Introduces different types of brushes for specific purposes *Explores the effect on paint of adding water or neutral colours *Introduces primary and secondary colours with the addition of black and white and other hues *Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes *Uses different methods, colour and a variety of tools and techniques to express mood.				*Use digital media to create an abstract representation.	

	Declarative Knowledge	Procedural Knowledge						
		Drawing	Painting and Pastels	3D work Sculpture	Collage	Printing	Digital Media	Textiles
National Curriculum PoS Year 2 <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout 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.								
How do artists use shape?	<ul style="list-style-type: none">Henry MooreAntony GormleyDennis OppenheimSculpture3 DimensionalCarvingChisellingModellingCastingTypes of Sculpture	<p>*Uses line and tone to represent things seen, remembered or observed</p> <p>*Explores shading, using different media</p> <p>Draws familiar things from different viewpoints</p> <p>*Uses line, tone and shade to represent things seen, remembered or imagined</p>		<p>*Experiments with basic tools on rigid and plastic materials</p> <p>*Compares and recreates form and shape to natural and made environments</p> <p>*Creates texture using rigid and plastic materials and a variety of tools</p> <p>*Uses stimuli to create simple 2D and 3D images using a variety of tools and materials</p> <p>*Recreates 2D images in a 3D piece</p> <p>*Shows an awareness of texture, form and shape by recreating an image in 3D form</p>				

	Declarative Knowledge	Procedural Knowledge						
		Drawing	Painting and Pastels	3D work Sculpture	Collage	Printing	Digital Media	Textiles
National Curriculum PoS Year 3 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history.								
How are artists inspired by nature?	<ul style="list-style-type: none">Claude Monet 1840 – 1926Pierre-Auguste Renoir 1841 – 1919ImpressionismCollageTextilesStitchingSketching		<ul style="list-style-type: none">*Uses different methods, colour and a variety of tools and techniques to express mood*Investigates symbols, shapes, form and composition*Uses techniques, colours, tools and effects to represent things seen, remembered or imagined		<ul style="list-style-type: none">*Develops skills of overlapping and overlaying*Develops awareness of contrasts in texture and colour*Uses the natural environment or townscapes as a stimulus*Selects and uses materials to achieve a specific outcome*Embellishes, using a variety of techniques, including drawing, painting and printing*Develops experience in embellishing, using more advanced stitching and appliqué techniques*Applies knowledge of different techniques as a form of expression*Designs an artefact, using knowledge of techniques, for a specific outcome			<ul style="list-style-type: none">*Simple stitching - uses a long needle to make straight stitches*Stitches and cuts threads and fibres*Weaves paper, progressing from one to two colours*Develops an awareness of the natural environment through colour matching*Uses plaiting, pinning, stapling, stitching and sewing techniques*Stitching - using various needles to produce more complex patterns

	Declarative Knowledge	Procedural Knowledge						
		Drawing	Painting and Pastels	3D work Sculpture	Collage	Printing	Digital Media	Textiles
National Curriculum PoS Year 4 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, and sculpture with a range of material: clayabout great artists, architects and designers in history.								
How can artists represent real life?	<ul style="list-style-type: none">Michelangelo 1475 – 1564The PietaStatue of DavidSistine ChapelItalian RenaissanceSculptureWorking with Clay	<ul style="list-style-type: none">*Uses line, tone and shade to represent things seen, remembered or imagined*Is happy to experiment with line, tone and shade*Uses a range of materials to produce line, tone and shade*Selects appropriate media and techniques to achieve a specific outcome		<ul style="list-style-type: none">*Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape.*Looks at 3D work from a variety of genres and cultures and develops own response through experimentation*Recreates images in 2D and 3D, looking at one area of experience*Makes imaginative use of the knowledge they have acquired tools techniques and materials to express own ideas and feelings				

	Declarative Knowledge	Procedural Knowledge						
		Drawing	Painting and Pastels	3D work Sculpture	Collage	Printing	Digital Media	Textiles
National Curriculum PoS Year 5 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history.								
How do artists use perspective?	<ul style="list-style-type: none">Filippo BrunelleschiLeonardo DaVinciPietro PeruguinoHenry MooreSilvestre Santiago (Pejac)Perspective ARTForced perspectivePhotography	*Selects appropriate media and techniques to achieve a specific outcome	*Investigates symbols, shapes, form and composition *Uses techniques, colours, tools and effects to represent things seen, remembered or imagined *Explores the effect of light colour texture tone on natural and man-made objects				*Uses digital media to represent artistic ideas. *Is aware of all basic principles and processes of photography / digital media, together with its limitations	

