

| Year 1/2 | Year A | | Year B | |
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| Science | <p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 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 Working scientifically: asking simple questions and recognising that they can be answered in different ways Working scientifically: performing simple tests Working scientifically: using their observations and ideas to suggest answers to questions Working scientifically: gathering and recording data to help in answering questions | <p style="text-align: center;">Materials</p> <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 Working scientifically: asking simple questions and recognising that they can be answered in different ways Working scientifically: performing simple tests Working scientifically: identifying and classifying | <p style="text-align: center;">Animals including humans (Farm)</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Working scientifically: observing closely, using simple equipment Working scientifically: identifying and classifying Working scientifically: using their observations and ideas to suggest answers to questions | <p style="text-align: center;">Seasonal change/Living things</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 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 a simple food chain, and identify and name different sources of food Working scientifically: observing closely, using simple equipment Working scientifically: identifying and classifying Working scientifically: gathering and recording data to help in answering questions |
| Geography | <p style="text-align: center;">UK based, Where I live, geography skills Human and physical features</p> <ul style="list-style-type: none"> Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Locational knowledge: name and locate the world's seven continents. (Europe) Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography: use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation Human and physical geography: use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | <p style="text-align: center;">Non-European country comparison Human and physical features (Australia)</p> <ul style="list-style-type: none"> Locational knowledge: name and locate the world's seven continents. (Recap) Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country and compare to the UK. Human and physical geography: location of hot and cold areas of the world in relation to the Equator and the North and South Poles Human and physical geography: use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation (Recap and compare to the UK) Human and physical geography: use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop (Recap and compare to the UK) Geographical skills and fieldwork: use world maps, atlases and globes to identify countries and continents Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical | <p style="text-align: center;">Seas and coasts, weather and seasons, geography skills and comparison (Trip to the beach)</p> <ul style="list-style-type: none"> Locational knowledge: Name and locate the world's five oceans Locational knowledge: Name and locate surrounding seas of the four countries in the UK. Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom Human and physical geography: use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather Human and physical geography: use basic geographical vocabulary to refer to key human features, including: port, harbour Geographical skills and fieldwork: use world maps, atlases and globes to identify oceans Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | |

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| | <ul style="list-style-type: none"> Geographical skills and fieldwork: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | <p>features; devise a simple map; and use and construct basic symbols in a key</p> | | |
| History | <p>The lives of significant individuals in the past who have contributed to national and international achievements - must include a local person (e.g. Isambard Brunel) (Brunel – SS great Britain)</p> | | <p>Changes in living memory (their own history)</p> | <p>Events beyond living memory that are significant nationally or globally (e.g. Great Fire of London)</p> |
| DT | <p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a wide range of textiles according to their characteristics and explain why they are being used. Evaluate their ideas and products against design criteria. Select and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. | <p style="text-align: center;">Structures</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components, including construction materials, according to their characteristics and explain why they are being used. Evaluate and test finished products. | <p style="text-align: center;">Nutrition</p> <ul style="list-style-type: none"> Cut food safely. Understand the need for a variety of food in a diet. Group familiar food groups e.g. fruit, vegetables, meat, dairy etc. Measure and weigh food items – using informal methods. | <p style="text-align: center;">Mechanisms</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and, where appropriate, information and communication technology. Explore and use mechanisms e.g. levers, sliders, wheels and axles, in products. Evaluate finished product and share with the intended users. |

| Year 3/4 | Year A | | | Year B | | |
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| Science | <p>Rocks (fossil beach)</p> <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 and organic matter | <p>States of matter Forces and magnets (We are the curious)</p> <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 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 | <p>Plants living things (Wild space project)</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things | <p>Animals including humans</p> <ul style="list-style-type: none"> 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 describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey | <p>Light Sound Electricity</p> <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 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 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 | |
| Geography | <p>UK and local fieldwork</p> <ul style="list-style-type: none"> Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locational knowledge: name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Geographical skills and fieldwork: use maps, atlases, globes to locate countries and describe features studied Geographical skills and fieldwork: learn the eight points of a compass, four 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 Geographical skills and fieldwork: use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans. | | | <p>Italy and Europe</p> <ul style="list-style-type: none"> Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country Geographical skills and fieldwork: use maps, atlases, globes to locate countries and describe features studied Human and physical geography: describe and understand key aspects of physical geography, including mountains and volcanoes. | <p>India/Asia</p> <ul style="list-style-type: none"> Locational knowledge: locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locational knowledge: identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Place knowledge: understand geographical similarities and differences through the study of human and physical geography comparing it to the UK. Geographical skills and fieldwork: use maps, atlases, globes to locate countries and describe features studied Human and physical geography: describe and understand key aspects of physical geography, including rivers and the water cycle | |

