



Curriculum For Learning

Contents

Our Offer

Our Curriculum Intent

Our Curriculum Implementation

Our Curriculum Impact

Our Curriculum Planning

Keelby Primary Academy Curriculum Offer

Our curriculum is based on the National Curriculum. We have developed our curriculum to ensure we not only meet but exceed the requirements of the national curriculum in providing our pupils with a knowledge-rich education to ensure their success as they move into KS3. The National Curriculum document shows the statutory objectives for the knowledge, skills and understanding that we teach at Keelby Primary Academy from Year 1 to Year 6.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

At Keelby Primary Academy we offer a broad, balanced and academically rigorous curriculum for all our learners. Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and structured continuous provision.

Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years. We make use of knowledge organisers to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject.

One of the central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to, because they know a great deal about the world and 'interested' in finding out more. We understand that knowledge is 'sticky', in other words, the more pupils know the easier it is for them to know more. This is why we place particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum. Parents can support this work through quizzing children on the knowledge organisers according to the revision schedule provided on the back.

English

In English we teach a broad curriculum covering reading, writing, grammar and oracy. We use 'Power of Reading' and have a curriculum of high quality texts which are used throughout school that builds children's knowledge of literature and their reading ability in a structured way. We study a range of modern and classic fiction. We also use an approach to the teaching of writing called 'The Write Stuff'. Children have access to a reading book at home each week and it is helpful if parents can support children to make a brief comment in their reading record to let us know how they are getting on with their reading at home. We expect children to read at least five times per week during term time and bring their reading books into school everyday. Developing confident early readers is one of our school priorities and we greatly appreciate parental support in this area.

Phonics

We follow the [Little Wandle Letters and Sounds](#) programme to ensure children develop their phonic skills in a coherent and systematic way. There is direct whole class teaching of phonics using this programme in Foundation Stage and Year 1 plus a structured catch up programme for any children who may fall behind. Children in KS2 receive additional small group phonics teaching if they have not made the expected standard by the end of KS1. Children who are still developing their phonic knowledge take home a phonically decodable book matched closely to their phonic phase every night. It is one of our school priorities to ensure that all children develop confidence in phonics to enable them to become confident early readers. We greatly appreciate parental support in this area and encourage parents to read the phonically decodable books with their child regularly.

Mathematics

We use the 'Mastery Maths' approach and the White Rose Maths Hub plans across school to ensure that there is appropriate breadth and depth in our maths curriculum. Pupils have lots of opportunities to practise the basic skills and memorise key number facts such as number bonds and times tables to help them develop greater fluency and reasoning in their mathematical development. There are also many opportunities for children to develop their mathematical reasoning and problem solving.

RE

At Keelby Primary Academy we follow elements of the '[Discovery](#)' RE Scheme, carefully linked into our Keelby 3D Curriculum. The aim is to develop an understanding of different religions and promote tolerance of others. Our teaching often focuses on the key stories from different religions. If parents have any questions about our RE teaching please contact the school to make an appointment with our RE leader.

Art and Design

In art, pupils will learn about some of the most famous pieces of art that have been created and the artists that created them. They will also learn how to produce their own pieces of art in a range of different forms. We place great emphasis on teaching pupils to draw with a structured drawing programme that builds up children's skills over time. We ensure pupils have lots of chance to practice the basics so that they are able to use their knowledge to create their own pieces of art at the end of a unit of study. See the specific subject overviews (Appendix 2).

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. Our Design Technology curriculum is based on the planning provided by the Design and Technology Association. Pupils take part in designing, making and evaluating a range of different projects. These include projects involving mechanisms such as levers and food technology where pupils learn to bake bread and scones. See the specific subject overviews (Appendix 2).

Computing

Our Computing curriculum and scheme of work which ensures pupils gain a solid grasp of the knowledge, skills and understanding needed to move onto further study at KS3. See the specific subject overviews (Appendix 2).

History and Geography

We have developed a bespoke knowledge-rich curriculum which gives children access to broad knowledge in subjects such as History and Geography. We have a well sequenced programme that builds knowledge and vocabulary in a well thought out way and ensures that learning is remembered for the long term. We ensure content meets and exceeds the national curriculum. Content is planned so that more difficult abstract concepts are covered in different contexts over time. For example in History children develop an understanding of Monarchy by learning about different Kings and Queens throughout KS1 and 2 to understand hereditary monarchy and a study of the Mayan civilisation which provides a contrasting view of an absolute monarchy. Pupils use their studies in these subjects to develop their writing and many units of work will contain essays for the children to write based on what they have learned. We have high expectations for what children will know and remember in each subject. See the specific subject overviews (Appendix 2).

Music

We currently use the well respected [Charanga](#) scheme of learning for our music teaching throughout school. This is a well structured programme of learning that builds pupils knowledge, skills and understanding in music giving them time to study important pieces of music and also to learn how to create music. See the specific subject overviews (Appendix 2).

Physical Education

Our PE curriculum is based around the '[Primary Steps in PE](#)' Scheme of work covering Athletics, Games, Dance and Gymnastics. We are supported by NE Lincolnshire Sports Partnership to provide high quality PE for all year groups. Pupils in Y5 undertake an intensive block of swimming instruction and a bike ability course. See the specific subject overviews (Appendix 2).

PSHE

We teach the 'Jigsaw' PSHE curriculum. Relationship and Sex Education (RSE) is delivered by [Big Talk Education](#) who deliver Growing Up Safe a whole school approach. This takes place during the Summer term, prior to this we provide clear communication to parents about what is taught in RSE lessons. Before the work is completed we invite parents in to discuss the content of the lessons and share any resources that will be used with them. Parents are then given the opportunity to withdraw their children from these lessons if needed.

Curriculum Diversity

Our curriculum promotes diversity through the study and celebration of a wide range of famous people. Here are some of the curriculum elements that help to promote diversity at Keelby primary Academy...

In Early Years children learn about different types of families.

In Year 1 children study the life and achievements of the famous female pilot Amelia Earhart.

In Year 2 children study the life and achievements of Christopher Columbus, Neil Armstrong.

In Year 3 children study the Egyptian King Tutankhamun and Howard Carter famous Egyptologist.

In Year 4 children study Rome and the Roman Empire its influence on Britain.

In Year 5 children study Vikings and Anglo Saxons, Mayan Civilisation

In Year 6 children study the role of women in World War 2 and investigate the life of Anne Frank and her impact on the world. They also study the work of famous scientists such as Marie Curie.

Preparing for SAT tests

Children in Year 2 (optional) and Year 6 take SAT tests in the Summer term to check how they are progressing with their learning. SATs include tests of reading, grammar and mathematics. At Keelby Primary Academy we want all our children to achieve good results in these tests as they are good indicators of their general ability in maths and English. While we value the tests, we believe that a broad curriculum helps children to succeed rather than narrowing teaching to focus on English and Maths. We pride ourselves on ensuring that Year 6 children have access to the full range of subjects in the lead up to the tests in May. As our curriculum is rigorous and built on high expectations we do not run additional booster classes outside of the school day or during holidays and weekends.

Trips and Visits

Each year group has at least one trip or visit to enrich their curriculum. We also often invite people in to school to work with children to enrich learning further.

Our Curriculum Yearly Overviews

Please see ***Appendix 1b Year Group Curriculum overviews***

For further information on our curriculum please contact school to make an appointment to speak to our curriculum leader (A Atkin).

Knowledge Organisers

At Keelby primary we use Knowledge Organisers (KOs) in class and as homework to help children to learn the essential knowledge they need for each topic they study. A Knowledge Organisation sets out in detail what we want children to know by heart by the end of the topic. We expect the majority of children to be able to recall all of the information on the KO by the end of the unit of work. To help parents with this we send home a revision schedule so that you know which sections of the knowledge organiser must be learned each week. The children will be quizzed on these in class each week to help them remember what they are learning. It is also useful for children to go back to previous KOs and revise these so that the information from previous learning is not forgotten. See the examples (Appendix 3).



Curriculum Intent

Built on our core values of... Respect, Empowerment and Belief-
Building firm foundations for life-long learning



Our Learners

Identified needs of
our learners

- Live in a small rural location
- Low levels of ethnic diversity
- Can have lack of experience and aspiration beyond their locality
- Through our curriculum design we aim to raise pupil aspirations, increase knowledge and awareness of the wider world and extend their role models

Our vision

For every child to
reach their full
academic potential

- A progressive knowledge rich curriculum that enables all children to reach their full academic potential.
- Opportunities, experiences and knowledge that enables children to develop into responsible global citizens
- Carefully designed lessons which equip children with the skills and desire to become life long learners
- A broad and balanced curriculum that empowers children to be happy and healthy individuals.

Our Curriculum

Broad and
balanced
knowledge based

- Broad and balanced encompassing the best of what has been thought and said.
- Covers the statutory aspects of the National curriculum whilst delivering a rich and bespoke diet to ensure all children leave the academy fully prepared for the next stage of their educational journey
- Carefully mapped to ensure there is a progression of knowledge and concepts that are sequenced and transferable within and across subjects
- Builds scheme allowing children to know more by remembering more.
- Engage in a variety of memorable and interesting experiences that go beyond the taught curriculum.



Curriculum Implementation

Built on our core values of... Respect, Empowerment and Belief-
Building firm foundations for life-long learning



Organisation

Elements that
underpin the
learning

- **Key Concepts** we want the children to know by the time they leave us
- **Enquiry Driven** questions that make the children think carefully
- **Engaging** learning designed to inspire awe and wonder
- **Real Life Experiences** visits, visitors, purposeful, responding to world events, learning in our community
- **Knowledge** enables children to make sense, interpret and improve the world

Subjects

Specific areas of
learning

- **FS-** Communication, language and Literacy; knowledge and understanding of the world; Expressive arts and design; maths; physical development and Personal, social and emotional development
- **KS1/2-** English and Maths taught daily; History, Geography and Art taught in whole school half termly blocks; Science and PE taught 2 sessions per week; Computing, music, PSHE and RE taught 1 session per week and DT taught during a focus week per term

Pedagogies

How we deliver
and apply the
learning

- Organisation of foundation subjects allows time and space to teach
- Hook gives context and purpose to learning
- Text rich content to engage learning, widen vocabulary and promote love of reading
- Knowledge organisers for children and parents for recall and retention
- Planned outcome with a real audience
- Time to review previous learning to aid retention
- New learning presented in small steps to avoid cognitive load
- Time to practice, rehearse and refine
- Time to apply learning in many contexts



Curriculum Impact

Built on our core values of... Respect, Empowerment and Belief-
Building firm foundations for life-long learning



On Children

All children...

- Are happy, confident, articulate and successful learners
- Think critically about their learning and ask provoking questions
- Demonstrate Keelby learning behaviours- resilience, resourcefulness, reflectiveness and reciprocity
- Uphold core values- respect, empowerment and belief
- Experience a range of meaningful, worthwhile and challenging experiences
- Have the skills and knowledge to positively contribute to making the world a better place in the future

On Attainment & Progress

All Children....

- Make excellent progress in all areas of the curriculum from their starting points
- Attainment is above or at least in line with national expectations
- Have opportunities for all children to aspire to greater depth
- Can demonstrate that the essential knowledge and skills identified by leaders are embedded in the long term memory via teacher assessments

Measuring Impact

All senior and middle Leaders...

- Regularly review, develop, monitor and evaluate the curriculum
- Take responsibility for ensuring coverage, progression and high standards through long term and medium term planning, promoting the subjects and developing teaching methodology and securing high quality resources
- Regularly monitor and evaluate learning and teaching and the curriculum
- Ensure assessment is both formative and summative and progress and attainment are tracked regularly

Appendix 1a Keelby Primary Academy 3D Curriculum

Appendix 1b Year Group Curriculum overviews

Appendix 2 Subject Specific Information (content overview, progression map, big ideas)

Appendix 3 Homework Policy

Appendix 4 Handwriting and Presentation

Policy written by Annabel Atkin

Date: Renewed, May 2023

Keelby 3D Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	1 Week	Summer 1	Summer 2
	History	RE	Geography	Art	RE/Easter	History	Geography / revisit / review
FS2	All About Me Key Concepts- past, present, change, similar, different	What different religious celebrations are there? Key Concepts- belief, celebrate, Christmas, world	Where do I belong? Key Concepts- city, features, location, weather, seasons	How do artists paint water? Key Concepts- colour, shade, mixing, drawing, painting, patterns	What is Easter? Celebrations, story, world, Christianity	How have things changed? Key Concepts- order events, time, past, present	Where in the world? (Antarctica/Africa) Key Concepts- the world, globe, features, weather, location
Year 1	How has transport changed? Key concepts- change, chronology, similarity, difference, source	Are all celebrations the same? Key concepts- Christianity, Judaism, Jesus, Shabbat, Chanukah, Christmas	What is similar and different between Keelby and Hull? Key concepts- locality, climate, environment, population, region	How do artists use line, colour and pattern? Painting, drawing, collage Mondrian, Kandinsky, Pollock, Malevich, Still, Klee Primary, secondary, tertiary colours, neutral, warm, cool colours, shade, tints.	Why was Jesus welcomed like a king on Palm Sunday? Christianity, Easter story, importance, belief	How have holidays at Cleethorpes changed? Key Concepts-change, community, chronology, evidence, source	Why do different animals live in different parts of the world? Key concepts: climate, environment, landscape, biome, continent, location
STEM	Seasonal change and Everyday Materials- mechanisms		Seasonal change and Plants- Structures			Seasonal change and Animals Including Humans- Food preparing fruit/veg	
Year 2	Who is the greatest explorer? Key Concepts- change, community, chronology, similarity, difference, evidence, source	What is special about God? Key concepts- Christianity, Judaism, Jesus's birth, respect, special gift, God	What are the wonders of the UK? Key concepts- location, landscape, continent, environment, resources, development	How do artists use shape, form, space and texture? Drawing, painting 3D Henry Moore, Antony Gormley, Dennis Oppenheim Assemblage- Picasso, Jean Dubuffet, Sculpture, 3D, modelling, casting, types of sculpture	Is it true that Jesus came back to life again? Jesus, tomb, Christian beliefs, resurrection, Easter Monday.	Why was the fire of London 'Great'? Key concepts- monarchy, sources, chronology, community, evidence, society, cause, consequence	Where would you rather live Cleethorpes or Cairo? Key concepts: location, continent, climate, environment, population, landscape, region, resources, development
STEM	Uses of everyday materials- mechanisms		Plants and Living things and their habitats- textiles			Animals Including Humans- Food tech	
Year 3	How do we know what it was like to live in the Stone Age – Iron Age? Key Concepts- source, chronology, evidence, civilization, community, society, culture, invasion	Are all religious texts true? Christianity, Hinduism, religious stories, meaning of Christmas, beliefs and celebrations	Why do some people live in dangerous places? Key Concepts- landscape, environment, source, fertile, settlement, process	How are artists inspired by nature? Drawing, pastel/painting Monet/ Van Gogh, David Hockney, Turner- Impressionism	What is 'good' about good Friday? Jesus, death, importance, belief, cross, crucifixion	What do the pyramids tell us about Ancient Egypt? Key Concepts-chronology, civilization, culture, community, society, diversity	What is great about Italy (apart from the ice cream)? Key Concepts- landscape, environment, fertile, population, climate, settlement, sustainability
STEM	Forces and Magnets- textiles		Light	Plants- shell structures		Rocks	Animals Including Humans- Food, a healthy diet
Year 4	What did the Romans do for us? Key Concepts- chronology, evidence, empire, rebellion, invasion, opposition, society, government	How do people show commitment to God? Christians, Jews, commitment, Kosher, importance of Christmas story	What makes mountains magnificent? Key concepts- location, landscape, continent, environment, vegetation, sustainability	How do artists represent people? Drawing, painting and 3D Pierre Auguste Renoir, Picasso, Da Vinci Roman link	Is forgiveness always possible? Easter story, forgiveness, Judas, bible, teaching	What elements of Ancient Greek civilization are we still using today? Key Concepts- chronology, civilization, culture, society, diversity, democracy, legacy	What makes Whitby wonderful? Key concepts- location, landscape, environment, trade, population, diversity
STEM	Animals including humans	States of matter- mechanisms	Electricity- simple circuits and switches			Living things and their habitats	Sound- textiles

Year 5	How do we know what it was like to live an Anglo-Saxon Life? Key Concepts- chronology, evidence, settlement, diversity, culture, society, invaders, oppression, opposition. monarchy	Why is it important to show commitment to God for different people? Christian commitment to God, Hindu commitment to God, Variations of the Christmas story, different perspectives	How have rivers and seas influenced where we live? Key Concepts- location, source, vegetation, settlement, trade, sustainability, processes	How do artists use perspective? Drawing and painting Filippo Brunelleschi, Henry Moore, Lowry Picasso- The Bedroom 1882	Did God intend Jesus to be crucified? Easter story, Intent, God, feelings, opinions, Jesus, death, bravery, strength	What is the lasting legacy of the Mayan civilization? Key Concepts- chronology, evidence, settlement, diversity, society, culture, civilization, monarchy, conflict	What has South America got that the UK hasn't? Key Concepts- Location, source, vegetation, settlement, trade sustainability, fertile, development
STEM	Properties and changes of materials- food changes		Earth & Space	Forces- textiles		living things and their habitats- frame structures	Animals including humans
Year 6	How Britain change as a result of WWII? Key Concepts- Invasion, Monarchy, Tyranny, rebellion, oppression, opposition, government, chronology, source, evidence	Why is it important to understand and evaluate different religions? Christianity, Islam, Muslims, stereo typing, beliefs, significance of Mary in Christmas Story	Is world trade always fair? Key concepts- trade, sustainability, region, development, diversity, sources, resources	How do artists express modern life? Printing Andy Warhol, Banksy	Is Christianity still a strong religion 2000 years after Jesus was on the earth? Christianity, strength, religious faith, belief, festivals, community, celebration	How did Grimsby become 'Great Grimsby'? Key Concepts- source, rebellion, oppression, society, community, evidence, chronology	The worlds natural resources- save or spend? Key concepts- resources, region, settlement, trade, development, sustainability, diversity, fertile, location
STEM	Evolution and inheritance	Light- food culture	Living things and their habitats	Electricity- complex switches		Animals including humans- pulleys or gears	

STEM- Science weekly/ DT- project per term/ Computing weekly, plus used throughout

Music- weekly

PSHE- weekly/whole school family groups

PE- 2 sessions per week

MFL (Spanish)- KS2 blocked

Foundation Stage Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	1 Week	Summer 1	Summer 2
Whole School Subject Focus	History All About Me	RE What different celebrations are there?	Geography Where do I belong?	Art How do artists paint water?	RE Easter	History How have things changed?	Geography Where in the World? (Africa and Antarctica)
Cultural Capital	Timeline of our life	Diwali Experience Christmas Performance	Local Walk	Visit to a body of water		Visit to Historical site (Thornton Abbey)	Africa Day – in touch with Harari in Zimbabwe
POR Text	So Much	The Christmas Story	A New House for Mouse	Bog Baby		Rapunzel	Handa’s Surprise
Additional Texts	Happy Birthday Maisie Oh No George	Winter The Jolly Christmas Postman	Once Upon a Time The Jolly Postman	Splash		The Princess and The Pea	Lost and Found The Emperor’s Egg
Key Events	Harvest Halloween	Bonfire night Diwali Christmas	New Year Chinese New Year Pancake Day	Easter Mother’s Day		Queen’s Birthday St George’s Day	Father’s Day
Understanding the World	Who is in my family? How have I changed?	What different celebrations are there?	What places are special to me? Can I use them on a map?	Can I make observations of plants and animals?	How have things changed?	How are different countries similar or different to us?	
R.E.							
History							
Geography							
STEM	Making a house		Boats				Fruit Salad
Expressive Arts and Design	Can I draw a self-portrait?	Can I create props for different narratives and stories? Can I perform songs and rhymes? (Christmas play)	Can I make and draw things from my environment?	Can I create collaboratively? Can I share my creations?	Can I invent, adapt and recount narratives and stories?	What artwork is around the world? Can I perform songs and rhymes, while keeping in time with the music?	
Art							
Music							
Communication and Language	Can I engage in whole class discussions? Can I expressive my thoughts and feelings using full sentences?	Can I offer my ideas and thoughts using relevant vocabulary?	Can I ask questions to clarify my understanding?	Can I express my opinions appropriately when discussing the work of others?	Can I use past, present and future tense when talking about things that have happened?	Can I ask relevant questions based on what has been learned?	
PSHE PSED	Being Me in My World Can I show confidence to try new activities and make new friends?	Celebrating Difference Can I show sensitivity to the feelings and needs of others?	Dreams and Goals Can I set and work towards different goals?	Healthy Me Can I understand the important of healthy foods?	Relationships Can I understand what make a positive relationship?	Changing Me Can I show understanding of what I can do now, compared with what I could not do before or want to do in the future?	
Physical Development	Can I hold a pencil accurately?	Can I begin to take care and show accuracy when drawing? Can I demonstrate strength and balance when negotiating space?	Can I move accurately and energetically in a variety of ways? E.g. skipping crawling running, hopping.	Can I negotiate space safely and consider those around me?	Can I use a range of small tools effectively?	Can I move confidently using my gross and fine motor skills?	