	Declarative Knowledge	Procedural Knowledge						
		Drawing	Painting and Pastels	3D work Sculpture	Collage	Printing	Digital Media	Textiles
National Curriculum PoS Year 6 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history.								
How do artists create emotion without a brush?	<ul style="list-style-type: none">Edvard MunchThe ScreamExpressionismPrinting techniquesReduction printAndy WarholKatsushika Hokusai	*Selects appropriate media and techniques to achieve a specific outcome	*Investigates symbols, shapes, form and composition *Uses techniques, colours, tools and effects to represent things seen, remembered or imagined *Explores the effect of light colour texture tone on natural and man-made objects			*Compares own image and pattern making with that of well-known artists. *Makes connections between own work and patterns in their local environment. *Recreates images through relief printing using card *Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, Lino *Recreates a scene remembered, observed or imagined, through block printing *Experiments with approaches used by other artists		

GLOBAL CURRICULUM

Throughout the Harrow Gate curriculum there are identified opportunities to link the children into our Global curriculum. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimise harm to our planet. Exploring Global Citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions.

A Global Citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

Opportunities are identified for teachers on each subject 'Unit Plan' and also throughout the year by the Geography Subject leader. Harrow Gate primary are committed to enabling the children with the skills and understanding for local and global issues and how they can influence, improve and change for improvement. We want our children to look wider than their own context and see how their influence can have impact.

The Global curriculum deals with issues of global interdependence, diversity of identities and cultures, sustainable development, peace & conflict and inequities of power, resources & respect.

It is crucial to be aware that, far from promoting one set of answers or values or attitudes, education for global citizenship encourages children and young people to explore, develop and express their own values and opinions. (Always requiring too that they listen to and respect other people's points of view.) This is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others.

It is also vital that our teachers do not approach the Global curriculum with the feeling that they must have all the answers – impossible anyway in such a fast changing world. The role of the teacher is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems and make informed decisions.



GLOBAL CURRICULUM PROCEDURAL KNOWLEDGE

	Critical Thinking	Empathy	Self-awareness and Reflection	Communication	
Yr1	<p>Understand what a relevant question is</p> <p>Consider merits of different view points</p>	<p>What is empathy? Clear definition</p> <p>Show empathy for friends, family and school family</p> <p>Show empathy for characters in books</p>	<p>Identify matters that are important to me and to others</p> <p>Learn from mistakes and act on feedback</p>	Adapt behaviour to new cultural environments: school visits, visitors and local community	<p>Take turns to express a view point</p> <p>Listen to others carefully and respectfully</p>
Yr2	<p>Understand what a relevant question is</p> <p>Consider merits of different view points</p> <p>Use different approaches to solve problems</p>	<p>Show interest and concern for others outside of immediate circle</p> <p>Show interest and concern for others in contexts different to own</p>	<p>Identify connections between my actions and the affects they may have</p> <ul style="list-style-type: none"> - locally - globally 		<p>Understand the functions of a discussion</p> <p>Know how to take part in a discussion</p> <p>Take part in discussions</p>
Yr3	<p>What is bias?</p> <p>What is opinion?</p> <p>Use evidence to support own view point</p>	<p>How does my behaviour affect the feelings of others?</p> <p>How can I adapt my behaviour to take into account the feelings of others?</p>	<p>Making connections between negative feelings towards someone and the behaviour towards them</p> <p>Cause – negative feelings</p> <p>Effect – behaviour towards them</p>		<p>Take part in discussions</p> <p>State opinions and give reasons for these</p>
Yr4	<p>What is bias?</p> <p>What is opinion?</p> <p>Use evidence to support own view point</p> <p>Assess different viewpoints</p> <p>Imagine alternative possibilities and suggest new ideas</p>	<p>How does my behaviour affect the feelings of others?</p> <p>How can I adapt my behaviour to take into account the feelings of others?</p> <p>Empathise with people in local and more distant contexts</p>	<p>Making connections between negative feelings towards someone and the behaviour towards them</p> <p>Cause – negative feelings</p> <p>Effect – behaviour towards them</p>		<p>Take part in discussions</p> <p>Communicate effectively through <u>verbal communication</u>:</p> <ul style="list-style-type: none"> - use a strong confident speak voice - active listening - use carefully selected vocabulary

