















CUSP National Curriculum **Science** Long Term Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Biology	<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		Living things and their habitats <i>(+ revisit modules)</i>		Living things and their habitats	Living things and their habitats	Living things and their habitats	
		Plants	Plants	Plants				
		Animals, including humans <i>(+ revisit modules)</i>	Animals, including humans <i>(+ revisit modules)</i>	Animals, including humans	Animals, including humans	Animals, including humans	Animals, including humans	Animals, including humans
							Evolution and inheritance	
Physics		Seasonal changes <i>(+ revisit module)</i>		Light			Light	
				Forces and magnets		Forces		
					Electricity		Electricity	
					Sound			
						Earth and space		
Chemistry		Everyday materials	Use of everyday materials			Properties and change of materials		
				Rocks <i>(+ revisit module)</i>				
					States of matter			

Working scientifically develops across phases

Key Stage 1								
	Asking simple questions and recognising that they can be answered in different ways	Observing closely, using simple equipment	Performing simple tests	Identifying and classifying	Using their observations and ideas to suggest answers to questions	Gathering and recording data to help in answering questions.		
Lower Key Stage 2								
	Ask relevant questions	Set up simple, practical enquiries and comparative and fair tests	Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers	Gather, record, classify and present data in a variety of ways to help in answering questions	Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests	Identify differences, similarities or changes related to simple, scientific ideas and processes
Upper Key Stage 2	Plan enquiries, including recognising and controlling variables where necessary	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	Take measurements, using a range of scientific equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	Present findings in written form, displays and other presentations	Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments

CUSP National Curriculum **Geography** Long Term Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	Continents, oceans, countries of UK and seas			Latitude and longitude		
				UK Study			
Place knowledge	<p>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</p> <p>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>		Comparison of a non-European location with small area of UK (London and Nairobi)				Comparison study of North America, Europe and UK.
			Compare an alternative non-European locality (Village in a a rainforest)				
Human and physical geography	<p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	Hot and cold locations			Rivers	Biomes and environmental regions (+ revisit module)	Physical processes
		Human geography	Human geography	Human geography (+ revisit module)	Water cycle		Settlements
		Physical geography	Physical geography	Physical geography (+ revisit module)			
Skills and fieldwork		Local area map work skills	Local area map work skills and introduction to scale	OS maps and scale	Fieldwork and mapping	4 and 6 figure grid references OS maps and fieldwork	Maps and orienteering

CUSP National Curriculum **History** Long Term Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	Changes within living memory ↑	Events beyond living memory	↑ ↑	↑ ↑ ↑	↑	↑ ↑ ↑
			Revisit events beyond living memory ↑				
Significance	<p>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</p> <p>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>	Lives of significant people	Significant historical events, people and places in our locality.				
		More lives of significant people					
British history	<p>Past and Present Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>			Stone Age Bronze Age Iron Age	Anglo-Saxons	Compare non-European society with Anglo-Saxons (Maya, early Islamic* or Benin*)	Windrush Generation
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
Ancient history	Understand the past through settings, characters and events encountered in books read in class and storytelling				Achievements of an Ancient civilisation (Egypt, or Shang Dynasty, Sumer* or Indus Valley*)	Ancient Greeks	