Year 1 Curriculum Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	1 Week	Summer 1	Summer 2
Whole School Subject Focus	History	RE	Geography	Art	RE Easter	History	Geography Revisit/Review
Cultural Capital	Go on a train					Build a sandcastle	School community
POR Text	Robot and the Bluebird		Story Tree	Patton's Pumpkin		The Secret of Black Rock	Augustus and his Smile
History	How has transport changed?					How have holidays at Cleethorpes changed?	
Geography			What is similar and different about Keelby and Hull?				Why do animals live in different parts of the world?
STEM	Seasonal change and Everyday Materials Mechanisms		Seasonal change and Plants Preparing Food- Fruit and Veg			Seasonal change and Animals Including Humans Structures- Freestanding Structures	
Art				How do artists use line, colour and pattern?			
R.E. Christianity/Judaism		Are all celebrations the same?		Why was Jesus welcomed like a king on Palm Sunday?			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me		Relationships	Changing Me
Computing	Word processing	Animation and drawing	E safety	Presentation		Coding	Data Handling
PE	Gymnastics- Body Management Games- Locomotion	Dance- Interpretive Dance Athletics- Indoor	Gymnastics- Floor exercises Dance- Performance dance	Gymnastics- Flight Games- Object Control		Games- Net/wall Games- Sending & Receiving	Games- Sending & Receiving Games- Locomotion
Music	Hey You! Style: Old School Hip Hop	Rhythm In The Way We Walk and The Banana Rap Style: Reggae, Hip Hop	In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion		Your Imagination Style:	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1

Year 2 Curriculum Overview

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Whole School Subject Focus	History	RE	Geography	Art	RE Easter	History	Geography Revisit/Review
Cultural Capital	Go on a boat						Residential 1-Sleep under the stars
POR Text	Man on the Moon (A day in the life of Bob)	Julia Donaldson Poems to perform	The Emperor's Egg (Moth an evolutionary story)	Tin Forest		Orion and the Dark (The Dark)	Olga de Polga
History	Who is the Greatest explorer?					Why was the fire of London 'Great'?	
Geography			What are the wonders of the UK?				Where would you rather live Cleethorpes or Cairo?
STEM	Uses of everyday materials Mechanisms – Sliders and Levers		Plants and Living things and their habitats Textiles – Templates and joining techniques			Animals including humans Food – Preparing Fruit and Vegetables (healthy eating)	
Art				How do artists use shape, form, space and texture?			
R.E. Christianity/Islam		What is special about God?		Is it true that Jesus came back to life again?			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Computing	E-Safety	Computer Science	E-Safety/ Computer Science	Information Technology	Information Technology	Computer Science	
PE	Gymnastics- Body Management Games- Object Control	Dance- Interpretive dance Athletics- Indoor	Gymnastics- floor exercises Dance- Performance Dance	Gymnastics- Flight Games- Sending & Receiving	Games- Net/Wall Games- Locomotion Agility	Games- Locomotion Athletics	
Music	Hands, Feet, Heart Style: South African styles	Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs	I Wanna Play In A Band Style: Rock	Zootime Style: Reggae	Friendship Song Style:	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2	

Year 3 Curriculum Overview

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Whole School Subject Focus	History	RE	Geography	Art	RE-Easter	History	Geography/Revisit Review
Cultural Capital		Go to the theatre					Go on the bus
POR Text	Ugg Pebble in my Pocket	I was a Rat Scarlett Slippers	Varjak Paw	Kapok Tree The Green Ship		The Miraculous Journey of Edward Tulane	Krindlekrax
History	How do we know what it was like to live in the Stone Age-Iron Age?					What do the pyramids tell us about Ancient Egypt?	
Geography			Why do people live in dangerous places? - volcanoes				What is great about Italy? (apart from the ice-cream)
STEM	Forces and Magnets Textiles		Rocks Structures	Light Structures		Plants	Animals including Humans Food – Healthy and varied diet
Art				How are artists inspired by nature?- Monet, Van Gough, Hockney			
R.E. Christianity/Hinduism		Are all religious texts true?		What is ‘good’ about Good Friday?			
PSHE	Being me in my world	Celebrating differences (inc Anti-bullying)	Dreams and Goals	Healthy Me		Relationships	Changing Me (inc SRE)
Computing	E-Safety	Information Technology	E Safety/ Computer Science	Computer Science		Computer Science	Computer Science
PE	Gymnastics- Body Management Games- Invasion	Dance-Interpretive Dance Athletics- Indoor	Gymnastics- Floor exercises Dance performance dance	Gymnastics- Flight Games- Invasion 2		Games- Net/Wall Athletics	Games- Striking & Fielding Athletics
Music	Three Little Birds- historical context of musical styles	Ho Ho Ho Christmas big band, Motown, Elvis	Glockenspiel Stage 2 Learning basic instrumental skills	Benjamin Britten- There was a Monkey		Let Your Spirit Fly Michael Jackson, musicals, Motown and Soul	Reflect, Rewind and Replay Western Classical music

Year 4 Curriculum Overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	1 Week	Summer 1	Summer 2
Whole School Subject Focus	History	RE	Geography	Art	RE/Easter	History	Geography Revisit/Review
Cultural Capital							Residential 2 (Whitby)-paddle in a stream, climb a tree
POR Text	Charlotte's Web	The Boy at The Back Of The Class	The Iron Man	Arthur and the Golden Rope		Leon and the Place Between OR The Wild Robot	Oliver and the Seawigs
History	What did the Romans do for us?					What elements of Ancient Greek civilization are we still using today?	
Geography			What makes mountains magnificent?				What makes Whitby Wonderful?
STEM	Animals including humans	States of Matter Mechanisms – Levers and linkages	Electricity Electrical Systems – Simple circuits and switches			Living things and their habitats	Sound Textiles – 2D shape to 3D product.
Art				How do artists represent people?			
R.E. Christianity/Judaism		How do people show commitment to God?		Is Forgiveness always possible?			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Computing	E-Safety	Computer Science/ Information Technology	Information Technology	Computer Science	Information Technology	Computer Science	
PE	Gymnastics- Body Management Games- Invasion	Dance- Interpretive dance Athletics- Indoor	Gymnastics- Floor exercises Dance- Performance dance	Gymnastics- flight Games- Invasion 2	Games- Net/Wall Athletics	Games- Striking & fielding Athletics	
Music	Mamma Mia Style: ABBA	Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles	Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me Style: Gospel	Blackbird Style:	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4	

Year 5 Curriculum Overview

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Whole School Subject Focus	History	RE	Geography	Art	RE/Easter	History	Geography Revisit/Review
Cultural Capital		Pay for something using money					Grow something to eat
POR Text	Rooftoppers	Pax	Floodlands	Shackleton's Journey		Cosmic	Journey to a River Sea
History	How do we know what it was like to live an Anglo-Saxon Life?					What is the lasting legacy of the Mayan civilisation?	
Geography			How have rivers and seas influenced where we live?				What does South America have that the UK hasn't?
STEM	Properties and changes of materials Food – Celebrating culture and seasonality.		Forces	Earth and Space Textiles – Can I combine different fabric shapes		All living things and their habitats Structures – Frame structures	Animals including humans
Art				How do artists use perspective?			
R.E. Christianity/Sikhism		Why is important for different people to show commitment to god?		Did God intend Jesus to be crucified?			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me		Relationships	Changing Me
Computing	E-Safety/ Information Technology	Computer Science	E safety/ Computer Science	Computer Science		Information Technology	Computer Science
PE	Gymnastics- Body Management Games- Invasion	Dance- Interpretive dance Athletics- Indoor	Gymnastics- Floor exercises Dance- Performance dance	Gymnastics- flight Games- Invasion 2		Games- Net/Wall Athletics	Games- Striking & fielding Athletics
Music	Livin' On A Prayer Style: Rock	Classroom Jazz 1 Style: Jazz	Make You Feel My Love Style: Pop Ballads	Fresh Prince Of Bel Air Style: Hip Hop		Dancin' In The Street Style: Motown	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5

Year 6 Curriculum Overview

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	1 week	Summer 1	Summer 2
Whole School Subject Focus	History	RE	Geography	Art	RE/Easter	History	Geography Revisit/Review
Cultural Capital	Residential 3- PGL		See a live orchestra play			Cook a meal	Britain's current place in the world?
POR Text	Goodnight Mr Tom	Wonder	London Eye Mystery	Pig Heart Boy		Town is by the Sea	The Last Wild
History	How did Britain change as a result of WWII?					How did Grimsby become 'Great Grimsby'?	
Geography			Is world trade always fair?				The world's natural resources- save or spend?
STEM	Evolution and inheritance	Light DT – Food Culture	Electricity DT – Complex switches	Animals including humans		Animals including humans	Living things and their habitats DT - Pulleys or gears
Art				How do artists express modern life?			
R.E. Christianity/Islam		Why is it important to understand and evaluate different religions?		Is Christianity still a strong religion 2000 years after Jesus was on Earth?			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me		Relationships	Changing Me
Computing	E-Safety	Information Technology	E-Safety/ Information Technology	Computer Science		Information Technology	Computer Science
PE	Gymnastics- Body Management Games- Invasion	Dance- Interpretive dance Athletics- Indoor	Gymnastics- Floor exercises Dance- Performance dance	Gymnastics- flight Games- OAA		Games- Net/Wall Athletics	Games- Striking & fielding Athletics
Music	I'll Be There Style: The Music of Michael Jackson	Classroom Jazz 2 Style: Jazz, Latin, Blues	Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra	Happy Style: Pop/Motown		You've Got A Friend Style: The Music of Carole King	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6



Geography

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it.

Intent

At Keelby our Geography curriculum is designed to develop curiosity and fascination about the world and its people and develop a greater understanding of our pupils place in it. Our curriculum takes in to account the geographical location of the school, the content of the National Curriculum and the current geographical climate to ensure our children have an accurate understanding of the world in which they live. The essential geographical knowledge has been carefully sequenced to ensure it builds within a year, across years and across subjects. Children investigate a range of places (both in Britain and abroad) and a number of Earth's physical and human processes.

We aim to develop the following essential characteristics of geographers:

- An extensive base of geographical knowledge and vocabulary
- An excellent knowledge of where places are and an accurate understanding of what they are like both in Britain and the wider world
- A comprehensive understanding of the way in which places are interdependent and interconnected
- Fluency in geographical enquiry and the ability to apply questioning skills as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Excellent fieldwork skills and other geographical aptitudes and techniques
- The ability to express well-balanced opinions rooted in very good knowledge and understanding about current issues in society and the environments
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

Implementation

Leaders have carefully selected the knowledge and skills children at Keelby require to fulfil the aims of the subject. The long term plan takes in to account the schools geographical location, the content of the National curriculum and has the flexibility to take in to account the current geographical climate. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped into two half termly units per year. During the terms Autumn 2 and Summer 1 the whole school has a geography focus. In Key Stage 1 children study first their own locality and Great Britain during Year 2 this progresses to looking at their place in the world and a contrasting locality in a Non-European country. In Key Stage 2 children study a physical or human process in their first unit of the year and during the second unit their study centres around a place. Learning is sequenced and builds progressively and where possible links have been made to other subject areas. When children are not studying Geography learning across other subject areas and the wider curriculum provides opportunities to apply their geographical knowledge and skills where ever possible. Summer term 2 has been consciously left to allow time for teachers to respond to the current geographical climate giving children time to apply their previously acquired geographical knowledge and skills to new learning.

Within a block of Geography the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Knowledge organisers are designed to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing is also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of geographical skills to obtain and apply new and existing knowledge. Such skills include fieldwork, maps and mapping on a range of scales, atlases and enquiry. Opportunities are provided to present their geographical knowledge, learning and understanding in a range of ways. At Keelby the local area is fully utilised to aid children's geographical understanding and there are extensive opportunities for learning outside the classroom embedded in practice. Where an area or concept can be seen in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within Geography lessons.

Impact

Our Geography curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- An end of unit task giving children the opportunity to apply the geographical knowledge understanding and presentation skills gained throughout the unit
- Tracking of gains in each low stakes quiz
- Pupil discussions about their learning

Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our Geography curriculum is that our children will have a sound understanding of their locality and the wider world and because of this will act as good moral global citizens who are able to make a positive impact on the world.



GEOGRAPHY AT KEELBY



Our geography curriculum aims to develop a curiosity, fascination and understanding about the world and its people which will equip pupils with the knowledge and skills to be responsible global citizens.

Big Ideas



- **Place** (location, terrain, population, settlement, diversity, community)
- **Environment** (climate, biomes, vegetation)
- **Physical processes** (landforms)
- **Human processes** (trade, development, sustainability, resources, economy)
- **Geographical skills** (maps, fieldwork, enquiry)

Content and Sequencing



- 2 half termly units a year
- Content of the National curriculum and current geographical climate
- Locality studies in KS1**
 - Y1 study their own locality (Cleethorpes) and a contrasting locality (Hull)
 - Y2 study a contrasting non-European locality (Cairo)
- Human and physical features in KS1**
 - Countries, capital cities of the UK and continents of the world
 - Y1 environments and biomes
 - Y2 physical and human features around the world
- KS2 Study of Human and Physical Processes**
 - Y3 volcanoes, Y4 mountains, Y5 rivers, Y6 trade and world resources
- KS2 Study of locality**
 - Y3 Naples (volcano link), Y4 Whitby (contrasting locality UK), Y5 Amazon Rainforest (rivers link)
- Summer Term 2**
 - Response to current geographical climate and application of geographical skills and knowledge

Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that link with the Geography units
- Expression of findings, conclusions and opinions both orally and in written form
- Directional language, co-ordinates, statistic and time

Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Outcomes



- All units begin with an enquiry questions which children should be able to answer at the end of the unit
- End of the unit children with complete a task which gives them the opportunity to apply all their geographical knowledge and understanding
- End of unit quiz

Support



Everyone has access to the Geography National Curriculum.