	Critical Thinking	Empathy	Self-awareness and Reflection	Communication
Yr5	<p>Use media and other sources to identify:</p> <ul style="list-style-type: none"> - bias - stereotypes - a range of perspectives <p>Keep mind open to new ideas</p>	<p>How does my behaviour affect the feelings of others?</p> <p>How can I adapt my behaviour to take into account the feelings of others?</p> <p>Empathise with people in local and more distant contexts</p> <p>Discern how people are feeling by reading:</p> <ul style="list-style-type: none"> - body language - words - gestures - tone of voice <p>Recognise how different backgrounds, beliefs and personalities affect behaviour and world views</p>	<p>Identify own emotions and behaviours</p> <p>Reflect on emotions and behaviours</p> <p>Reflect and change behaviour effectively</p>	<p>Take part in discussions</p> <p>Communicate effectively through verbal communication (see above) and also <u>non-verbal</u>:</p> <ul style="list-style-type: none"> - body language - gestures - facial expressions - closed and open body language
Yr6	<p>Use media and other sources to identify:</p> <ul style="list-style-type: none"> - bias - stereotypes - a range of perspectives <p>Keep mind open to new ideas</p> <p>Analyse own and others' assumptions about people and issues</p>	<p>Recognise how different backgrounds, beliefs and personalities affect behaviour and world views</p> <p>Understand the impacts of prejudice and discrimination</p>	<p>Identify own emotions and behaviours</p> <p>Reflect on emotions and behaviours</p> <p>Reflect and change behaviour effectively</p>	<p><u>'The art of debate'</u></p> <p>Argue rationally and persuasively</p> <p><u>Matter</u> – what you want to say</p> <p><u>Manner</u> – how you say it</p> <p><u>Method</u> – how you organise it</p>

GLOBAL CURRICULUM PROGRESS GRID

	Social justice and equality	Identity and diversity	Globalisation and interdependence	Sustainable development	Peace and conflict	Human Rights	Power and governance
Yr1	What <u>fairness</u> means to: Me My family	<u>Similarities and differences</u> between people in my community: Me Friends Families(cultures)	<u>Similarities and differences</u> between places : Stockton – London Stockton – UK rural Stockton – Europe Stockton – Asia (choose 1 place from Europe and Asia)	<u>Choices and actions</u> How these affect: Me, friends, school community Choices and action about local and school environment : How are we damaging it? How can we improve it? <u>Concern</u> About environment – WASTE – resources etc Taking care of school – home and class	<u>Conflict</u> What is a conflict – clear definition Cause of conflict in: class / home Ways to avoid conflict Ways of resolving conflict <u>Peace</u> : Clear definition How can we be 'bucket filers'	<u>The Rights of the Child</u> What are your basic human rights and how do we respect these in: class, school and family	<u>Decision making</u> What is decision making? How can we take part in rulemaking in our class?
	Participation: Inclusion of all Belief: that people can make a difference on their own and with others						
Yr2	What <u>Fairness</u> means in: Our community – rich / poor The UK – North / south divide	<u>Similarities and differences</u> between: Me and wider context in the UK Me and 1 other country Self-identity and belonging: community and culture	<u>Making links</u> between local community and wider world . Stockton – trade and jobs	<u>Choices and actions</u> How some choices and actions have an impact globally . LITTER: impact locally (landfill) and how this becomes global – rivers – seas What can we do? Reduce, reuse and recycle <u>Concern</u> How can we positively change the community of Hardwick to reduce litter?	<u>Conflict</u> What is a conflict – clear definition Cause of conflict in: class / home Ways to avoid conflict Ways of resolving conflict <u>Peace</u> : Clear definition How can we be 'bucket filers'	<u>The Rights of the Child</u> Who is responsible for ensuring this? How can we respect each other's rights?	Uneven sharing of power How are some people excluded from decision making?