Support is provided for those learners who require it

Considerations is given for learners who grasp concepts more rapidly



Keelby Primary Academy Geography Big Ideas



Cleethorpes



World of Animals



Wonders of the World



Cairo



Volcanoes



Naples



Mountains



Whitby



Rivers



Amazon



World Trade



World Resources

Informed responses



Communicate Geographically

Geographical Vocabulary

Data

Mapping

Ask and answer questions



Enquire Geographically

Fieldwork

Compare and contrast

Significance

Map work

Hemisphere



Study location

Compass directions

Time zones

Continents and countries

Latitude and longitude



Places



Human Processes



Physical Processes



Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2			Where do I belong? <ul style="list-style-type: none"> Geographical understanding, village, town, city, location, features, weather seasons 			Where in the world? <ul style="list-style-type: none"> Geographical understanding, fieldwork, the world, globe, features, weather, location
Year 1			What is similar and different between Keelby and Hull? Geography content: <ul style="list-style-type: none"> Physical and human features, weather, seasonal change, fieldwork, locational and directional language, map work 			Why do different animals live in different parts of the world? Geographical content: <ul style="list-style-type: none"> Locational knowledge- continents & oceans, physical features of places, world map, globe directional language
Year 2			What are the wonders of the United Kingdom? Geographical content: <ul style="list-style-type: none"> Name, locate and identify characteristics of four countries and capital cities of the UK and surrounding seas, weather patterns UK, Physical/human features 			Where would you rather live Cleethorpes or Cairo? Geographical content: <ul style="list-style-type: none"> Comparative study, local area to non-European country, similarities and differences, physical/human features, weather patterns, world map continents & oceans
Year 3			Why do some people live in dangerous places? Geographical content: <ul style="list-style-type: none"> Describe and understand key aspects of Earthquakes & volcanoes, location of environmental regions, characteristics of countries on a map, digital and physical mapping. 			What is great about Italy (apart from the ice-cream)? Geographical content: <ul style="list-style-type: none"> Location of European country, physical and human characteristics, comparison to UK, types of features, settlement, place in the world, mapping

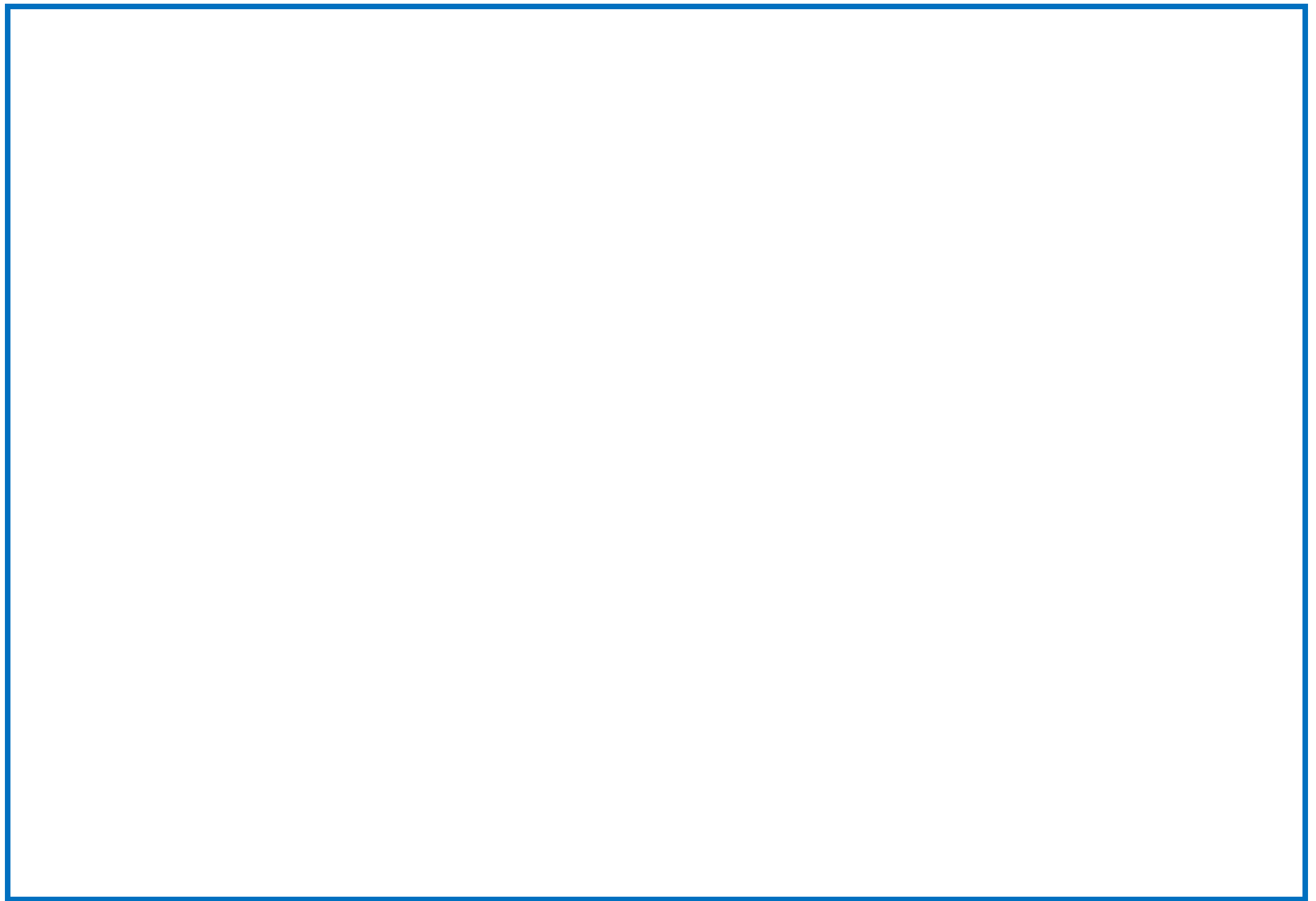
Year 4			What makes mountains magnificent? Geographical content: <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, mountains, location of worlds countries, environmental regions and characteristics Mapping- digital 			What makes Whitby wonderful? Geographical content: <ul style="list-style-type: none"> Location places in UK, geographical features, changes over time Similarities and differences through study of human and physical features of a region of UK Fieldwork- sketch, map, photograph
Year 5			How have rivers and seas influenced where we live? Geographical content: <ul style="list-style-type: none"> Significant trade routes in and out of UK Significant rivers in the UK- location, mapping Definition of the journey of a river Economic effects of a river 			What has South America got that the UK hasn't? Geographical content: <ul style="list-style-type: none"> The Amazon River in southern Hemisphere Rainforest, location spans cities- largest brazil Rich eco-system- deforestation, importance to the rest of world- humans
Year 6			Is world trade always Fair? Geographical content: <ul style="list-style-type: none"> Human Geography- economic activity and trade links World trade routes Globalization Fair trade Trade law 			Worlds natural resources- save or spend? Geographical content: <ul style="list-style-type: none"> Physical resources- unevenly distributed across the world Conservation, economy, trade, climate change

	EYFS	KS1	LKS2	UKS2
Locational Knowledge	<p>Children learn about their own immediate environment, and they know that they live on a planet called Earth which is made up of different oceans and countries.</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Know that the Earth, the planet on which live, has a surface of land and sea Know that the United Kingdom is made up of four countries, and that we live in England. Know that we live in Keelby, on the East coast of England. 	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. Identify the North pole and South pole. use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; identify the position and significance of latitude and longitude. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including land-use patterns; showing change over time; identify the position and significance of the Arctic and Antarctic Circle, the Tropics of Cancer & Capricorn, the Prime/Greenwich Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key

Place Knowledge	<p>Children begin to know about some different places outside of the UK. The EYFS focusses on knowledge and understanding of the world, people and communities.</p> <p>Children can:</p> <ul style="list-style-type: none"> • understand that some places are special to members of their community • recognise some similarities and differences between life in this country and life in other countries • recognise some environments that are different to the one in which they live. [Antarctica and Africa] • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> • compare the UK with a contrasting country in the world [Egypt] • compare a local city/town in the UK [Grimsby] with a contrasting city/town in a different country [Cairo in Egypt]; • use key vocabulary to demonstrate knowledge and understanding in this strand: e.g. South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>Children can 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>Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [Whitby – Y4] and a region within Europe [Italy – Y3] and a region within America [Amazon Basin – Y5] • use key vocabulary to demonstrate knowledge and understanding in this strand: Grimsby, Hull, Lincolnshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>Children can 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>Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [Whitby – Y4] and a region within Europe [Italy – Y3] and a region within America [Amazon Basin – Y5] • use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
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	<p>Children will learn about how environments can have different weather. They will also learn about different human and physical environments (e.g. cities and forests) through exposure to them in stories and learning across the curriculum.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Know the names of the four seasons and understand the effect of changing seasons on the natural world around them • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> • 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 basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; • human geography, including: types of settlement and land use, migration, and the distribution of natural resources including energy and water; • use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts. • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
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	<p>Children learn about their own environment through basic, foundational field work e.g. visiting a forest or farm.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Draw information from a simple map 	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; • use simple compass directions and locational and directional to describe the location of features and routes on a map; • devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; • use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use four points of a compass and four-figure grid references symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • use the eight points of a compass, 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; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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History is the study of change over time; it covers all aspects of human society. Historians examine historical records, primary and secondary, to learn about the past and the context of people's attitudes towards those events.

Intent

At Keelby we aim for a high quality history curriculum which will inspire in children a curiosity and fascination about Britain's past and that of the wider world. Our curriculum takes in to account the location of the school and the content of the National Curriculum to ensure our children have an accurate understanding of the history of the world in which they live. The essential historical knowledge has been carefully sequenced to ensure it builds within a year, across years and across subjects. Our pupils will learn knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about significant people of the past, understand the methods of historical enquiry and be able to answer questions. We want children to enjoy and love learning about history by gaining these knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits

We aim to develop the following essential characteristics of historians:

- The ability to think critically about history and communicate ideas confidently and to a range of audiences
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics
- An excellent knowledge and understanding of people, events and contexts from a range of historical concepts and processes
- The ability to think, reflect, debate, discuss and evaluate the past, formulating questions and lines of enquiry

Implementation

Leaders have carefully selected the knowledge and skills children at Keelby require to fulfil the aims of the subject. The long term plan takes in to account the schools location and the content of the National curriculum. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped into two half termly units per year. During the terms Autumn 1 and Spring 2 the whole school has a history focus. In Foundation Stage children learn about family customs and routines, talk about past and present in their own lives and the lives of family members. Know similarities and differences between themselves and others, and among families and communities.

In Key Stage 1 children study changes within and beyond their living memory, lives of significant people and historical events, people and places in the locality. In Key Stage 2 children study an element of British History in their first unit of the year and during the second unit they study ancient civilisations of the world. Learning is chronological in nature and builds progressively and where possible links have been made to other subject areas. When children are not studying History learning across other subject areas and the wider curriculum provides opportunities to apply their historical knowledge and skills wherever possible. Summer term 2 has been consciously left to allow time for teachers to respond to current global affairs giving children time to apply their previously acquired historical knowledge and skills when appropriate.

Within a block of History the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Knowledge organisers are designed to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing is also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of historical skills to obtain and apply new and existing knowledge. Such skills include chronological awareness, asking and answering historical questions, making contrasts between periods in history, reflecting on effects of historical events in life today and identifying primary and secondary sources of evidence. Opportunities are provided to present their historical knowledge, learning and understanding in a range of ways. At Keelby the local area is fully utilised to aid children's historical understanding and there are extensive opportunities for learning outside the classroom embedded in practice. Where an area or concept can be seen in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within history lessons.

Impact

Our History curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- An end of unit task giving children the opportunity to apply the historical knowledge understanding and presentation skills gained throughout the unit
- Tracking of gains in each low stakes quiz
- Pupil discussions about their learning

Outcomes in History books evidence a broad and balanced History curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our history curriculum is that our children will have a sound understanding of British History as well as the history of the wider world and more importantly how what has gone before has impacted on what society is like today.



HISTORY AT KEELBY



Our history curriculum aims to inspire in children a curiosity and fascination about Britain's past and that of the wider world. To ensure our children have an accurate understanding of the history of the world in which they live.



Big Ideas



- **Chronology** (AD, BC, century, time, past, present)
- **Civilization** (evolution, change, significance)
- **Sources of evidence** (primary, secondary, reliable)
- **Legacy** (physical, cultural)
- **Historical skills** (enquiry, interpretation, organisation)



Content and Sequencing



- 2 half termly units a year
- Content of the National curriculum and to ensure our children have an accurate understanding of the history of the world in which they live.

Historical studies in KS1

- Y1 changes within living memory in locality (transport) and (seaside)
- Y2 study a contrasting lives of significant people and events (Explorers) and (Great Fire of London)

Historical studies in KS2

Each year children learn an aspect of British and world history, these are taught sequentially

- Y3 Changes in Britain from Stone age to iron age and Ancient Egyptians
- Y4 Roman Empire- impact on Britain and Ancient Greece
- Y5 Anglo Saxons and Vikings in Britain and Mayan Civilization
- Y6 World war 2 in Britain and a local study of the History of Grimsby

Summer Term 2

- Retrieval of historical learning and application of historical skills and knowledge

Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that link with the History units
- Expression of findings, conclusions and opinions both orally and in written form
- Time lines, chronology, Roman Numerals



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Outcomes



- All units begin with an enquiry questions which children should be able to answer at the end of the unit
- End of the unit children with complete a task which gives them the opportunity to apply all their historical knowledge and understanding
- End of unit quiz



Support



Everyone has access to the History National Curriculum.

Support is provided for those learners who require it

Considerations is given for learners who grasp concepts more rapidly



History at Keelby



Key Skills:

- Develop chronology
- Make connections and contrasts
- Use historical vocabulary
- Enquiry- ask and answer historical questions
- Interpret- ways history is presented

Key Stage 1

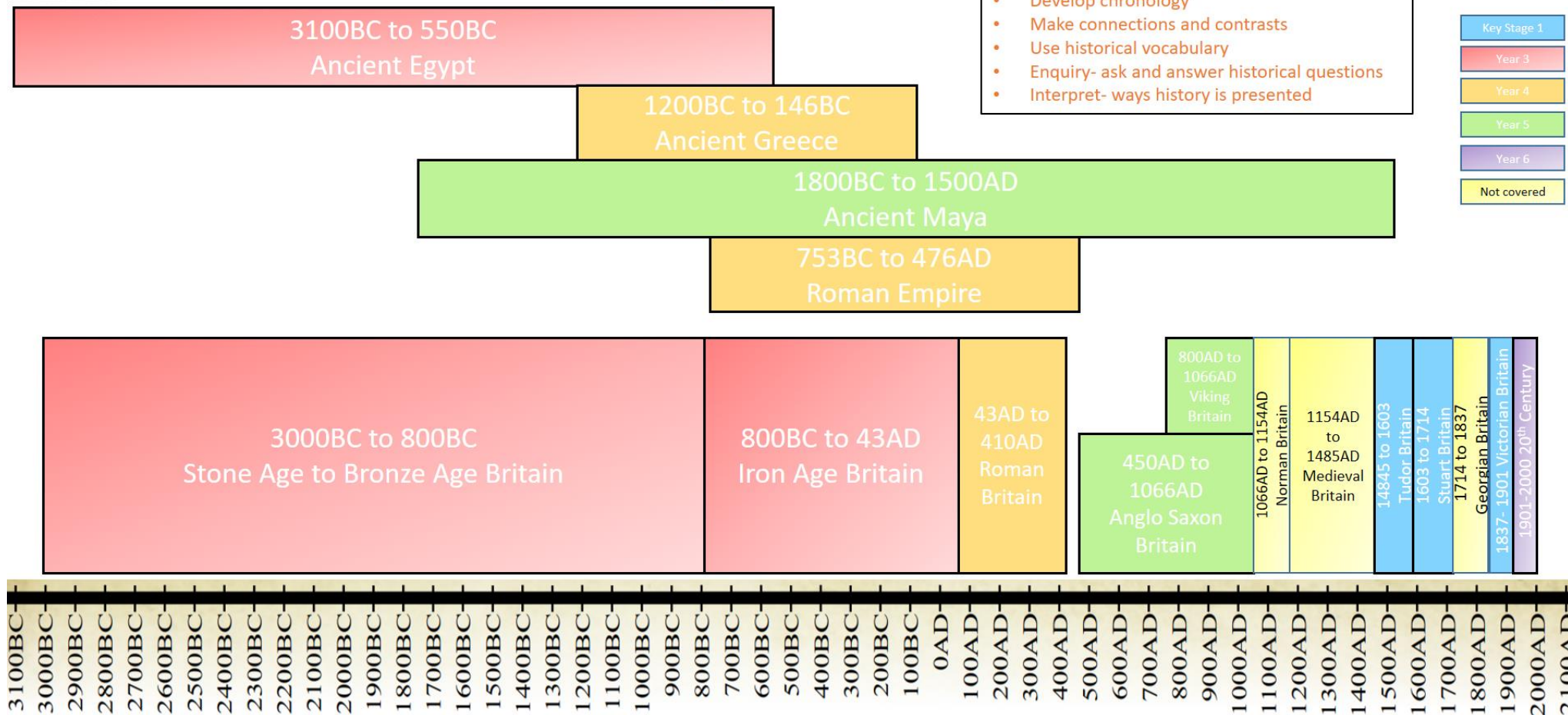
Year 3

Year 4

Year 5

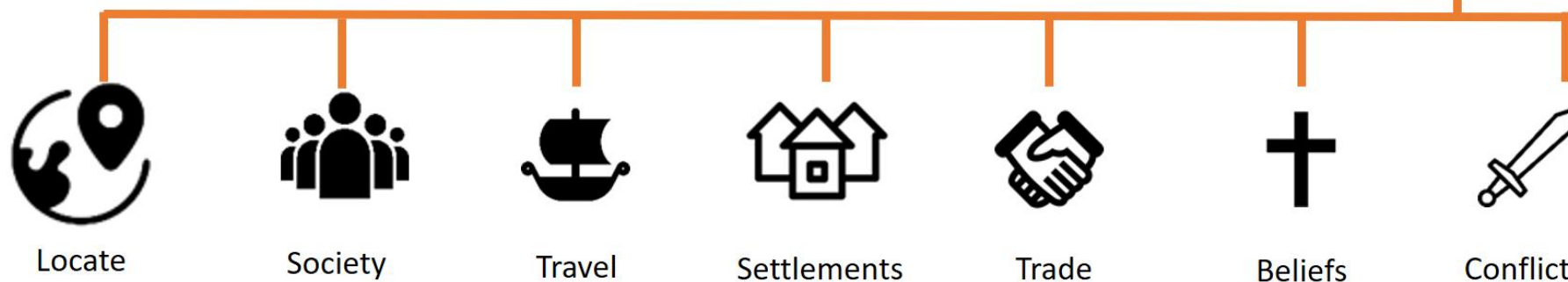
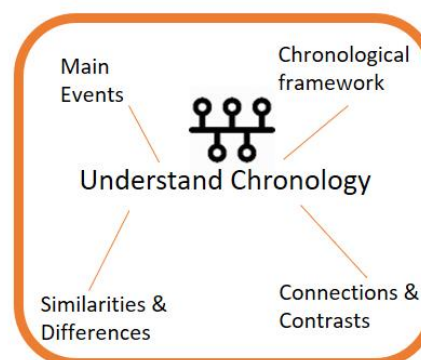
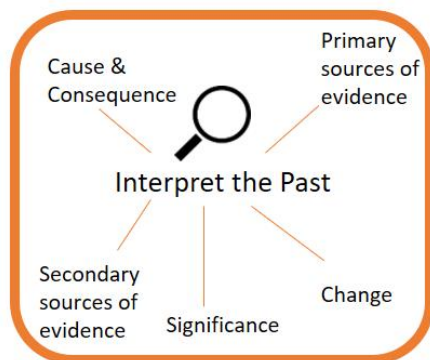
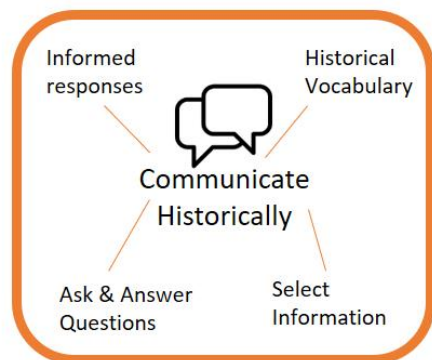
Year 6