	Social justice and equality	Identity and diversity	Globalisation and interdependence	Sustainable development	Peace and conflict	Human Rights	Power and governance
	<p>Participation: Inclusion of all and take part in decision making Belief: that people can make a difference on their own and with others</p>						
Yr3	<p><u>Fairness:</u> Are there excuses for not following rules?</p> <p>Accepting difference – inclusion and disability</p>	<p><u>Differences – Value</u> What is the diversity of cultures in: school / Stockton / UK</p>	<p><u>How local actions can affect the world:</u></p> <p>Fair trade (Link to Geog Ring of Fire) Why What can school do?</p>	<p>Peoples dependency on the environment: Plants –food Trees – oxygen Wellbeing – Villages and indigenous population</p> <p><u>Concern:</u> About our local environment – commitment to action for improvement Local Issues</p>	<p><u>Causes of Conflict</u> Poor communication Misunderstanding Frustration</p> <p>How can we prevent and resolve conflict</p> <p>Win Win solutions</p>	<p><u>Universal Declaration of Human Rights UN</u></p> <p>Reasons why some people have their rights denied.</p>	<p>Why you need rules in a society.</p> <p>School society Community Country</p> <p>How people can take part in making and changing them</p>
	<p>Participation: Proactive Inclusion – especially people who face barriers to participate fully Belief: That individuals and groups can improve situations</p>						
Yr4	<p><u>Fairness:</u> Review all learning</p> <p><u>Causes of poverty:</u></p> <ul style="list-style-type: none"> Lack of access to a quality education Little or no access to livelihood or jobs <p>Look at local and global examples</p>	<p><u>Contributions</u></p> <p>How different cultures have contributed to our lives</p> <p>Music – dance – food – clothing - sport</p>	<p><u>How Local actions can affect the wider world</u></p> <p>Fair Trade</p> <p>Community Uk Global</p>	<p>Peoples dependency on the environment:</p> <p>Water – clean Care for rivers Care for the oceans – pollution</p> <p>What is Climate Change – Cause – Human / physical</p> <p><u>Concern</u> Global concerns about the environments</p> <p>What can we do that impacts wider than locally?</p>	<p><u>Examples of Conflict</u></p> <p>Past and present in own society</p> <p>Political</p> <p>Science / Religion</p>	<p><u>Defending Human Rights</u></p> <p>Governments Citizens Society</p> <p>(Link to poverty – education / climate change)</p>	<p>Why you need rules in a society.</p> <p>School society Community Country</p> <p>How people can take part in making and changing them</p>
	<p>Participation: Supporting others and encouraging participation Belief: Willingness to cooperate with others to change things for the better</p>						
Yr5	<p><u>Fairness:</u> Review all learning</p> <p><u>Causes of poverty:</u></p>	<p><u>Prejudice</u> What is Prejudice? What does it mean for: Me School Family</p>	<p><u>How actions Affect the wider world</u></p> <p>Fair Trade – how is this local and global</p>	<p><u>Effects of climate change</u> Local and global</p> <p><u>Concern</u></p>	<p><u>Conflict</u> Causes : Differences in values Differences in opinions Loss of respect</p>	<p><u>Current and historic human rights issues</u></p> <p>Influential people in this area</p>	<p><u>Governance</u></p> <p>How laws are passed How our country is governed</p>

MUSIC

Harrow Gate Primary Academy use a music scheme called 'Charanga'. Created by music specialists it builds the childrens knowledge and skills across all aspect of music

Learning progression

Depth of learning through Charanga Musical School

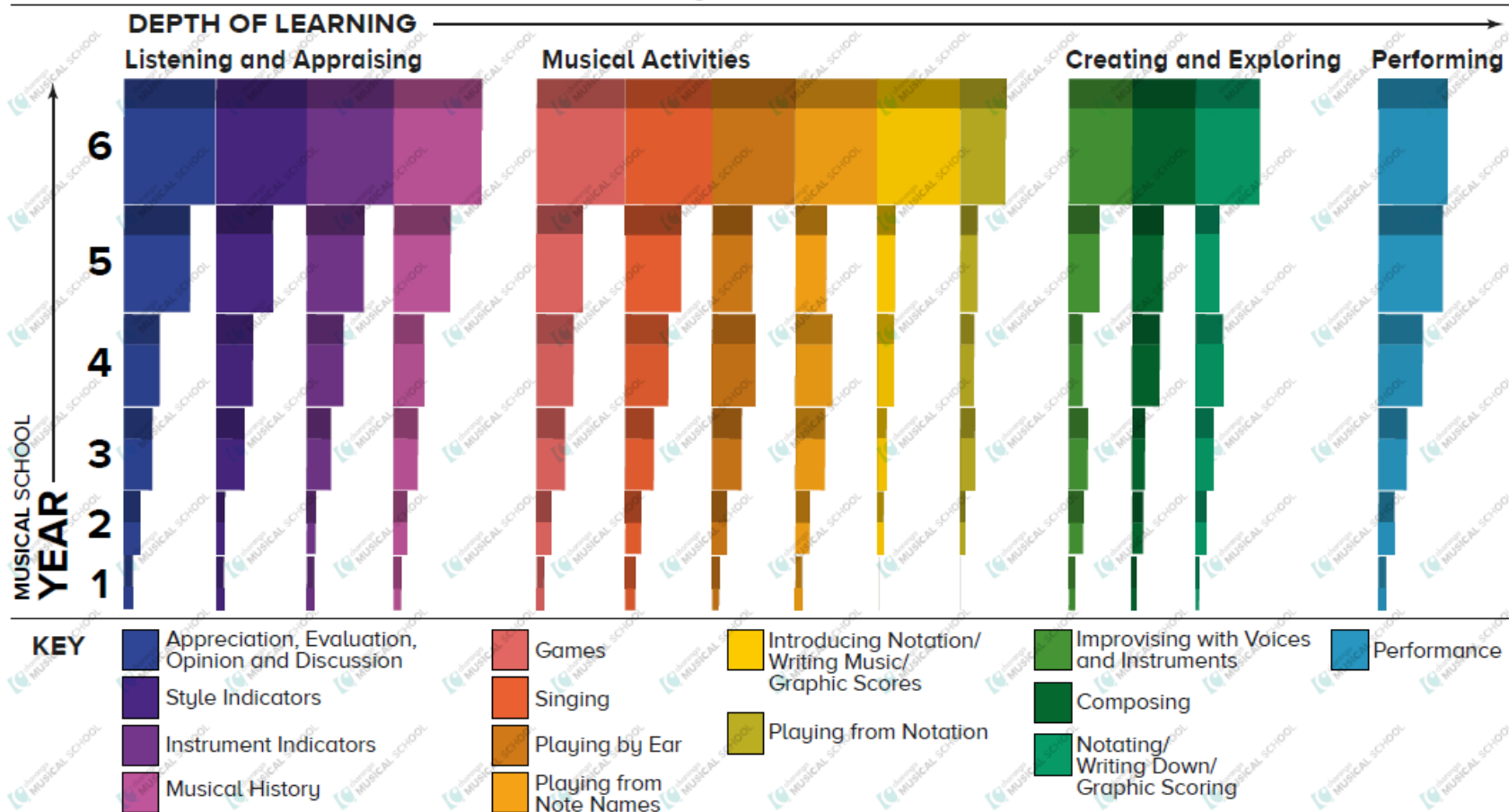


National Curriculum 2014:

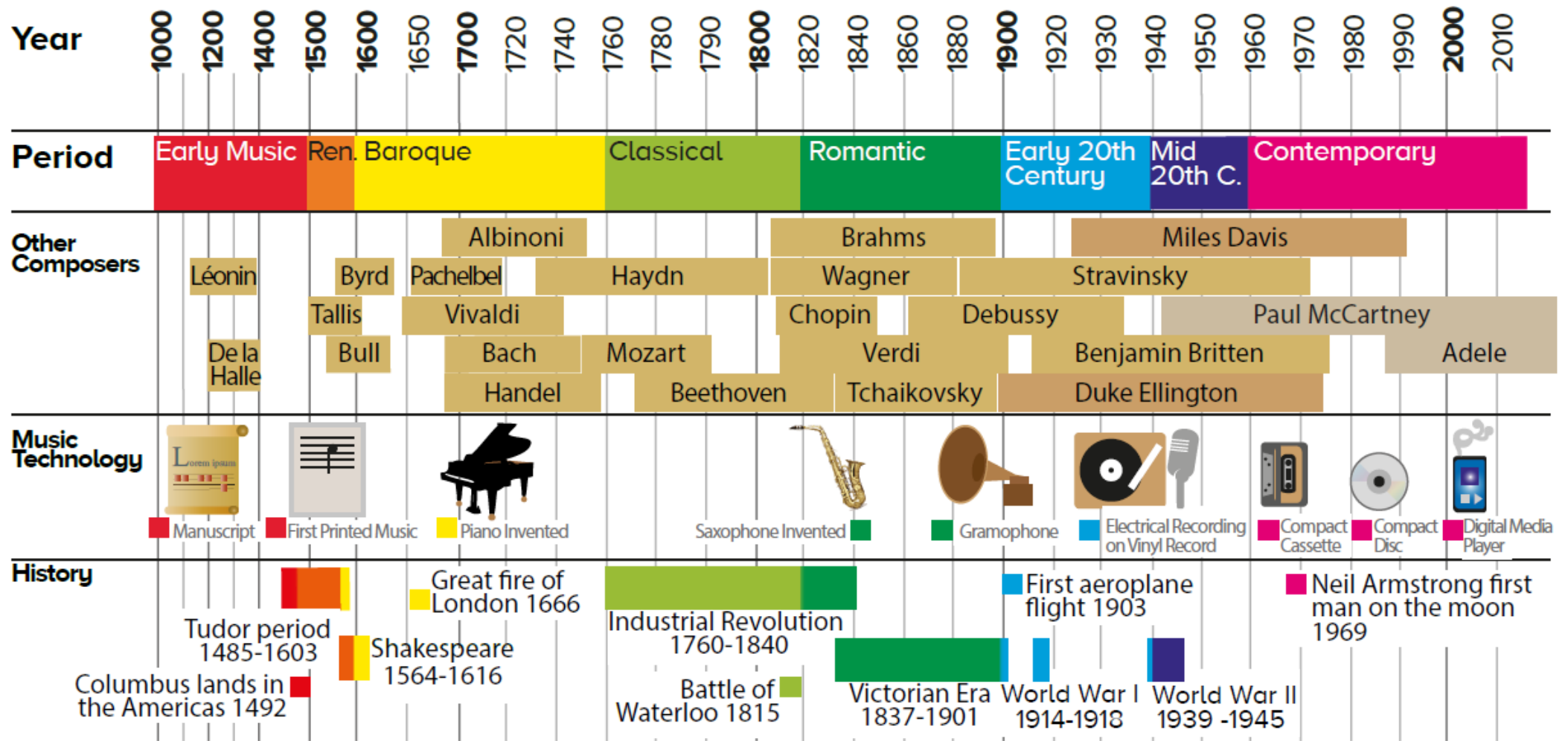
"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