Not covered





Keelby Primary Academy History Big Ideas



History Overview and progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	All About Me <ul style="list-style-type: none"> Changes in living memory- family history and significant events 				Once Upon a Time <ul style="list-style-type: none"> Historical development, chronological understanding through chosen books 	
Year 1	How has transport changed? History content: <ul style="list-style-type: none"> Changes beyond living memory Significant historical events, people and places in their locality (Amelia Earhart, George Stevenson, The Wright Brothers) 				How have holidays at Cleethorpes changed? History content: <ul style="list-style-type: none"> Changes within living memory Changes beyond living memory Significant historical events, people and places in their locality (Cleethorpes Seaside study) 	
Year 2	Who is the greatest explorer? History content: <ul style="list-style-type: none"> Changes beyond living memory that are significant globally- (Columbus) Significant historical events, people and places in their locality (Neil Armstrong) 				Why was the Fire of London 'great'? History content: <ul style="list-style-type: none"> Changes beyond living memory- (cause and consequence) Significant historical events, (The Great Fire of London) people and places in their locality (Samuel Pepys) 	
Year 3	How do we know what it was like to live in the Stone Age- Iron Age? History content: <ul style="list-style-type: none"> Stone, Bronze and Iron Age, Mesolithic period, Neolithic period, settlement, society, location, trade 				What do the pyramids tell us about Ancient Egypt? History content: <ul style="list-style-type: none"> Ancient Egypt, Howard Carter, River Nile, Pyramids, settlement, Tutankhamun, society, location 	
Year 4	What did the Romans do				What elements of Ancient	

	for us? History Content: <ul style="list-style-type: none"> Roman invasion of Britain, Hadrian's wall, Julius Caesar, trade, society, legacy 				Greek civilization are we still using today? History Content: <ul style="list-style-type: none"> Overview of ancient Greece, contributions still felt today- democracy, Olympics, buildings, medicine, society, legacy 	
Year 5	How do we know what it was like to live an Anglo-Saxon Life? History Content: <ul style="list-style-type: none"> Anglo-Saxon invasion, settlement, kingdoms, culture, Christianity, Vikings 				What is the lasting legacy of the Mayan Civilisation? History Content: <ul style="list-style-type: none"> Overview of Mayan civilization, trade, economy, art, culture, religious beliefs, legacy 	
Year 6	How did Britain Change as a result of WWII? History Content: <ul style="list-style-type: none"> Aspect of history beyond 1066 (World War II), changes in society, cause and consequence, significant people and events. (Adolf Hitler, Anne Frank, Winston Churchill) 				How did Grimsby become 'Great Grimsby?' History Content: Industry, transport links, history of local fishing industry, trade, society, change over time, impact	

	EYFS	KS1	LKS2	UKS2
Areas of Study	<p>Children are taught about:</p> <ul style="list-style-type: none"> That there is such a thing as the past – things have not always been as they are now. Significant people and events from the past Stories from the past and links to past and present in own lives 	<p>Children are taught about:</p> <ul style="list-style-type: none"> Changes within living memory (transport, seaside) Events beyond living memory that are significant nationally or globally (the first moon landing, first solo flight across the Atlantic, Great fire of London) The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Amelia Earhart) Significant historical events, people and places in their own locality. (Christopher Columbus) 	<p>Children are taught about:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (Neolithic hunter-gatherers) Achievements of earliest civilizations- in depth study of Ancient Egypt and in-depth study of ancient Greece, achievements and influences on the western world The Roman Empire and its impact on Britain 	<p>Children are taught about:</p> <ul style="list-style-type: none"> Anglo Saxon settlement in Britain The Viking and Anglo-Saxon struggle for the Kingdom of England Achievements of earliest Ancient civilizations- legacy of the Mayans A local history study- Grimsby Fishing industry rise and fall, impact on the town. A study of an aspect of history that extends pupils knowledge beyond 1066- Cause and consequence of WWII
Chronological Understanding	<p>Pupils become aware of the past, using basic words and phrases relating to the passing of time. They know some people and events happened in the past.</p> <p>Children can:</p> <ul style="list-style-type: none"> Use everyday language related to time (then and now) Order and sequence familiar events Describe main story settings, events and principal characters Begin to make sense of own life- family history- talk about past and present events in their own lives and the lives of family members Begin to describe sequence of events, real or fictional, using words such as first, then... 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit in with the chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> Sequence artefacts and events that are close together in time Order dates from the earliest to the latest on simple timelines Sequence pictures from different periods; describe memories and changes that have happened in their own lives Use words and phrases such as old, new, earliest, latest, past present, future, modern, before after to show the passing of time 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can divided into BC (Before Christ) and AD (Anno Domini) Begin to develop a chronologically secure knowledge of history Establish clear narratives within periods studied Note connections, contrasts and trends over time 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to an aspect in a period in history Continue to develop chronologically secure knowledge of history

Historical Interpretation		<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Start to compare two versions of a past event • Observe, use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past 	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children learn how and why historical interpretations are different.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Look at more than two versions of the same event or story in history and identify differences • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children learn how and why historical interpretations are different.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Find and analyse a wide range of evidence from the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past • to understand the difference between primary and secondary sources of evidence and the impact of this on reliability • show awareness of the concept of propaganda • know that people in the past represent events or ideas in a way that may be to persuade others • begin to evaluate the usefulness of different sources.
Sources and Evidence	<p>Children begin to ask and answer questions, and have some understanding of key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer how and why questions in response to stories or events • Know that information can be retrieved from books and computers • Comment on images of familiar situations in the past 	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask simple questions about the past • Observe or handle evidence to find answers to simple questions about the past <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use a range of sources to find out about the past • Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information • Gather more detail from sources such as maps to build up a clearer picture of the past • Regularly address and sometimes devise own questions to find answers about the past • Begin to undertake their own research 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Recognise when they are using a primary or secondary source of evidence to investigate the past • Use a wide range of evidence to collect information about the past such as pictures, artefacts, documents, posters, online materials, historic statues, sculptures and sites. • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Investigate their own lines of enquiry by posing historically valid questions to answer.

Knowledge & Understanding of Events, People and changes in the past	<p>Pupils are carefully introduced to a range of second order concepts in history, as identified below.</p> <p>Children can:</p> <p>Change & continuity</p> <ul style="list-style-type: none">Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p>Cause & Consequence</p> <ul style="list-style-type: none">Question why things happen and give explanations <p>Similarity & Difference</p> <ul style="list-style-type: none">Compare and contrast characters from stories, including figures from the past <p>Historical significance</p> <ul style="list-style-type: none">Begin to make sense of their own life-story and family historyTalk about the lives of the people around them and their roles in society	<p>Pupils are taught about the range of second-order concepts in history, as identified below. Carefully crafted enquiry questions are the focus of each unit, and these are used to form content, and to help pupils shape their knowledge into historical analyses.</p> <p>Children can:</p> <p>Change & Continuity</p> <ul style="list-style-type: none">Recognise similarities and differences between the past and the present <p>Cause & Consequence</p> <ul style="list-style-type: none">Recognise why people did things, why events happened and what happened as a result <p>Similarity & Difference</p> <ul style="list-style-type: none">Identify similarities and differences between ways of life in different periods <p>Historical significance</p> <ul style="list-style-type: none">Know and recount episodes from stories and significant events in historyDescribe significant individuals from the past	<p>Pupils are taught about the range of second-order concepts in history, as identified below. Carefully crafted enquiry questions are the focus of each unit, and these are used to form content, and to help pupils shape their knowledge into historical analyses.</p> <p>Children can:</p> <p>Change & Continuity</p> <ul style="list-style-type: none">Note key changes over time and be able to give reasons for those changesDescribe / make links between main events, situations and changes within and across different periods / societiesFind out about everyday life of people in time studied compared to life today <p>Cause & Consequence</p> <ul style="list-style-type: none">Identify and give reasons for, results of, historical events, situations and change <p>Similarity & Difference</p> <ul style="list-style-type: none">Describe social, cultural, religious and ethnic diversity in Britain and the wider world <p>Historical significance</p> <ul style="list-style-type: none">Explain how people and events in the past have influenced life todayIdentify key features, aspects and events of the time studiedIdentify historically significant people and events in situations	
	Communicating historically	<p>Pupils begin to express themselves when talking about the past</p> <p>Children can:</p> <ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG Speaking)	<p>Pupil should use a wide vocabulary of historical terms</p> <p>Children can:</p> <ul style="list-style-type: none">Show an understanding of historical terms, such as past, present, remembrance, government, warTalk and write about things from the pastUse historical vocabulary to retell simple stories about the pastUse drama and role play to communicate their knowledge about the past	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none">Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdomsPresent, communicate and organise ideas about the past using models, role play and different writing genre including letters, recounts, poems, adverts diaries posters and guidesStart to present ideas based on their own research about a period studied



Logic will get you from A to B. Imagination will take you everywhere. – Albert Einstein

Intent

At Keelby our Art curriculum is designed to develop curiosity and fascination about the world around us and enable our children to express themselves in a variety of ways. Our curriculum takes into account the experiences of our children, the content of the National Curriculum and the current art climate to ensure our children have the skills, understanding and knowledge to be able to represent relationships and draw conclusions through art. The essential art knowledge has been carefully sequenced to ensure it builds within a year, across years and across subjects. Children investigate a variety of media and art techniques and genres.

We aim to develop the following essential characteristics of artists:

- An extensive base of artistic knowledge and vocabulary
- The ability to problem solve and to understand that there may be more than one solution
- The ability to express themselves in ways that are not restricted by their understanding of words and numbers
- The willingness to surrender to the unanticipated possibilities of the work as it unfolds
- The ability to express well-balanced critiques and to make good judgements about qualitative relationships
- The understanding that small differences can have large effects
- The understanding there are many ways to see and interpret the world
- Fluency in artistic enquiry and the ability to explore possibilities
- A genuine interest in art and a real sense of curiosity about the world

Implementation

Leaders have carefully selected the knowledge and skills children at Keelby require to fulfil the aims of the subject. The long term plan takes into account the experiences of our children, the content of the National curriculum and has the flexibility to take into account current popular artists. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped into one half termly units per year. During the term Spring 1 the whole school has an art focus. In Key Stage 1 children study how artists use line, colour and pattern and how they use shape, form, space and texture. In Key Stage 2 children study how artists are inspired by nature, how they represent people, use perspective and express modern life. Learning is sequenced and builds progressively and where possible links have been made to other subject areas. When children are not studying art, learning across other subject areas and the wider curriculum provides opportunities to apply their artistic knowledge and skills where ever possible.

Within a block of art study the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Knowledge organisers are designed to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing is also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of artistic skills to obtain and apply new and existing knowledge. Such skills include drawing, painting, sculpture, textiles, collage, and printing. Opportunities are provided to present their art knowledge, learning and understanding in a range of ways. At Keelby the local area is fully utilised to aid children's artistic understanding and there are extensive opportunities for learning outside the classroom embedded in practice. Where an area or concept can be seen in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within art lessons.

Impact

Our art curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Tracking of knowledge and understanding through low stakes quiz
- Pupil discussions about their learning
- An end of unit task giving children the opportunity to apply the art skills they have throughout the unit

Outcomes in art books evidence a broad and balanced art curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our art curriculum is that our children will have a sound understanding of different art techniques and different genres of art and artists, and through this will be able to express themselves and think imaginatively and creatively.



ART AT KEELBY



Our art curriculum is designed to develop curiosity and fascination about the world and enable our children to think imaginatively and creatively and to express themselves in a variety of ways.



Big Ideas



- **Technique** (drawing, painting and sculpture with a range of materials)
- **Materials** (pencils, paint, charcoal, clay)
- **Observation records** (sketchbooks)
- **Critique** (August's butterfly)
- **Great artists, architects and designers**



Content and Sequencing



- 1 half termly unit a year
- Content of the National curriculum and current art climate

Techniques in FS & KS1

- Nursery and Foundation Stage explore media and materials and the beginnings of drawing what they see and imagine.
- Y1 study how artists use line, colour and pattern
- Y2 study how artists use shape, form, space and texture

Genres in KS2

- Y3 study how artists are inspired by nature
- Y4 study how artists represent people
- Y5 study how artists use perspective
- Y6 study how artists express modern life



Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that link with the art units
- Expression of critiques and opinions both orally and in written form
- Directional language, shapes and time



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Outcomes



- All units begin with an enquiry question which children should be able to answer at the end of the unit
- End of the unit children will complete a task which gives them the opportunity to apply all their art skills, knowledge and understanding
- End of unit quiz



Support



Everyone has access to the Art National Curriculum.

Support is provided for those learners who require it

Considerations is given for learners who grasp concepts more rapidly

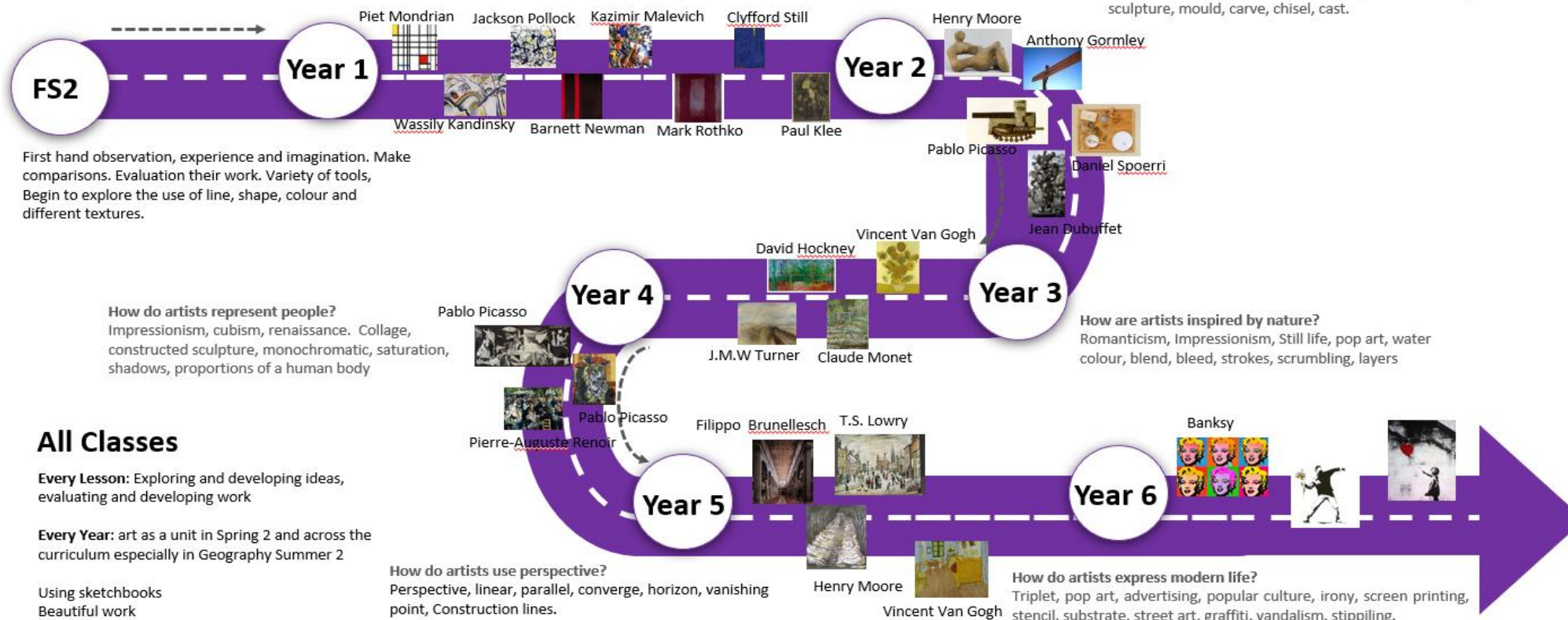


ART AT KEELBY



How do artists use, line, colour and pattern?
Know different categories of colour. Abstract. Parallel, vertical, horizontal lines. Contrasting and complimenting colours. Shade and tint

How do artists use shape, form, space and texture?
Assemblage, collage, constructed sculpture, found-object sculpture, mould, carve, chisel, cast.



Art Overview and Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2 Blocked Art Unit	Summer 1	Summer 2
FS2	Art taught through curriculum subjects	Art taught through curriculum subjects	Art taught through curriculum subjects	How do artists paint water? Colour, shade, mixing, drawing, painting, patterns	Art taught through curriculum subjects	Where in the World? Art Content: <ul style="list-style-type: none"> • practice colour mixing- weather, seasons • hot/cold • drawing in the environment- forest schools • printing, collage- natural materials
Year 1				How do artists use line, colour and pattern? <ul style="list-style-type: none"> • Mondrian, Pollock, Klee, Kandinsky • Primary, secondary, tertiary and neutral colours • Warm, cool colours • Shade • Tint • Paint, drawing, digital art 		Why do different animals live in different parts of the world? Art Content: <ul style="list-style-type: none"> • Revise colour mixing- painting animals of the world • Collage- texture added to painting to create depth • Revise drawing
Year 2				How do artists use shape, form, space and texture? <ul style="list-style-type: none"> • Henry Moore, Antony Gormley, Dennis Oppenheim • Barbara Hepworth- sculpture • 3D carving, chiselling, modelling, casting • Recycling to create an abstract sculpture • Draw, model, sculpt- 3D 		Where would you rather live Cleethorpes or Cairo? Art Content: <ul style="list-style-type: none"> • Revise sculpture, modelling, 3D • Printing- patterns observed in nature, building colour and texture • Revise drawing
Year 3				How are artists inspired my nature? <ul style="list-style-type: none"> • Claude Monet 1840-1926 • Pierre-August Renoir 1814-1919 • Van Gough 1853-1890 • Impressionism • Collage • Textiles • Sketching Drawing, painting, textiles		What is great about Italy (apart from the ice-cream)? Art Content: <ul style="list-style-type: none"> • Revise, drawing painting • Collage using textiles, create texture, depth • effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • Italian art/artists
Year 4				How do artists represent real life? <ul style="list-style-type: none"> • Michelangelo 1475-1564 • The Pieta • Statue of David • Picasso – sculpture • Working with clay • Augusta Savage 1892-1962 Drawing, pastels, sculpture		What makes Whitby wonderful? Art Content: <ul style="list-style-type: none"> • Revise drawing, pastels • Printing • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision;
Year 5				How do artists use perspective? <ul style="list-style-type: none"> • Filippo Brunelleschi • Pietro Perugino • Henry Moore • Picasso- The Bedroom 1882 • Perspective art • Photography Drawing, painting, digital art		What has South America got that the UK hasn't? Art content: <ul style="list-style-type: none"> • Revise drawing, painting • Collage- Rainforest • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage;

Year 6					How do artists express modern life? <ul style="list-style-type: none"> • Andy Warhol • Banksy • Expressionism • Street art • Printing • Stencilling Drawing, printing, painting,		The worlds natural resources- save or spend? Art Content: <ul style="list-style-type: none"> • Revise drawing and painting • Modern art • Textiles: • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect;
Exploring and developing ideas	EYFS	KS1			LKS2	UKS2	
	Children can: <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: <ul style="list-style-type: none"> • respond positively to ideas and starting points; • explore ideas and collect information; • describe differences and similarities and make links to their own work; • try different materials and methods to improve; • use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 			Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: <ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. 	