HISTORY OF MUSIC EXPLORED



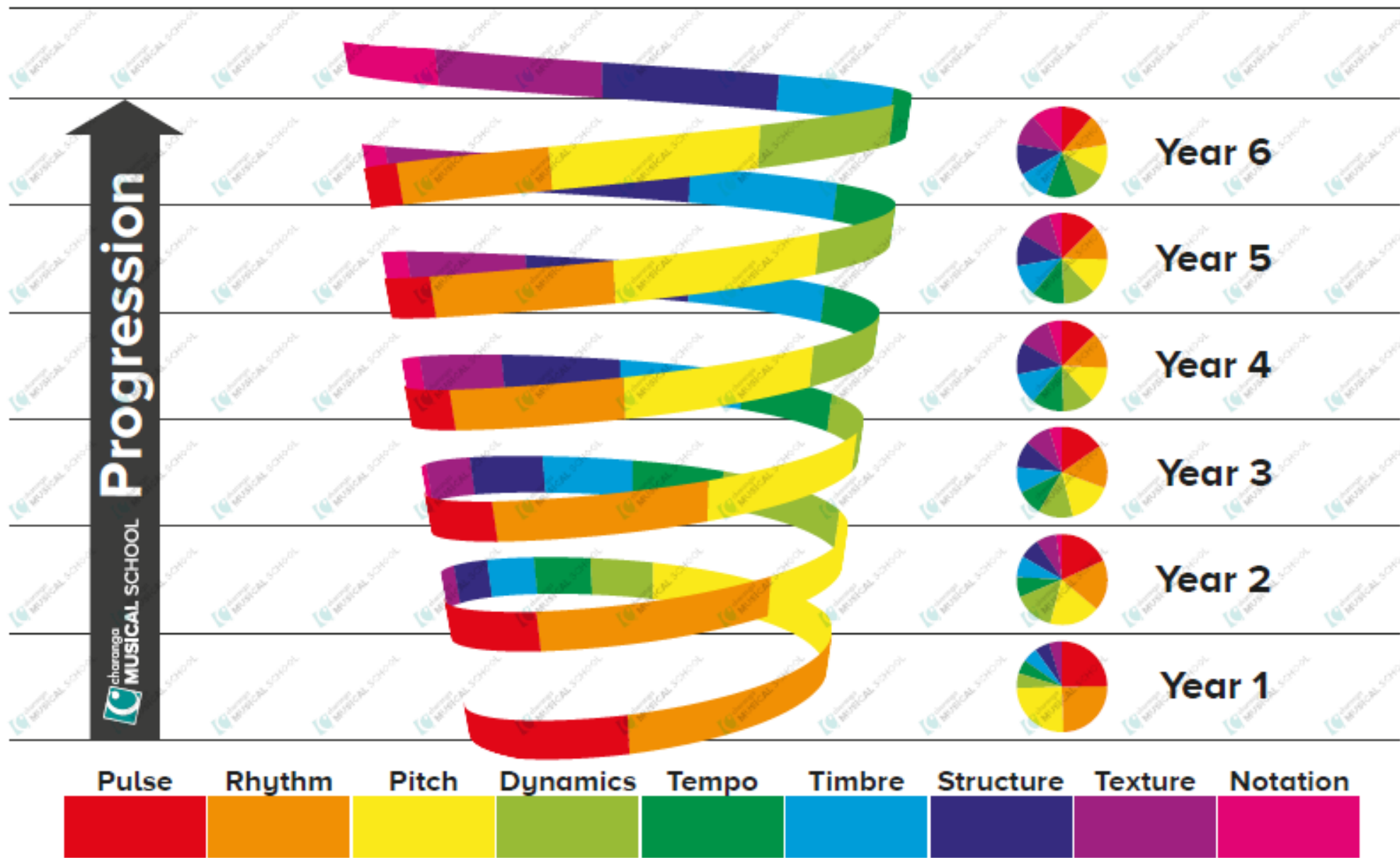
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



PHYSICAL EDUCATION



Champions is a Sports, Fitness and Health programme for Years 1 to 6. It is an holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing

Lessons build on prior skills and knowledge of a wide variety of sporting genre.

Champions Lessons

Each lesson has a clear **lesson objective** and expected **lesson outcomes**, which help you to plan the lesson and assess progress.

Essential **equipment** is outlined for each lesson, however there is also an Equipment list covering the whole **Champions** PE programme, which is available online.

Champions resources refers to all resources that are available online for this lesson. This may include station cards, worksheets, videos, audio and images, depending on the lesson content.