Drawing	<p>Children can:</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
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Painting	<p>Children can:</p> <ul style="list-style-type: none"> • Explore colour and colour mixing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
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Sculpture	<p>Children can:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
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Collage	<p>Children can:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Printing	<p>Children can:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – printing</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers 	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph;

Textiles	<p>Children can:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail • use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
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Work of other Artists	<p>Children have the opportunity to learn about and from the works of famous artists, studying some of their techniques and processes. They will be exposed to a range of different artists through history throughout the EYFS</p> <p>Children can:</p> <ul style="list-style-type: none"> begin to describe the work of famous, notable artists and designers; begin to express an opinion on the work of famous, notable artists; begin to use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand 	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <p>To understand 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</p> <p>Children can:</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: LS Lowry, Paul Klee, Monet, Jackson Pollock, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.
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Religious Education

“RE is the most meaningful way of creating a successful and wholly integrated society. The more people know about the faiths currently thriving in Britain the more likely we will be, as a nation, to embrace our multi-cultural society.”

Intent

At Keelby we aim for a high quality religious education curriculum which will enable children to develop a knowledge and understanding the religions and beliefs which form part of contemporary society. Our curriculum takes in to account the location of the school and the content of the National Curriculum to ensure our children have an accurate understanding of people’s beliefs both in their community and beyond. The essential religious knowledge has been carefully sequenced to ensure it builds progressively within a year, across years and across subjects. Our pupils will learn knowledge about Christianity and how this religion impacts upon British beliefs and culture. Children will compare and contrast Christianity throughout their primary RE journey with other religions such as Hinduism, Islam, Judaism and Sikhism to ensure that children have a wide yet detailed knowledge base of world religion. We want children to enjoy and love learning about their beliefs as well as others’ beliefs so that they become tolerant, respectful and inquisitive learners of religion.

We aim to develop the following essential characteristics of religious philosophers:

- The ability to think critically about religion (demonstrate a religious philosophy) and communicate ideas confidently and to a range of audiences
- A respect for every person’s religious beliefs (or lack thereof) and the ability to explain their viewpoints with consideration and respect
- A passion for religious education and an enthusiastic engagement in learning, which develops their sense of curiosity about the varying beliefs in our country and world
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of religions and topics
- An excellent knowledge and understanding of people, events/stories and key figures from a range of religions
- The ability to think, reflect, debate, discuss and evaluate the past, formulating questions and lines of enquiry

Implementation

Leaders have carefully selected the knowledge and skills which children at Keelby require to fulfil the aims of the subject. The long-term plan (Discovery RE) takes in to account the schools location and the content of the National curriculum. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. We believe that children at Keelby should dive deeper into the overwhelming local religion of Christianity, as well as broaden their religious knowledge by studying a range of contrasting religions alongside. The content has been mapped into one unit per half term which will focus on varying religions: usually two or three. RE will be taught throughout the academic year.

In Foundation Stage, children learn about Christian festivals such as Christmas and Easter; celebrations across a range of different religions including Islam and Judaism; and stories from major world religions such as Buddhism, Christianity, Islam, Hinduism and Sikhism.

In Key Stage 1, children study religious stories and customs within both Christianity and Judaism. Children will explore the connection that Christians and Jews have towards their significant figures and/or God. In Year 2, children also have the opportunity to compare and contrast Judaism and Christianity with beliefs and stories within Islam.

In Lower Key Stage 2, children continue to revisit and enhance their knowledge of Christianity and Judaism. Children develop lines of enquiry surrounding religious celebrations and stories from scripture. As well as this, children now have the opportunity to broaden their religious repertoire of knowledge by studying Sikh ceremonies and communities and Hindu beliefs and festivals such as Diwali.

In Upper Key Stage 2, children hone their prior knowledge in order to enquire further into all of the religions that they have learned about in their primary school journey. Children will learn about beliefs, morals and prayer in Sikhism; festivals and commitments to God in Christianity; beliefs and moral values in Hinduism; beliefs, practices and moral values in Islam. It is in Upper Key Stage 2 that children really delve into the philosophy of religion by using their own experiences and reasoning to answer more open-ended religious debates, such as: "Is anything ever eternal?"

At Keelby the local area is fully utilised to aid children's religious understanding and there are extensive opportunities for learning outside the classroom embedded in practice. We endeavour to expose the children to as many cultural and religious experiences as possible, to not limit their life experiences due to the lack of multiculturalism in our immediate area.

Impact

Our Religious Education curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- An end of unit task giving children the opportunity to apply their religious knowledge by answering their specific enquiry question
- Tracking of gains in each low stakes quiz
- Pupil discussions about their learning

Outcomes in RE books (and, in some cases, on children's iPads) evidence a broad and balanced curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our RE curriculum is that our children will have a sound understanding of the varied beliefs and moral values of our locality as well as across the main world religions.



RELIGIOUS EDUCATION AT KEELBY



Our RE curriculum aims to enable children to think critically about religion and to be culturally aware of the many beliefs in the UK. We aspire for children to be respectful citizens whilst also considering their own faith and beliefs.



Big Ideas



- **Investigating facets of religion** (places of worship, artefacts, symbols, holy scripture)
- **Religious story telling** (investigating scripture and inferring messages and morals)
- **Commitment** (exploring why people do the things they do)
- **Philosophy** (posing questions, thinking deeply and forming respectful opinions)



Content and Sequencing



- 6 half termly units per year
 - Content of the National curriculum and to ensure our children have an accurate understanding of the religious beliefs of the world in which they live. Content from Discovery RE scheme.
- Religious studies in KS1**
- Y1 Judaism and Christianity exploring these people's relationship with God
 - Y2 compare and contrast Judaism and Christianity with beliefs and stories within Islam.
- Religious studies in KS2**
- Each year children learn about a new religion with which they can compare previous learning
- Y3 Explore Diwali, Brahman and the River Ganges in Hinduism. Investigation questions to deepen Christianity learning around the meaning of Christmas, miracles and Good Friday.
 - Y4 Compare and contrast Christian and Jewish relationships with God. Children examine symbolism, commitment and forgiveness.
 - Y5 Examine Sikh and Christian commitment and stories from Guru Granth Sahib and the Bible.
 - Y6 Study commitment and afterlife in Islam. Dive into the meaning of "eternity" and if Christianity is still a strong religion in this century.

Links with English and Maths



Lessons investigate religious scripture where children read and are read to



- Oral discussion regarding religious teaching points
- Respectful speaking and listening is practised throughout all age phases
- Outcomes may be assessed through writing



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Mini recaps at the start of lessons
- Low stakes quizzing to develop long term memory
- Big ideas identified (above) are revisited through progressive content
- Key ideas are investigated by considering what they are and what they are not
- Religious links across year groups for retrieval of knowledge



Outcomes



- All units begin with an enquiry questions which children should be able to answer at the end of the unit
- End of the unit children with complete a task which gives them the opportunity to apply all their religious knowledge and understanding
- End of unit quiz



Support



Everyone has access to the RE National Curriculum.

Support is provided for those learners who require it.

Consideration is given for learners who grasp concepts more rapidly.



RE AT KEELBY



Foundation Stage

- Harvest - what do we say thank you to God for?
- Diwali - what is Diwali and who celebrates it?
- The Christmas story - what is the Christmas Story?
- Lent & Pancake Day - Why do we eat pancakes?
- Easter Story - what is the Easter story?
- Celebrations - where, how and why do we celebrate different things?

Year 1

- How are Chanukah and Christmas similar?
- What is Chanukah?
- Is Shabbat important to Jewish children?
- Does celebrating Chanukah make Jewish children feel closer to God?
- Why and how is Christmas celebrated by Christians?
- Can I explain why Jesus is special to Christians?
- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Year 2

- Why is God special to Jewish people and Christians?
- How do Jewish people show commitment to God?
- How do Jewish people show respect to God?
- Can I understand why Abraham/Moses are so important to the Jewish faith?
- Can I understand the Christians believe Jesus was a gift to the world?
- Can I link this to why we give each other gifts at Christmas?

Year 3

- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?
- Has Christmas lost its true meaning?
- Could Jesus really heal people? Were these miracles or is there another explanation?
- What is 'good' about Good Friday?
- How can Brahman be everywhere and everything?
- Would visiting the River Ganges feel special to a non Hindu?

Year 6

- What is the best way for a Muslim to show commitment to God?
- How significant is it that Mary was Jesus' mother?
- Is anything ever eternal?
- Is Christianity still a strong religion 2000 years after Jesus was on Earth?
- Does belief in Akhirah (life after death) help Muslims lead good lives?

Year 4

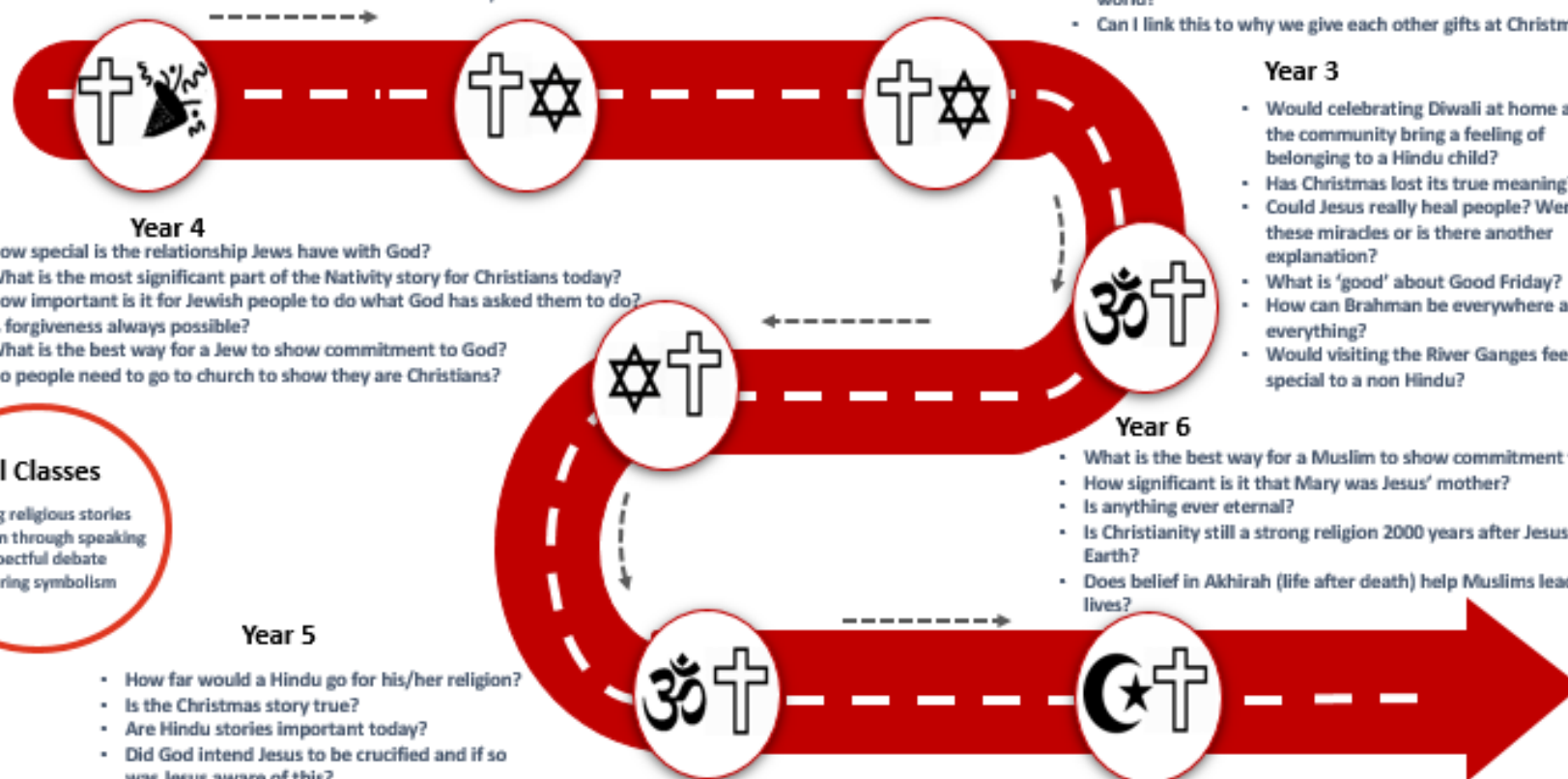
- How special is the relationship Jews have with God?
- What is the most significant part of the Nativity story for Christians today?
- How important is it for Jewish people to do what God has asked them to do?
- Is forgiveness always possible?
- What is the best way for a Jew to show commitment to God?
- Do people need to go to church to show they are Christians?

Year 5

- How far would a Hindu go for his/her religion?
- Is the Christmas story true?
- Are Hindu stories important today?
- Did God intend Jesus to be crucified and if so was Jesus aware of this?
- What is the best way for a Hindu to show commitment to God?
- What is the best way for a Christian to show commitment to God?

All Classes

Reading religious stories
Discussion through speaking
Respectful debate
Exploring symbolism



	Autumn 1	Autumn 2 R.E. blocked unit	Spring 1	Spring 2 Easter Week	Summer 1	Summer 2
FS2	Celebrations to talk about: Harvest Festival	What different celebrations are there? What makes people special? What is Christmas? How do people celebrate around the world?	Celebrations to talk about: Lent	What is Easter? Who celebrates Easter? How is Easter celebrated around the world?	Celebrations	Celebrations
Year 1 Christianity/Judaism		Are all celebrations the same? How are Chanukah and Christmas similar and different? What is Chanukah? Why is Shabbat important to Jewish children? Why is Jesus special to Christians (a gift from God)?		Why was Jesus welcomed like a king on Palm Sunday? What is the Easter Story? Who is the Easter Story important to?		
Year 2 Christianity/Judaism		What is special about God? Why is God special to Christians and Jews? How do Jews show respect for God? How does Jesus' birth show Christians they should love and help those around the world?		Is it true that Jesus came back to life again? What happened to Jesus in the tomb? What do Christians believe about Jesus' resurrection?		
Year 3 Christianity/Hinduism		Are all religious texts true? What stories are important to Hindus? How do these stories influence Hindu lives? What is the true meaning of Christmas for Christians? What links are there between Christian beliefs and the way they celebrate it?		What is 'good' about Good Friday? What is 'good' about Jesus' death? Why is Jesus' death important?		
Year 4 Christianity/Judaism		How do people show commitment to God? How do Christians and Jews show commitment to God? Can I describe the different ways Jewish people show commitment to God? Can I explain what Kosher means? Can I consider what the most important part of the Christmas story is?		Is forgiveness always possible? How did Jesus show forgiveness in the Easter Story? What does The Bible teach us about forgiveness?		
Year 5 Christianity/Hinduism		Why is it important to show commitment to God for different people? How do Christians and Hindus show commitment to God? How do Christian and Hindu stories influence their lives? Can I identify the different sources of the Christmas story? What do Christians learn from the Christmas story?		Did God intend Jesus to be crucified? Can I discuss how I feel about the Easter Story? Can I consider how Jesus may have felt before he was crucified?		
Year 6 Christianity/Islam		Why is it important to understand and evaluate different religions? How do Muslims lead a good life? How are Muslims stereotyped? Do Muslims believe in life after death? What is the significance of Mary in the Christmas Story to Christians? Why was Mary chose to be Jesus' mother?		Is Christianity still a strong religion 2000 years after Jesus was on Earth? Is Christianity a strong religion now? What Christian festivals are still celebrated?		

	EYFS	KS1	LKS2	UKS2
Areas of Study Autumn 2	<p>Children are taught about:</p> <ul style="list-style-type: none"> The lives of people familiar to them To describe special events and times Understand that some things make them unique and discuss the similarities between themselves and others Recognise that people have different beliefs and places of worship The Christmas Story and why it is important to Christians 	<p>Children are taught about:</p> <ul style="list-style-type: none"> The importance of Shabbat Connections between the Jewish Faith and their behaviour The important symbols of Chanukah To make connections between Chanukah and Christmas To understand the importance of the Christmas Story to Christians I can understand why and how Christians celebrate Christmas 	<p>Children are taught about:</p> <ul style="list-style-type: none"> The Hindu God Brahman To make links between the Hindu beliefs and how they choose to live their lives. That Jewish people believe they have a special relationship with God. To understand different Jewish stories To recognise that Christmas means different things to different people To explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the incarnation of God. 	<p>Children are taught about:</p> <ul style="list-style-type: none"> Ways Hindus and Muslims show commitment to God and the importance of this Talk about some Hindu Gods Compare Hindu and Christian beliefs How Muslims believe they should live a good life What Muslims believe in The different interpretations of Jihad in the Muslim faith What a Christian learns from the Christmas Story Recognise there are different accounts of the Christmas Story The significance of Mary in the Christmas Story and to Christians
Areas of Study Easter Week	<p>Children can:</p> <ul style="list-style-type: none"> Understand that Easter happens in Spring Identify special symbols and sign of Easter and Spring e.g. eggs, daffodils Understand why Easter is important to different people Know parts of the Easter Story Talk about why the Easter story is important to Christians 	<p>Children can:</p> <ul style="list-style-type: none"> Recall the main parts of the Easter Story Recognise key symbols from the Easter Story Recognise that Jesus is special to Christians Share their thoughts and feelings about what happened to Jesus at Easter. 	<p>Children can:</p> <ul style="list-style-type: none"> Recall the Easter Story Ask questions about the different parts of the Easter Story Talk about why Jesus's death is important. Understand the Easter Story is about forgiveness Link the Easter Story to my own feelings about forgiveness. 	<p>Children can:</p> <ul style="list-style-type: none"> Talk about the Easter Story and Holy week Ask relevant questions about Holy Week. Make links and consider whether Jesus' death was part of God's plan Consider the strength of Christianity now Give my opinions of the strength of Christianity in today's world



Science at Keelby Primary Academy

Intent

Our Science curriculum aims to provide the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

We aim to motivate and inspire children through a curriculum that stimulates, engages and challenges all learners. Our curriculum aims to develop key scientific knowledge and concepts, whilst instilling a sense of excitement and curiosity about natural phenomena.

Science at Keelby Primary Academy is designed to deepen knowledge and develop skills, with literacy at the heart, ensuring effective progression across all year groups. Specialist vocabulary for science units is taught and built upon, and effective questioning to communicate ideas is encouraged.

Implementation

In Science, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum.

Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities. This allows the children to also apply their mathematical knowledge to enhance their understanding of Science. Working scientifically skills are built into lessons, in order to embed scientific understanding.

At the beginning of each Science unit, children demonstrate their prior knowledge through the effective use of retrieval practice, which informs planning and teaching. A series of stimulating lessons are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary, which is included on the termly knowledge organisers. Post learning tasks are planned to demonstrate progress, knowledge and understanding. Teachers assess learning in Science against knowledge-based and skill-based learning objectives.

Our curriculum is delivered through highly effective 'quality first teaching'. Enrichment opportunities, including outdoor learning, inspirational visitors and exciting educational visits, provide our children with rich experiences and enhance teaching, learning and knowledge.

Impact

Our well-planned Science curriculum ensures that children are given essential knowledge, skills and concepts to understand how science can be used to explain what is occurring, how things behave and to analyse causes.

All pupils' learning is progressive, developmental and most of all stimulating to their general interest. Children develop the skills of creativity, perseverance and co-operation to enhance their ability to learn confidently in the whole curriculum.



SCIENCE AT KEELBY

Our Science curriculum is designed to develop curiosity and fascination about the world and its people and develop a greater understanding of scientific concepts. They will develop a sense of excitement and curiosity.



Big Ideas



- **Observation** (using our senses, recording information, data)
- **Prediction** (a statement about the future, based on facts or evidence, possibilities)
- **Investigation** (a quest to find the answer to a question using a scientific method)
- **Scientific Skills** (concepts, enquiry, classify, interpretation)
- **Great Scientists** (Charles Darwin)



Content and Sequencing



2 lessons per week

- Content of the National curriculum and to ensure our children have an accurate understanding of the scientific concepts of the world in which they live.

Scientific Studies in FS & KS1

- Foundation Stage explore scientific concepts through play and investigation
- Y1 study Seasonal changes, Everyday Materials, Plants, and Animals inc Humans
- Y2 study Uses of Everyday Materials, Plants, Living Things and their Habitats and Animals inc Humans
- **Scientific Studies in KS2**
- Y3 study Forces and Magnets, Light, Plants, Rocks and Animal inc Humans
- Y4 study Animals inc Humans, states of Matter, Electricity, Living things, and their Habitats, Sound
- Y5 study Properties and changes of Materials, Forces, Earth and Space, All Living Things and their Habitats, Animals inc Humans
- Y6 study Evolution and Inheritance, Light, Living things and their habitats, Electricity and Animal Incl Humans



Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that link with the scientific units
- Expression of critiques and opinions both orally and in written form
- Scientific language, concepts and investigations



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Outcomes



- All units begin with an enquiry question which children should be able to answer at the end of the unit
- End of the unit children will complete a task which gives them the opportunity to apply all their scientific skills, knowledge and understanding
- End of unit quiz



Support



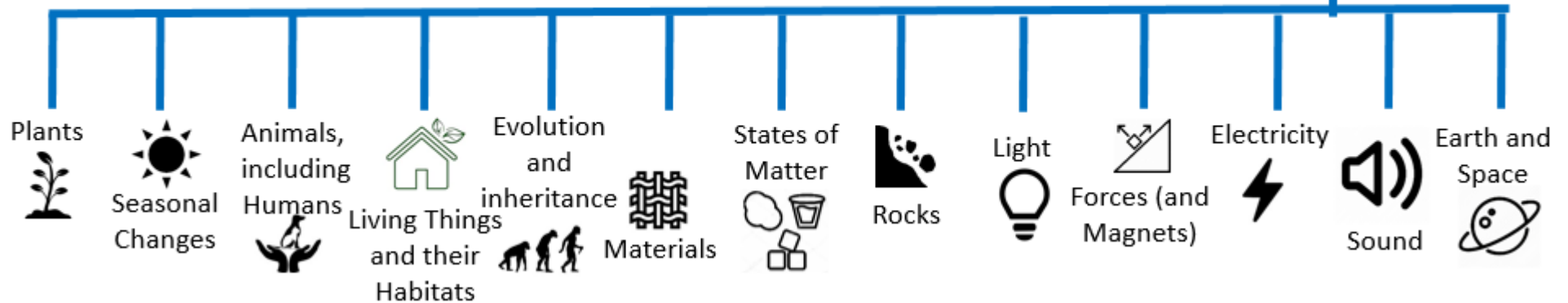
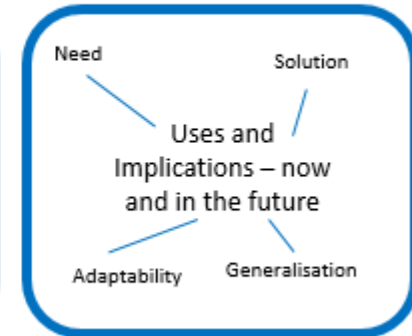
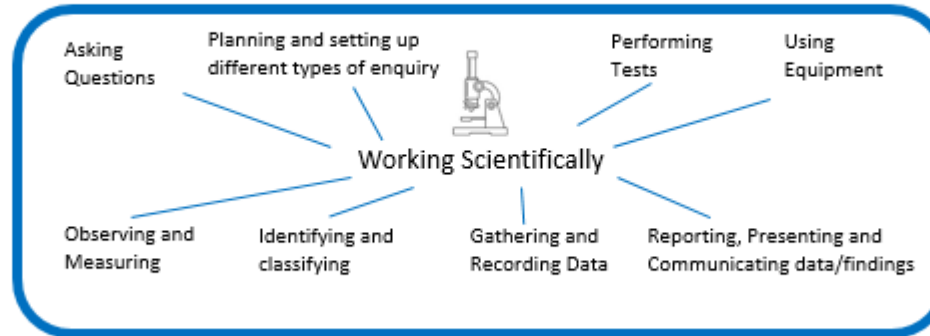
Everyone has access to the Science National Curriculum.

































Support is provided for those learners who require it

Considerations is given for learners who grasp concepts more rapidly



Keelby Primary Academy Science Big Ideas



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Seasonal Changes and Animals Including Humans 		Seasonal Changes and Everyday Materials 	Living Things and their Habitats 	Plants 	Living Things and their Habitats 
Year 1	Seasonal Changes and Everyday Materials 		Seasonal Changes and Animals Including Humans 		Seasonal Changes and Plants 	
Year 2	Use of Everyday Materials 		Plants and Living Things and their Habitats 		Animals Including Humans 	
Year 3	Forces and Magnets 		Rocks 	Light 	Plants 	Animals Including Humans 
Year 4	Animals Including Humans 	States of Matter 	Electricity 		Living Things and their Habitats 	Sound 
Year 5	Properties and Changes of Materials 		Earth and Space 	Forces 	All living things and their habitats 	Animals including humans 
Year 6	Evolution and Inheritance 	Light 	Electricity 	Animals Including Humans 	Animals Including Humans 	Living Things and their habitats 

EYFS		KS1		LKS2		UKS2	
Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biology – Substantive Knowledge	Understanding the world <ul style="list-style-type: none">• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different to the one in which they live.• Understand the effect of changing seasons on the natural world around them.• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Plants <ul style="list-style-type: none">• Identify a name and 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.• 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. Living things and their habitats <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 microhabitats• Describe how animals obtain their food from plants and other animals, using the idea of simple food chains, and identify and name different sources of food. Animals including humans <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)• 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 (PSHE)• Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene (PSHE).	Plants <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• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Animals including humans <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.	Living things and their habitats <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 Animals including humans <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	Living things and their habitats <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 Animals including humans <ul style="list-style-type: none">• describe the changes as humans develop to old age	Living things and their habitats <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 Animals including humans <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• Evolution and inheritance• 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	

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chemistry – Substantive Knowledge	Creating with materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	Materials <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		Rocks <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks a 	States of matter <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	Properties and changes of materials <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on 	

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	The Natural World <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Seasonal Changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day lengths varies. 	Light <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change Forces and magnets <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	Light <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change Forces and magnets <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	Electricity <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors Sound <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	Earth and space <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Forces <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	Light <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Electricity <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram

Asking Questions and Carrying Out Fair and Comparative Tests

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children explore the natural world and objects in the environment. They learn to understand questions such as ‘why’ questions and they begin to ask their own questions about the world around them.</p> <p>Children can:</p> <ul style="list-style-type: none"> • explore how things work. • explore different materials freely, in order to develop their ideas about how to use them and what to make. • explore the natural world around them, making observations and drawing pictures of animals and plants. • understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • ask questions to find out more and to check they understand what has been said to them. 	<p>Asking simple questions and recognising that they can be answered in different ways. Performing simple tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> • explore the world around them, leading them to ask some simple scientific questions about how and why things happen; • begin to recognise ways in which they might answer scientific questions; • ask people questions and use simple secondary sources to find answers; • carry out simple practical tests, using simple equipment; • experience different types of scientific enquiries, including practical activities; • talk about the aim of scientific tests they are working on; • with support, start to recognise a fair test. 		<p>Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> • start to raise their own relevant questions about the world around them in response to a range of • scientific experiences; • start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; • recognise when a fair test is necessary; • help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used; • set up and carry out simple comparative and fair tests. 		<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using test results to make predictions to set up further comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> • with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; • with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; • explore and talk about their ideas, raising different kinds of scientific questions; • ask their own questions about scientific phenomena; • select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; • make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; • plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary; • use their test results to identify when further tests and observations may be needed; • use test results to make predictions for further tests. 	

Science – Progression in knowledge:

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observing and Measuring Changes	<p>Children explore the natural world and objects in the environment.</p> <p>Children can:</p> <ul style="list-style-type: none"> Explore how things work Describe what they see, hear, feel whilst outside. Talk about differences between materials and changes they notice. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>Observing closely, using simple equipment.</p> <p>Children can:</p> <ul style="list-style-type: none"> Observe the natural and humanly constructed world around them; Observe changes over time; Use simple measurements and equipment; Make careful observations, sometimes using equipment to help them observe carefully. 		<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Children can:</p> <ul style="list-style-type: none"> Make systematic and careful observations; Observe changes over time; Use a range of equipment, including thermometers and data loggers; Ask their own questions about what they observe; Where appropriate, take accurate measurements using standard units using a range of equipment. 		<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Children can:</p> <ul style="list-style-type: none"> Choose the most appropriate equipment to make measurements and explain how to use it accurately; Take measurements using a range of scientific equipment with increasing accuracy and precision; Take repeat readings when appropriate; Understand why we take an average in repeat readings. 	

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying, classifying, recording and presenting data	<p>Children compare objects and measurements in their environment.</p> <p>Children can:</p> <ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Make comparisons between objects relating to size, length, weight and capacity. Compare quantities using language: ‘more than’, ‘fewer than’. Compare length, weight and capacity. 	<p>Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Children can:</p> <ul style="list-style-type: none"> Use simple features to compare objects, materials and living things; Decide how to sort and classify objects into simple groups with some help; Record and communicate findings in a range of ways with support; Sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables. 		<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> Talk about criteria for grouping, sorting and classifying. Group and classify things; Collect data from their own observations and measurements; Present data in a variety of ways to help in answering questions; Use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; Record findings using scientific language, drawings labelled diagrams, keys, bar charts and tables. 		<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Children can:</p> <ul style="list-style-type: none"> Independently group, classify and describe living things and materials; Use and develop keys and other information records to identify, classify and describe living things and materials; Decide how to record data from a choice of familiar approaches; Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs. 	

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing conclusion, noticing patterns and presenting findings	Children identify and construct patterns in their environment.	Using their observations and ideas to suggest answers to questions.	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Reporting on finding from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.		
	Children can: <ul style="list-style-type: none">• Notice patterns and arrange things in patterns.• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct and error in a repeating pattern.• Continue, copy and create repeating patterns.	Children can: <ul style="list-style-type: none">• Notice links between cause and effect with support;• Begin to notice patterns and relationships with support;• Begin to draw simple conclusions;• Identify and discuss differences between their results;• Use simple and scientific language;• Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1;• Talk about their findings to a variety of audiences in a variety of ways. Data Handling (Y2) <ul style="list-style-type: none">• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.• Ask and answer questions about totalling and comparing categorical data.	Children can: <ul style="list-style-type: none">• Draw simple conclusions from their results;• Make predictions;• Suggest improvements to investigations;• Raise further, questions which could be investigated;• First talk about, and then go on to write about, what they have found out.• Report and present their results and conclusions to others in written and oral forms with increasing confidence. Data Handling (Y3) <ul style="list-style-type: none">• Interpret and present data using bar charts, pictograms and tables.• Use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. Data Handling (Y4) <ul style="list-style-type: none">• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Children can: <ul style="list-style-type: none">• Notice patterns;• Draw conclusions based on their data and observations;• Use their scientific knowledge and understanding to explain their findings;• Read, spell and pronounce scientific vocabulary correctly;• Identify patterns that might be found in the natural environment;• Look for different casual relationships in their data;• Discuss the degree of trust they can have in a set of results;• Independently report and present their conclusions to others in oral and written form. Data Handling (Year 5) <ul style="list-style-type: none">• Present and interpret information in a line graph• Present and interpret information in a table, including timetables. Data Handling (Year 6) <ul style="list-style-type: none">• Interpret and construct pie charts and line graphs• Know when it is appropriate to find the mean of a data set.			

	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Scientific Evidence and Secondary Sources of Information				<p>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> <p>Children can:</p> <ul style="list-style-type: none"> • Make links between their own science results and other scientific evidence; • Use straightforward scientific evidence to answer questions or support their findings; • Identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. 		<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use primary and secondary sources evidence to justify ideas; • Identify evidence that refutes or supports their ideas; • Recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact; • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas; • Talk about how scientific ideas have developed over time (e.g. the geocentric and heliocentric model). 	



Design and Technology Curriculum Intent

The aim of Design and Technology at Keelby Academy is for pupils to use their creativity and imagination to design and make products that solve real life problems within a variety of contexts. They acquire a broad range of subject knowledge and use mathematics, science, computing and art skills.

Intent

EYFS

In Foundation Stage classes design and technology is an integral part of the topic work covered during the year. We follow the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged four to five. Expressive arts and design contributes to a child's personal and social development, and allows the child to express themselves in creative ways and develop their understanding further of other subjects.

KS1 and KS2

Our school uses the National Curriculum in England 2014 Framework for Design and Technology as the basis for its curriculum planning. We develop our plan using the one page projects from The Design Technology Association. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual Medium Term Plans.

Implementation

Children undertake a Design & Technology project at least two times a year, but not necessarily as a weekly lesson. Sometimes a whole day, two days or up to a week are devoted to Design & Technology as part of a cross-curricula topic. The school uses a variety of teaching and learning styles in Design & Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in this area. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Impact

Teachers assess children's work in Design Technology by making informal judgements as they observe them during lessons. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.



DESIGN TECHNOLOGY AT KEELBY



Our design technology curriculum aims to inspire children to combine their creativity with judgement. To value the design, make and evaluate process when creating functional products with users and practical purposes in mind.

Big Ideas



- **Investigate and Evaluate** existing products are explored to inspire ideas and find out about D&T in the wider world.
- **Focussed Tasks** to learn specific skills and technical knowledge to both design and make.
- **Design, Make and Evaluate** where children create functional products

Content and Sequencing



- 3 projects every year (1 project each term)
 - Content of the National curriculum and to ensure our children have an accurate understanding of design and technology of the world in which they live.
- D&T studies in KS1**
- Y1 **Mechanisms** – wheels and axles, **Structures** – freestanding structures, **Food** – preparing fruits and vegetables
 - Y2 **Mechanisms** – sliders and levers, **Textiles** – templates and joining, **Food** – preparing fruits and vegetables
- D&T studies in KS2**
- Y3 **Textiles** – templates and joining, **Structures** – shell structures, **Food** – healthy ad varied diet.
 - Y4 **Mechanisms** – Levers and sliders, **Electrical Systems** – simple circuits and switches, **Textiles** – 2D shape to 3D product.
 - Y5 **Food** – celebrating cultures and seasonality, **Textiles** – combining shapes, **Structures** – frame structures.
 - Y6 **Food** – celebrating cultures and seasonality, **Electrical Systems** complex switches and circuits, **Mechanical Systems** – pulleys and gears.

Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that may link or inspire design technology projects
- Expression of design ideas and evaluations, shared both orally and in written form
- Shape, position, accurate measure, sequencing.

Retrieval Practice



- Knowledge, skills and vocabulary are identified and connections are made to previous projects.
- Focussed Tasks can be linked to previous experiences.
- Design ideas are connected and built upon
- Making skills are developed and connections made with previous products.
- Evaluations are valued and reflection linked to previous projects is encouraged.

Outcomes



- All units begin with an exploration of existing products.
- Projects on a page is referred to and intentions shared.
- All children complete practise tasks and make possibly create prototypes.
- Designs are varied.
- End products are individual.
- End of unit product evaluation completed.

Support



Everyone has access to the Design & Technology National Curriculum.

Support is provided for those learners who require it.