Unit 2

Story Time Dance

Lesson 3

Year 1 • Champions

Learning objectives: • To link moves together.

Learning outcomes: • Move in time to the music.
• Develop gesture and ways of travelling.
• Understand beats in the music.

Prior learning: • Counting in beats of four or eight, the Goldilocks rap, gesture and expressions (Lessons 1 and 2).

Vocabulary: • Gesture, beat.

Equipment: • Lively music track.

Champions resources: • The Goldilocks rap, music for searching the bears' house (e.g. Björk's 'It's oh so quiet' or 'The Doorn' People are strange).

Warm-up:
Ask the children to walk around the room as if they are angry (e.g. stomping, giant steps and strong, sudden movements). Next ask them to move as if they are sad (e.g. walk and stop, droopy, slumped).

Skills learning and development:
Recap on the learning from Lesson 2 – ask the children to explain the story and what actions they have developed.

Repeat the sequence. Count the children into each phase. Develop the dance further by performing it to music.

Now, Goldilocks tries different chairs. Ask: How can we make this look realistic? The children sit on each chair for a count of four – each chair gets bigger in size for mummy, daddy and baby bear. On the last chair, after the count of four, what happens? Goldilocks falls onto the floor!

How will the children fall off the chair? Ask the children to practise and share ideas.

Repeat walking for eight beats and sitting on three different chairs for a count of four per chair. They then fall off the third chair for count of four.

Now think about the last phase – this involves creeping again, but ask the children how they would change the action so that it looked like they were climbing the stairs.

Share ideas and everyone tries out some of the shared movements.

Now Goldilocks tries all of the beds – tell the children that she tries two first – the first bed is too hard and they move on, the second bed is too soft and they move on. But the third is just right so they fall asleep where they are. They hold each gesture for a beat of four and change.

Application and practice:
Aim to put the whole thing together – count the beats to help children to keep time. Alternatively, the children can count in their head themselves.

Remember that all of the moves should flow smoothly from one to the next.

Reflect and review:
Ask:
– How effective and realistic was your dance in telling the story?
– What would you improve?

Support
Do not use music. Instead, count the beats or use a tambourine.

Extend
The children count the beats themselves to change each phrase.

The main part of the Sports and Fitness lessons are split into **Warm-up**, **Skills learning and development**, and **Application and practice**. This enables you to structure each lesson and ensure that children are ready for PE, learn key skills, and before applying them in a game or sequence.

Support and Extend – this gives brief advice on how to stretch the more able and support children during the lesson. They might suggest changing the amount of space the children are working in, the number of children working, the equipment, or using an additional adult wisely.

JIGSAW – THE MINDFUL APPROACH TO PSED



Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product, for example, a display or exhibition (like the Garden of Dreams and Goals) to be shared and celebrated by the whole school. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The Puzzles and what children learn

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

RELATIONSHIPS AND SEX EDUCATION

Why is RSE needed?

- More than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research consistently shows that effective RSE delays first sexual experience and reduces risk-taking.
- Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be “too little, too late and too biological”.

What are the aims of RSE?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

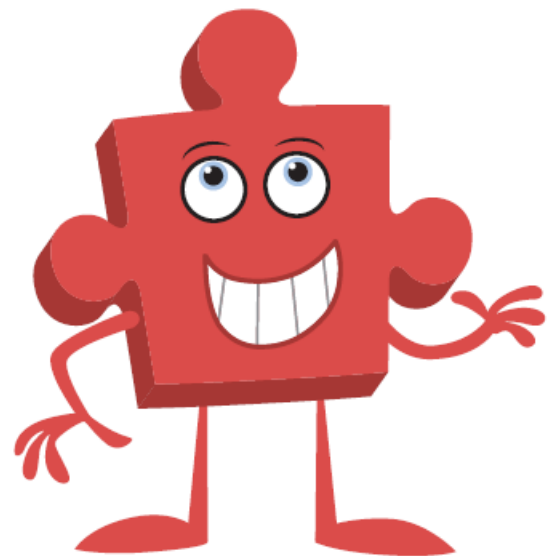
- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded



The Jigsaw PSHE relationship and sex education units of work aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner to allay embarrassment and fear and helps children to cope with change, including puberty and to learn about families, friendships and healthy relationships. Jigsaw aims to build the positive.

Some of the key aspects covered in the course of Key Stages 1 and Key Stage 2 are:

- Life cycles
- How babies are made
- My changing body
- Puberty
- Growing from young to old
- Becoming a teenager
- Assertiveness and self-respect
- Friendship and family life
- Safeguarding
- Family stereotypes
- Self and body image
- Attraction
- Relationship skills e.g.conflict resolution
- Accepting change
- Looking ahead
- Moving/transition to secondary school



MODERN FOREIGN LANGUAGE



From September 2014 the National Curriculum for England included languages as a statutory subject for Key Stage 2 pupils.