Considerations is given for learners who grasp concepts more rapidly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	How can we build a strong house? <ul style="list-style-type: none"> Explore different materials Use imagination to decide what they can do with materials Share their creations explain their process 			How can we Make a boat that floats? <ul style="list-style-type: none"> Explore different materials Use imagination to decide what they can do with materials Share their creations explain their process 		How can we be healthy? <ul style="list-style-type: none"> Explore different materials Use imagination to decide what they can do with materials Share their creations explain their process Understand importance of healthy choices
Year 1		How can we make our models move? <ul style="list-style-type: none"> Mechanisms focus Designing and making own moving vehicle Wheels and axles Linked with history transport unit 		How can we make our palm branch structured? <ul style="list-style-type: none"> Structure focus Using construction kits to make free standing structures Linked to art and RE 		How can we create a healthy drink? <ul style="list-style-type: none"> Food Tech focus Healthy eating link Food prep techniques Design and make own fruit smoothie- to share on sports day
Year 2		How can we make our picture move? <ul style="list-style-type: none"> Mechanisms focus Design, make and evaluate a Christmas card with moving parts Sliders and levers Linked to RE- Christmas 		How can we make a fabric crucifix? <ul style="list-style-type: none"> Textiles focus Use sewing techniques to join pieces of fabric Make and evaluate own cross out of fabric Linked to RE- Easter, crucifixion 		How can we create a healthy snack? <ul style="list-style-type: none"> Food Tech focus Healthy eating link Food prep techniques Design and make own fruit kebab- to share on sports day
Year 3		How can we create a 3D Christmas decoration? <ul style="list-style-type: none"> Textiles focus Linked to prior learning joining fabrics using sewing techniques Design, make and evaluate own Christmas tree decorations Linked to RE- Christmas 		How can we use what we know about 3D shapes to make a shell structure? <ul style="list-style-type: none"> Structures focus Linked to prior learning using cutting, joining and structuring techniques Make and evaluate own 3D shape model Linked to Maths- nets 		How can we create a healthy tea party for our parents? <ul style="list-style-type: none"> Food Tech Focus Healthy eating plate Food pre techniques Design and make own healthy sandwiches to share with family/friends

Year 4		<p>How can we create a Christmas card with multiple moving parts?</p> <ul style="list-style-type: none"> • Mechanisms focus • Linked to prior learning (Y2) sliders and levers • Design, make and evaluate own calendar with moving parts 		<p>How can we light up our work?</p> <ul style="list-style-type: none"> • Circuits and switches focus • Linked to Electricity Science • Design, make and evaluate a light that helps to display work 		<p>How can we create a healthy tea party for our parents?</p> <ul style="list-style-type: none"> • Food Tech Focus • Healthy eating plate • Food pre techniques • Design and make own healthy snacks to share with family/friends
Year 5		<p>Can we make a mince pie fit for father Christmas?</p> <ul style="list-style-type: none"> • Food Tech focus • Food design, creation • Unique and fit for purpose • Food hygiene and safety • Link RE Christmas 		<p>Can we make protective cases for our iPads?</p> <ul style="list-style-type: none"> • Textiles focus • Prior learning, sewing and joining techniques • Design, make and evaluate own iPad case • How will it fasten? • How will it protect? • Link Computing 		<p>How can we make bird houses for the wildlife area?</p> <ul style="list-style-type: none"> • Structures focus • Linked to prior learning (y3) cutting, joining and strengthening • Design, make and evaluate bird houses for use in school grounds • Link Eco schools
Year 6		<p>How can we make a WWII Christmas cake?</p> <ul style="list-style-type: none"> • Food Tech focus • Food design, creation • Unique and fit for purpose • Food hygiene and safety • Link RE Christmas, History link WWII 		<p>How can we make a buzzer to warn us someone is coming?</p> <ul style="list-style-type: none"> • Circuits and systems focus • Linked to simple circuits in Science- Electricity • Design, make and evaluate a buzzer to know when someone is entering the room 		<p>Can we make a stall for our Summer fair?</p> <ul style="list-style-type: none"> • Structures focus • Prior learning- being fit for purpose, strengthening structures • Variety of joining techniques • Design, make and evaluate Summer fair stall

	EYFS	KS1	LKS2	UKS2
Design	<p>Children can:</p> <ul style="list-style-type: none"> Select appropriate resources Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher and themselves Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, prototypes and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and prototypes; understand and follow simple design criteria work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user; explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; I use computer-aided design to develop and communicate their ideas (see note on p. 1); develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; use their knowledge of a broad range of existing products to help generate their ideas; design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work; use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; generate a range of design ideas and clearly communicate final designs; consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

Make	<p>Children can:</p> <ul style="list-style-type: none"> Construct with a purpose, using a variety of resources Use simple tools and techniques Build / construct with a wide range of objects Select tools & techniques to shape, assemble and join Replicate structures with materials / components Discuss how to make <u>an</u> activity safe and hygienic Record experiences by drawing, writing, voice recording • Understand different media can be combined for a purpose 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; select from a range of materials, textiles and components according to their characteristics; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; use a range of materials and components, including textiles and food ingredients; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; begin to use simple finishing techniques to improve the appearance of their product, such as adding <ul style="list-style-type: none"> • simple decorations 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; join textiles with an appropriate sewing technique; begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> independently plan by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; create step-by-step plans as a guide to making; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; independently take exact measurements and mark out, to within 1 millimetre; use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; cut a range of materials with precision and accuracy <ul style="list-style-type: none"> • shape and score materials with precision and accuracy;
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Evaluate	<p>Children can:</p> <ul style="list-style-type: none"> • Adapt work if necessary • Dismantle, examine, talk about existing objects/structures • Consider and manage some risks Practise some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between existing objects / materials / tools • Show an interest in technological toys <p>Describe textures</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children can:</p> <ul style="list-style-type: none"> • explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; • explain positives and things to improve for existing products; • explore what materials products are made from; • talk about their design ideas and what they are making; • as they work, start to identify strengths and • possible changes they might make to refine their existing design; • evaluate their products and ideas against their simple design criteria; • start to understand that the iterative process • sometimes involves repeating different stages of the process. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> • explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; • explore what materials/ingredients products are made from and suggest reasons for this; • consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; • evaluate their product against their original design criteria; • evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> • complete detailed competitor analysis of other products on the market; • critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; • evaluate their ideas and products against the original design criteria, making changes as needed.
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Technical Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> • use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. • Discover how everyday objects work by dismantling things. 	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable. They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> • build simple structures, exploring how they can be made stronger, stiffer and more stable; • talk about and start to understand the simple working characteristics of materials and components; • explore and create products using mechanisms, such as levers, sliders and wheels. 	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> • understand that materials have both functional properties and aesthetic qualities; <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; • understand and demonstrate how mechanical and electrical systems have an input and output process; • make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; • explain how mechanical systems such as levers and linkages create movement; • use mechanical systems in their products 	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; • understand and demonstrate that mechanical and electrical systems have an input, process and output; • explain how mechanical systems, such as cams, create movement and use mechanical systems in their products; • apply their understanding of computing to program, monitor and control a product.
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	<p>Children can:</p> <ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses • Understand need for variety in food • Begin to understand that eating well contributes to good health 	<p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from.</p> <p>Children can:</p> <ul style="list-style-type: none"> • explain where in the world different foods originate from; • understand that all food comes from plants or animals; • understand that food has to be farmed, grown elsewhere (e.g. home) or caught; • name and sort foods into the five groups in the Eatwell Guide; • understand that everyone should eat at least five portions of fruit and vegetable every day and start to explain why; • use what they know about the Eatwell Guide to design and prepare dishes. 	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ul style="list-style-type: none"> • start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; • understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; • with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; • use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; • explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; • understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; • prepare ingredients using appropriate cooking utensils; • measure and weigh ingredients to the nearest gram and millilitre; • start to independently follow a recipe; • start to understand seasonality. 	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <ul style="list-style-type: none"> • know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; • understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; • understand that food is processed into ingredients that can be eaten or used in cooking; • demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; • demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; • explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; • adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; • alter methods, cooking times and/or temperatures; • measure accurately and calculate ratios of ingredients to scale up or down from a recipe; • independently follow a recipe.
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Computing

Technology is changing the lives of everyone. Through teaching computing we equip our children to participate in a rapid changing world where work and leisure activities are increasingly transformed by technology. We feel it is essential for children to become digitally literate in order to thrive in an increasingly changing and fast-paced world.

Intent

At Keelby we aim for a high quality computing curriculum which will inspire and enable children to find, explore, analyse, exchange and present information. We also focus on the knowledge and skills necessary for children to be able to use information in an effective way. Our curriculum takes in to account the content of the National Curriculum to ensure that our children have an accurate understanding of the progressive and wide array of computing skills necessary to be successful. Development of declarative and procedural knowledge are major factors in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to achieve this.

In our curriculum we identify the vital elements to becoming a successful and responsible user of technology, via carefully sequenced lessons to ensure it builds within a year, across years and across subjects. The core of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, 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 their future workplace and as active participants in a digital world.

Our ambitious computing curriculum is structured into 3 areas that allow all pupils from EYFS to Year 6 to progress through different categories of knowledge. These are:

- Computer Science
- Digital Literacy
- Information Technology

Via the national curriculum and our progression of skills, we will ensure that all pupils:

- Confident in using code and can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation.
- When coding, pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Effectively develop and build a wide and varied range of skills in order to apply, analyse and evaluate information that is presented in a variety of ways
- Able to connect with others responsibly and are competent, confident and creative users of information and communication technology.
- Will have the awareness of key issues in computing such as: consent, bullying, plagiarism, copyright and privacy.
- The ability to think critically about computing and communicate ideas confidently and to a range of audiences

- A passion for computing and an enthusiastic engagement in learning, which develops their sense of curiosity about the world and technology around them
- A desire to embrace challenging activities, including opportunities to undertake high-quality tasks across a variety of computing aspects

Implementation

Leaders have carefully selected the knowledge and skills children at Keelby required to fulfil the aims of the subject. The long-term plan takes in to account the content of the National Curriculum and the current knowledge and understanding of the children at our school. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. Our computing curriculum offers a cross curricular scheme of work for EYFS, Key Stage 1 and Key Stage 2 which matches the expectations of the National Curriculum. The curriculum looks at the progression needed for all pupils to develop and embed skills and knowledge within the strands of: computer science, information technology and digital literacy.

In Foundation Stage, children study the basics of e-safety focusing on knowing the difference between online and real-life events and examples of how people can be unkind online. They will then progress onto discovering the fundamentals of digital literacy, computer science and information technology. In Key Stage 1, core skills will be taught in a sequential manner across differing units, which will then form the foundations for the progressive nature of the curriculum that follows. In Key Stage 2, children will revisit and build upon previously learnt knowledge and offer opportunities for children to build and test their understanding across computer science, digital literacy and information technology. Learning is chronological in nature and builds progressively and where possible links have been made to other subject areas.

Within a block of computing the key knowledge, understanding and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Opportunities are provided to present their acquired knowledge, learning and understanding in a range of ways. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within computing lessons.

Impact

Our computing curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and understanding across computer science, digital literacy and information technology. The impact of this will show children that are confident users of technology, who have a secure and comprehensive knowledge of the implications of technology. As well as, allowing children to use computational thinking in order to solve problems and the ability to evaluate and apply their knowledge and understanding of information technology as responsible and competent users.

Outcomes for computing are evidenced via the use of a variety of applications and software. Currently a wide range of knowledge and understanding are practiced and taught via the use of iPads and laptops to ensure that children are accessing a broad range of technologies and given opportunities to improve and apply their knowledge in different ways. This is evidenced via the documents, images and projects saved directly to children's iPads. In addition, evidence of children's skills and outcomes are saved to individual year group folders on the School Drive.

The ultimate impact of our computing curriculum is that our children will have gained a balanced and broad range of knowledge and understanding of computer science, digital literacy and information technology. It is the aim that all children will leave with the knowledge and understanding required that will allow them to develop into computer literate and confident when using a wide range of technologies.



COMPUTING AT KEELBY



Our computing curriculum aims to offer a high quality curriculum which will inspire children and develop the necessary knowledge needed to become digitally literate and thrive in an increasingly changing and fast-paced world.



Big Ideas



Digital literacy (communication methods, research and reports, problem solving, typing, editing, formatting)
Identity (Identifying risks and consequences online, effect passwords and systems, understanding of social media, positive and negative impacts of digital technology).
Real World Links Real life applications of software and hardware, computer science, developing essential knowledge and know the benefits and limitations of information communication technology.



Content and Sequencing



- Sequenced units that are structured so that they are revisited and further developed across the curriculum from EYFS to Year 6. Our curriculum contains content of the National curriculum and knowledge development that is relevant for today's world
- Computing in EYFS**
- Fundamentals of digital literacy, computer science and information technology
- Computing in KS1**
- Units include typing skills, coding, online safety, photo editing and data handling
 - Units are taught in a sequential manner, building on previously taught knowledge and understanding, via the use of a range of technologies.
 - All units focus on developing and revisiting knowledge and understanding of prior learning.
- Computing in KS2**
- Units include word processing, online safety, animation and drawing, presentations and data handling that are taught in a sequential manner, building on previous learning.
 - Acquired knowledge is continued to be built upon as children move through KS2 building towards children being digitally ready for KS3.
 - All units focus on developing and revisiting knowledge and understanding of prior learning.

Links with English and Maths



- Every lesson is a reading lesson
- High quality topics are chosen with links to the wider curriculum
- Expression of knowledge, investigations and opinions both orally, digitally and in written form
- Directional language, co-ordinates, statistics, a wide range of text types and styles are covered.



Retrieval Practice



- Knowledge, understanding and vocabulary identified
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) and are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Outcomes



- All units begin a learning outcome which children should be able to demonstrate at the end of the unit
- End of the unit children with complete a task or take part in a discussion which gives them the opportunity to apply or discuss their computational knowledge and understanding
- Self evaluation of end of unit task and teacher assessment



Support



Everyone has access to the Computing National Curriculum.

Support is provided for those learners who require it.

Considerations is given for learners who grasp concepts more rapidly.



Keelby Primary Academy Computing Big Ideas



Word Processing



Digital Literacy



Computer Science



Data Handling



Animation & Photo Editing

Communication
Methods

Problem
Solving



Digital
Literacy

Research &
Reports

Select, Design
& Edit
Information

Risks &
Consequences
Online



Identity

Positive &
Negative
Impacts of
Digital
Technology

Passwords
& Safety

Social
Media

Hardware &
Software
Knowledge

Applications
of Software

Real World Links



Effective
Knowledge &
Understanding

Benefits &
Limitations of
ICT

Build an Overview



Knowledge and Practical
Skill
Development



Digital
Vocabulary



Use of Software



Practical
Applications

Yearly Overview Computing

Year Group Curriculum Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Year 1	E-safety: Using the internet safely.	Information Technology: Typing training.	Coding with Tynker JR	E-safety: the internet safely	Digital Literacy: Using a computer/device.		Information Technology: bug hunters Finding, saving, organising, sending, and presenting		Information Technology: Potty Painters - Digital Art and book design		Computer Science: Scratch Jnr - introduction and fundamentals
Year 2	E-safety: Staying safe on the internet – Jessie and Friends.		Computer Science: Scratch Jnr - introduction and fundamentals		Digital Literacy: Using search. Typing training.		Information Technology: Using a computer. What is the Internet.	Information Technology: Introduction to photo editing.	Information Technology: taking and using photos	Information Technology: Presentations iOS	Computer Science: Scratch Jnr - introduction and fundamentals
Year 3	E-safety: Google Share with care		Information Technology: Research and develop a topic Use school current school topic		E-safety: Google Be Internet Brave	Computer Science: Lightbot - Algorithms	Computer Science: Tynker - Animations		Computer Science: Tynker – Loops, debugging and events.		Computer Science: Tynker – If statements. HTML App Coding
Topic related activities throughout the year.											
Year 4	E-safety: Google Don't fall for fake		Computer Science: Networks: Understanding the different ways computer communicate	Information Technology: Email	Information Technology: Word processing PowerPoint	Information Technology: Photo Editing - Functions	Computer Science: Tynker - Algorithms Conditions, Functions and App design		Information Technology: Stop motion animation		Computer Science: Scratch Creation of controllable maze game.
Year 5	E-safety: Google Secure your secrets	Information Technology: Using shared cloud documents Use school current school topic	Computer Science: Spreadsheets – Using Formula to automate mathematical problems.	Computer Science: Networks: Search Algorithms	E-safety: Cyberbullying	Computer Science: Lightbot – Algorithms Procedures. Loops and Debugging	Computer Science: Scratch – Simple Game creation		Information Technology: Animation through varied apps	Information Technology: Website creation. SharePoint Use school current school topic	Computer Science: Microsoft Kodu – Advanced game creation
Topic related activities throughout the year.											
Year 6	E-safety: Google It's cool to be kind Interland's Kind Kingdom		Information Technology: 3D modelling using Sketchup.	Information Technology: Creating CVs Using IT beyond school	E-safety: Why is Social Media Free? Fake News in real life.	Information Technology: Making Videos	Computer Science: MIT App Inventor– Making an app about secondary schools to take home Using IT beyond school	Computer Science: HTML Hacking and Python Coding	Information Technology: ChildNet video competition	Computer Science: Swift Playground – Conditional Code, While loops and Logic.	

Music



Intent

At Keelby Primary Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Also, we teach the children how to work with others to compose music and perform for an audience.

Implementation

Leaders have carefully selected the knowledge and skills children at Keelby require to fulfil the aims of the subject. Teachers and staff use the Charanga scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. The children at Keelby also take part in a weekly singing assembly where they explore a variety of different songs and styles. Key Stage 2 children also take part in Choir activities and performances both in and outside of school. In particular, annual performances are undertaken at the Caistor Christmas Market and the local churches as part of our whole school and community celebrations at Christmas time.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices.
- Create and compose music on their own and with others.
- Use technology appropriately.
- Progress to the next level of musical excellence.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Understand the work of great composers and musicians.
- Enjoy and have an appreciation for music.
- Use musical language.

- Make judgements about the quality of music.
- Have opportunities to play a wide variety of instruments.
- Take part in performances.
- Perform and share a range of musical styles.
- Listen, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Have opportunities to study a range of musical styles and genres, e.g. Jazz, Hip Hop, Pop, Rock etc.

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching. Pupils are offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by the Local Education Authority's Music for Life, where lessons are provided weekly for a small set fee paid by the child's parent or carer.

Impact

Our music Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like in other subjects, discreet teaching of vocabulary also forms part of the units of work.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

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

- Pupil discussions and interviewing the pupils about their learning (pupil voice)
- Moderation staff meetings with opportunities for dialogue between teachers.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence and images of the pupils' practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Dedicated music leader time.



MUSIC AT KEELBY (Charanga)



Our music curriculum is designed to provide an inclusive approach to music learning. Children are actively involved in using and developing their singing voices, using body percussion and learning to handle and play musical instruments.



Big Ideas



- **Musical styles** (Rap, Reggae, Hip hop, Pop, Musicals etc)
- **Pulse** (heartbeat of rhythm)
- **Melody** (musical notes, Crotchets etc)
- **Pitch** (High or low notes)
- **Critique**
- **Great musicians and composers**
- **ABBA, The Beatles, Benjamin Britten, Carole King**



Content and Sequencing



- 1 lesson per week – all year groups study historical content of musical styles
- Content of the National curriculum and current music climate

Musical styles in FS & KS1

Foundation Stage explore sound, high and low pitch, beginning to understand pulse and exploring basic musical instruments.

- Y1 study Hip Hop, Reggae, Blues, Latin, Folk, Funk, Bhangra, Film, Pop, Musicals
- Y2 study South African Styles, Christmas, Big Band, Motown, Elvis, Rock, Reggae, Pop, Soul, Western Classical

Musical Styles in KS2

- Y3 study R&B, Western Classical, Musicals, Motown, Soul, Disco, Playing Glockenspiels
- Y4 study ABBA, Grime, Classical Bhangra, Tango, Latin Fusion Gospel, The Beatles
- Y5 study Rock, Jazz, Pop Ballads, Hip hop, Motown, Western Classical
- Y6 study Pop/Motown, Jazz, Latin, Blues, Gospel. Benjamin Britten, Carole King, Western Classical



Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that link with the music units where possible
- Expression of critiques and opinions
Explore sounds, listen actively, compose and perform
- Create and express their own and others' music both orally and in written form.



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Outcomes



- All units begin with an enquiry question which children should be able to answer at the end of the unit
- End of the unit children will complete a task which gives them the opportunity to apply all their art skills, knowledge and understanding
- End of unit quiz



Support



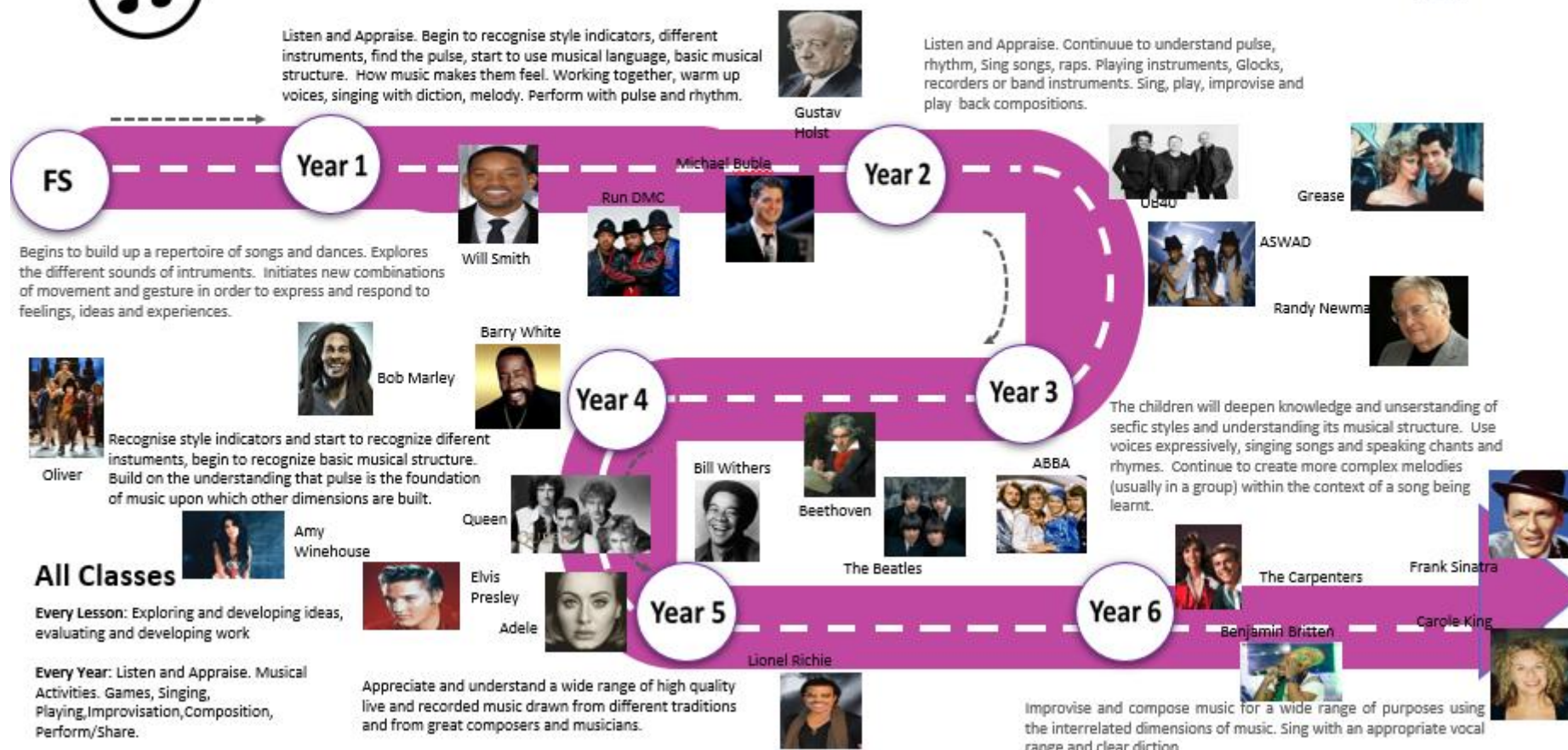
Everyone has access to the Music National Curriculum.

Support is provided for those learners who require it

Considerations is given for learners who grasp concepts more rapidly



MUSIC AT KEELBY (Charanga)



Physical Education at Keelby Primary Academy



Intent

Through engagement in PE we strive to develop in children a lifelong love of sport, whether it is competitive sport or an enjoyment in keeping active and healthy. Children will experience a wide variety of sports and outdoor activities to develop their physical confidence, their skill in using their body and their understanding of the sporting values which are underpinned by our school building blocks of respect, empowerment and belief throughout all disciplines of physical activity and sport at Keelby Primary Academy.

Implementation

Each week children access a minimum of two hours of high quality structured 'Physical Activity'. This may be through PE lessons, Swimming lessons (off site during the summer term) or Physical Activity sessions. Specialist PE teachers engage children to develop age appropriate PE skills through a series of stimulating lessons which are planned, with clear skills-based learning objectives and subject-specific vocabulary. Our curriculum is delivered through highly effective 'quality first teaching'.

Enrichment opportunities, that are inclusive for all, include outdoor learning with residential outdoor activity trip in Year 6 where children develop water skills through Kayaking and try sports such as archery, fencing and aerial climbing activities.

All children have the opportunity to take part in friendly and competitive sporting events, including inclusive sports. The children play competitive games, adapted where appropriate, in badminton, basketball, boccia, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.

The children have opportunities to experience a wide range of sports and activities including orienteering, gymnastics and dance which provide our children with rich experiences as a team and individual and which enhance teaching, learning and knowledge.

Termly sporting challenges ensure that children develop and master basic movements in jumping, throwing and catching, agility and co-ordination and continue to improve on these skills through personal challenges throughout school.

Providing children with the knowledge they need in order to live a healthy lifestyle and encourage good, sensible choices where food and physical activity are concerned. There are strong links between PE and Science whereby the children learn about health and fitness and how this has an impact on their body, as well as their lives. Pupils learn about the human body, healthy food choices, hygiene, exercise and mental health. We work alongside a range of external partners, including The North East Lincolnshire Schools Sports Partnership and Caistor Yarborough Academy.

Extra-curricular activities are an important part of Sport at Keelby Primary Academy and a range of sporting clubs are offered as before and after school activities, giving children the opportunity to try new sports in a secure environment. Through swimming and sporting teams, children have the opportunity to experience inter school competition to a high level.

Impact

Through the breadth and depth that our curriculum offers, children are equipped with the tools to live and lead a healthy lifestyle and leave Keelby Primary Academy possessing the fundamental skills e.g. throwing, catching, jumping etc. As a result, the number of children choosing to partake in extra-curricular, physical activity-based clubs increases year on year with our focus on encouraging less active children to become increasingly involved and enthusiastic about being more physical.



PHYSICAL EDUCATION AT KEELBY



Our PE curriculum is designed to educate our pupils through physical activities. We aim to develop students' physical competence and knowledge of movement and safety, while equipping them to lead an active and healthy lifestyle.



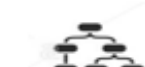
Big Ideas



- **Acquiring and Developing Skills.** Children should be taught to use running, jumping, catching and throwing in isolation and in combination.
- **Selecting and applying skills, tactics and compositional ideas.** Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.
- **Evaluating and improving performance** where children analyse and critique their own performance and the performance of others in order to improve it.
- **Knowledge and understanding of Health and Fitness.** Pupils should be taught about the benefits of being physically active and leading a healthy lifestyle.



Content and Sequencing



- 2 lessons per week (back-to-back over the same morning or afternoon).
- PE long term overview provided to staff to ensure National Curriculum coverage and to ensure sequencing allows skills to be revisited and developed year-on-year.
- Gymnastics is timetabled across the whole school in Autumn 1, Spring 1 and Spring 2.
- Dance is timetabled across the whole School in Autumn 2 and Spring 1.
- Games is timetabled across the whole School in Autumn 1, Spring 2, Summer 1 & Summer 2.
- Athletics is timetabled in Autumn 2, Summer 1 & Summer 2 (except KS1 in S1)
- Swimming is delivered in the summer of Y5.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	Body Management Games Athletics	Games Integrated Skills Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics
Y2	Games Body Management Games	Games Integrated Skills Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics
Y3	Games Body Management Games	Games Integrated Skills Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics
Y4	Games Body Management Games	Games Integrated Skills Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics
Y5	Games Body Management Games	Games Integrated Skills Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics
Y6	Games Body Management Games	Games Integrated Skills Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics	Games Team Games Athletics



Links with English and Maths



- Every lesson is a reading lesson
- High quality texts chosen for English that may link with PE units where appropriate.
- Expression of critiques and opinions both orally and in written form.
- PE specific language to be taught, used and regularly used in everyday discussions.



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Key concepts and PE specific vocabulary to identified, taught (some above) and revisited
- Key skills are developed and connections made with previous attempts/units from previous terms/years.
- Evaluations are valued and reflection linked to previous lessons, performances or game situations.



Outcomes



- All units begin with a visual examples of elite performance (what could be achieved).
- All children to complete practice sessions/routines as skills are refined ahead of playing competitively and/or performing in front of peers.
- All children to have the chance to apply skills taught in a game situation (games units) or in a final performance/routine (gymnastics/dance).
- End of unit self-evaluation/reflection to take place with areas for improvement identified.



Support



Everyone has access to the Physical Education National Curriculum.

Support is provided for those learners who require it

Considerations is given for learners who grasp concepts and new skills more rapidly

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	GYM: Body Management GAMES: Locomotion	DANCE: Interpretive Dance ATHLETICS: Indoor	GYM: Floor Exercises DANCE: Performance Dance	GYM: Flight GAMES: Object Control	GAMES: Net/Wall GAMES: Sending & Recieving	GAMES: Sending & Recieving GAMES: Locomotion
YEAR 2	GYM: Body Management GAMES: Object Control	DANCE: Interpretive Dance ATHLETICS: Indoor	GYM: Floor Exercises DANCE: Performance Dance	GYM: Flight GAMES: Sending & Recieving	GAMES: Net/Wall GAMES: Locomotion Agility	GAMES: Locomotion ATHLETICS
YEAR 3	GYM: Body Management GAMES: Invasion	DANCE: Interpretive Dance ATHLETICS: Indoor	GYM: Floor Exercises DANCE: Performance Dance	GYM: Flight GAMES: Invasion 2	GAMES: Net/Wall ATHLETICS	GAMES: Striking & Fielding ATHLETICS
YEAR 4	GYM: Body Management GAMES: Invasion	DANCE: Interpretive Dance ATHLETICS: Indoor	GYM: Floor Exercises DANCE: Performance Dance	GYM: Flight GAMES: Invasion 2	GAMES: Net/Wall ATHLETICS	GAMES: Striking & Fielding ATHLETICS
YEAR 5	GYM: Body Management GAMES: Invasion	DANCE: Interpretive Dance ATHLETICS: Indoor	GYM: Floor Exercises DANCE: Performance Dance	GYM: Flight GAMES: Invasion 2	GAMES: Net/Wall ATHLETICS	GAMES: Striking & Fielding ATHLETICS
YEAR 6	GYM: Body Management GAMES: Invasion	DANCE: Interpretive Dance ATHLETICS: Indoor	GYM: Floor Exercises DANCE: Performance Dance	GYM: Flight GAMES: OAA	GAMES: Net/Wall ATHLETICS	GAMES: Striking & Fielding ATHLETICS



Personal, Social and Health Education (PSHE)



PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain.

Intent

Our PSHE curriculum is designed to develop our children's knowledge and understanding of personal, social and health education. It is designed to explore ideas, thoughts and feelings with others and discuss their impact on the lives we lead. One of the key parts of our PSHE curriculum is the use of mindfulness.

At Keelby Primary Academy we recognise that PSHE is essential to everyday life. Our PSHE sequence of work aims to equip pupils with essential skills for life. It intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes pupils need to protect and enhance their wellbeing. Through a series of weekly lessons, pupils learn how to stay safe and healthy, build and maintain successful relationships and become active citizens who participate in society responsibly.

We have adopted the Jigsaw scheme of work as a foundation for building our own bespoke PSHE curriculum.

“Jigsaw holds children at its heart and its cohesive vision helps children understand and value how they fit into the world and contribute to it. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.”

Our lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Implementation

Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Years F1 and 2 through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

The Jigsaw scheme is also supplemented with other topical issues that arise during the school year ie Anti-Bullying Week, Children in Need and Remembrance Day. These real-life experiences give the children opportunities to put the knowledge, skills and understanding they have learned into practice.

Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

There are six strands to the scheme:

- Being in my world

- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

These strands are the same in each year group and have six lessons each which are started off with a whole school assembly.

Impact

Our PSHE curriculum is high quality, well thought out and is planned to demonstrate progression of knowledge, skills and understanding. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- On-going assessments throughout programme
- Pupil discussions about their learning.

Outcomes in lessons evidence a broad and balanced PSHE curriculum and demonstrate children's acquisition and retention of identified key knowledge and skills. The ultimate impact of our PSHE curriculum is that our children will have developed the qualities and attributes pupils need to thrive as individuals, family members and members of society that is rapidly changing.

Big Ideas in EYFS



Autumn



Being Me in
My world

Celebrating
Difference



Spring



Dreams and
Goals

Healthy Me



Summer



Relationships

Changing Me

Learning Behaviours



Resilience



Motivation



Collaboration

Lesson Structure



Calm Me



Interest Me



Let Me Learn



Let Me Think

Big Ideas at Keelby KS1



Autumn



Being Me in
My world

Celebrating
Difference



Spring



Dreams and
Goals

Healthy Me



Summer



Relationships

Changing Me

Learning Behaviours



Resilience



Motivation



Collaboration

Lesson Structure



Jigsaw
Charter



Connect Us



Calm Me



Open My
Mind



Tell Me or
Show Me



Pause



Let Me Learn



Help Me Reflect

Big Ideas at Keelby KS2

Autumn



Being Me in My world



Celebrating Difference

Spring



Dreams and Goals



Healthy Me

Summer



Relationships



Changing Me

Learning Behaviours



Collaboration



Connections



Motivation



Inspiration



Independence



Resilience

Lesson Structure



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FS2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 3- Homework Policy



HOMEWORK POLICY

The aim of this policy is to help us to develop the partnership between school and home and bring benefits to all children.

What is the purpose of homework?

- to reinforce skills and understanding
- to encourage all children to take further responsibility for their own learning
- to enable children and their parents to work collaboratively

Homework Information

At Keelby Primary, we think that it is important for children to practice what they have learned in class at home to help them to be the best that they can be. Here are the expectations for homework:

English

We expect all pupils to read at home (or be read to) at least five times per week. A record of this is then kept in the child's reading record book. There may also be a short writing task sent home to support learning in class.

Mathematics

We expect all pupils to practice recalling their number facts (including number bonds and times tables) for a few minutes each day. Useful resources for parents and children are [NumBots](#), [Times Tables Rock Stars](#) and [Maths Shed](#) website that your child can log in to. There may also be short maths tasks sent home to support learning in class.

Other Subjects

We expect pupils to learn the information on the Knowledge Organiser sheet which is sent home each half term. A schedule will be provided to show which sections should be learned in each week. Pupils will be quizzed on this in school and we expect them to know this core information off by heart. At Keelby, we believe it is very important for children to know important information off by heart so that it makes learning further information much easier. This is best done in short bursts each day rather than spending time on long pieces of homework once a week. If you have any further questions about homework please speak to your child's class teacher.

If your child has special educational needs we will adapt homework to suit them if this is needed. Also, if your child ever receives any homework which you feel is too difficult or it is not clear what to do then please speak to the class teacher. While we do expect children to complete all homework, we do not want this to be a source of anxiety for you or your children.

If you would like to do more with your child to support their education then we would suggest providing them with a range of rich experiences that will give them increased knowledge of the world. This knowledge is invaluable in developing reading comprehension ability and gives children a wealth of information to draw on when writing in school. Suggestions of places to visit include museums, art galleries, nature reserves, theatres to see plays, libraries and restaurants.



HANDWRITING AND PRESENTATION

Handwriting is a tool of communication. Keelby Primary Academy has high expectations of presentation and encourages all pupils to strive for high quality work at all times.

Aims and Objectives

- To ensure a whole school approach to the learning and teaching of handwriting and a consistency in the presentation of work.
- To provide equal opportunities for all pupils to achieve success in handwriting
- To produce clear, legible handwriting
- To develop accuracy and fluency
- To encourage children to take pride in their work

Organisation

Handwriting is taught throughout in both discreet handwriting lessons and through shared and guided writing, which provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling and phonics. Handwriting speed, fluency and legibility are built up through regular practice.

In Foundation Stage, basic letter shape and formation is taught.

In Year 1 children continue to be taught correct letter formation.

In Year 2, children are taught to start letters from the line and begin to join.

In Years 3 and 4 the pupils consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. By the end of Year 4, joined handwriting should be used at all times unless other specific forms are required.

Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Children are encouraged to increase the speed at which they write whilst maintaining legibility.

All pupils use pencil until they demonstrate an ability to join handwriting in all curriculum areas using the four basic handwriting joins correctly and demonstrating consistency in size, proportion and spacing of letters. When this has been achieved, a sample of the work should be shown to the English subject leader, who will make a decision as to whether the child should move onto using pen, with a 'pen licence' awarded in assembly in recognition of this. The quality of handwriting is then monitored in order for the pen licence to remain with the child. When writing on whiteboards, for display or writing comments on children's work, all members of staff use the school agreed handwriting style.

Presentation in exercise books and on paper:

- The long date will be recorded on English based tasks. The short date will be recorded for Mathematics based tasks.
- Every piece of work will have a clear learning intention either handwritten or word processed, printed and glued into pupils' exercise books at the top of a piece of work.
- Mistakes are crossed out with one straight line, in pencil and with a ruler. Rubbers are not used by children to correct answers, just adults.
- From Year 2 onwards children will use a red pen to edit or self-correct work.

Presentation in Maths exercise books:

- Children will present their Maths work in pencil.
- All children will present their maths work in squared books, size of squares will be age appropriate.
- Calculations should be well spaced on the page. Children should be encouraged to make effective use of the available space, which will vary from task to task. Time should be spent periodically discussing conventions of presentation.
- From Y4 upwards question numbers should be distinct from the calculation through the use of a margin 2 squares wide being drawn down the left hand side of the page
- Mistakes are crossed out with one straight line. Rubbers are not used by children.

SEND and Inclusion

Some pupils may need to use specific writing equipment to meet their need or disability. This will be provided by school.

Health and Safety

Pencils should only be sharpened at one end. Children are not be allowed to suck or chew on writing equipment. Children are given their own equipment to use