At Harrow Gate Primary, we use a published scheme of work to enable us to teach the children from Year 3 to Year 6 'French'.

Euro Stars New Primary French is a clear progressive language curriculum with identified resources and interactive support.



Harrow Gate Primary use Euro Stars New Primary French as a complete programme, taught progressively through year 3 -6, with activities building on previous learning and ensuring progression.

The programme consists of 24 Units spread over years 3 to 6. Each unit is designed to be taught within one half term.

	1	2	3	4	5	6	Continuous
Year 3	Moi (all about me)	Jeux et chansons (Games and songs)	On fait la fete (Celebrations)	Portraits (Portraits)	Les quatre amis (The four friends)	Ca pousse (growing things)	Les nombres 1-20
Year 4	On y va! (All about!)	L'argent de poche (pocket money)	Raconte-moi une histoire (tell me a story)	Vive le sport (our sporting lives)	Le Carnaval des Animaux (The carnival of the animals)	Quel temps fait-il? (What's the weather like?)	Les nombres 21 - 100
Year 5	Bon appetite, bonne sante (Healthy eating)	Je suis le musicien (I am the music man)	En route pour L'ecole (on the way to school)	Scene de plage (Beach scene)	Le retour du printemps (The return of spring)	Les planets (The planets)	L'alphabet francais (The French alphabet)
Year 6	Notre ecole (our school)	Notre monde (the world around us)	Le passe et le present (Then and now)	Ici et la (out and about)	Monter un cafe (setting up a cafe)	Quoi de neuf? (What's in the news)	Les Nombres

COMPUTING

Enquire Learning Trust - Computing Curriculum

At The Enquire Learning Trust, we believe that it is vital for all our pupils to learn from and about Computing and Technology, so that they can understand the world around them. Through teaching our computing curriculum, we aim to equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information as well as having the skills to manipulate, develop and interpret different forms of technology in an ever changing world. In such a fast-moving curriculum, we are constantly looking at new ways of delivering relevant and exciting activities, while still delivering the fundamental skills needed for computing.

Using technology safely and responsibly is a main priority and ensuring all are able to use the internet and equipment appropriately is of paramount importance. We encourage our pupils to make links across the curriculum, the world and our local community, to reflect on their own experiences, which are designed in our 3D curriculum, allowing horizontal and vertical links with previous year groups.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

YEAR GROUP OVERVIEW

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Year 1	E-safety: Using the internet safely		Digital Literacy & E-safety: using a computer/device. Typing training.		E-safety: Using the internet safely	Coding with Beebots	Digital Literacy: bug hunters		Digital Literacy: Potty painters		Coding: Scratch Jnr - introduction and fundamentals
Year 2	E-safety: Staying safe on the internet – Jessie and Friends.		Digital Literacy & E-safety: Using search. Typing training.		E-safety: Appropriate behaviour online.	Coding: Scratch Jnr - introduction and fundamentals	Digital Literacy - using a computer. What is the Internet.	Digital Literacy: Introduction to photo editing.	E-safety: Staying safe on the internet.	Digital Literacy: taking and using photos	Coding: Scratch Jnr - introduction and fundamentals
Topic related activities throughout the year.											
Year 3	E-safety: Google Share with care		Digital Literacy & E-safety: using a computer/ device.	Word processing PowerPoint	E-safety: Trust	Digital Literacy: Social media and evaluating search results	Coding: Animations - Tynker		Coding: Loops, debugging and events.		Coding: If statements. HTML App Coding
Topic related activities throughout the year.											
Year 4	E-safety: Google Don't fall for fake		Digital Literacy: Research and develop a topic		Word processing PowerPoint	Photo Editing - Paint.Net: Editing functions	Coding: Algorithms - Tynker		Digital Literacy: Stop motion animation		Coding: Conditions, Functions and App design
Topic related activities throughout the year.											
Year 5	E-safety: Google Secure your secrets	Digital Literacy: Plan an event using shared documents	Digital Literacy: Spreadsheets		E-safety: Cyberbullying	Coding: Scratch – Commands, Debugging	Coding: Conditional Code, While loops and Logic.		Digital Literacy: Animation through varied apps and websites	Digital Literacy: Website creation. SharePoint	Coding: Algorithms. Game creation
Topic related activities throughout the year.											
Year 6	E-safety: Google It's cool to be kind Interland's Kind Kingdom		Digital Literacy: 3D modelling using Google Sketchup.		E-safety: Why is Social Media Free? Fake News in real life.	Coding: Use variables, coding with variables	Coding: Use of types and initialisation in code, parameters and problem solving skills		Digital Literacy: Childnet video competition		Coding: The use of Arrays in coding, visualise data and coding concepts