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| History | Changes in Britain from Stone Age to Iron Age Local history (Stonehenge/Avebury) | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (The ancient technology centre) | The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots Local history (Roman baths) | |
| DT | <p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> • Demonstrate that their design meets a range of requirements. • Investigate and analyse similar products to the one to be made to give starting points for a design. • Complete a plan that shows the order and also what equipment and tools they will need. • Generate alternative plans and expound on the good points and drawbacks of their original design. • Select from and use a wider range of temporary and permanent joining techniques and use these accurately e.g. pinning, running stitch, backstitch. • Evaluate the finished product against the design requirements and consider how the finished product might be improved. • Explain how their choices of textiles and embellishments have contributed to the aesthetic qualities of his/her finished product. | <p style="text-align: center;">Mechanisms</p> <ul style="list-style-type: none"> • Demonstrate that the design meets a range of requirements. • Investigate similar products to the one to be made to give starting points for a design. • Complete a plan that shows the order and also what equipment and tools that are needed. • Generate alternative plans and expound on the good points and drawbacks of the original design. • Understand and use mechanical systems in products e.g. gears, pulleys, cams, levers and linkages. • Use a simple circuit in the product. • Evaluate finished product and share with the intended users. • Consider how the finished product might be improved and how well it meets the needs of the user. | <p style="text-align: center;">Nutrition</p> <ul style="list-style-type: none"> • Say what to do to be hygienic and safe. • Begin to be able to read and understand food labels. • Measure and weigh ingredients appropriately. • Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active • Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat. | <p style="text-align: center;">Structures</p> <ul style="list-style-type: none"> • Demonstrate that the design meets a range of requirements. • Investigate existing structures and explore how they are strengthened e.g. struts, foundations etc. • Complete a plan that shows the order and also what equipment and tools that are needed. • Generate alternative plans and expound on the good points and drawbacks of the original design. • Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Explain safety concerns with regards to different equipment and use safely. • Strengthen frames using diagonal struts. • Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality. • Devise how the finished product will be tested and carry these out accurately. • Evaluate the finished structure against the design brief. Make suggestions as to how it might be improved. |

| Year 5/6 | Year A | | | Year B | |
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| Science | <p style="text-align: center;">Light Electricity <i>(We are the curious)</i></p> <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 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 | <p style="text-align: center;">Living things Year 5 animals Evolution and inheritance</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe the changes as humans develop to old age 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 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | <p style="text-align: center;">Animals and circulation</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans | <p style="text-align: center;">Properties of materials</p> <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 bicarbonate of soda | <p style="text-align: center;">Earth and space Forces <i>(Planetariums)</i></p> <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 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 |
| Geography | <p style="text-align: center;">South America/North America</p> <ul style="list-style-type: none"> Locational knowledge: locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and physical geography: describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and earthquakes. | | | <p style="text-align: center;">UK and fieldwork <i>(Residential)</i></p> <ul style="list-style-type: none"> Locational knowledge: locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locational knowledge: name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Geographical skills and fieldwork: use the eight points of a compass, 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 Geographical skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <p style="text-align: center;">Africa</p> <ul style="list-style-type: none"> Locational knowledge: locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locational knowledge: identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge: understand geographical similarities and differences through the study of human and physical geography comparing it to the UK. Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human and physical geography: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
| History | <p>A study of an aspect or theme in British history that extends pupil's chronological</p> | <p style="text-align: center;">The achievements of the earliest civilisations</p> | | <p style="text-align: center;">A non-European society that provides contrasts with British history Bristol to Benin</p> | |

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| | <p>knowledge beyond 1066 (WW2 or monarchs)</p> <p>Local history</p> <p>(Lacock)</p> | <p>Ancient Egypt</p> <p>Ancient Greece</p> <p>(comparisons)</p> <p>(British museum and art gallery – Bristol)</p> | | |
| DT | <p>Nutrition</p> <ul style="list-style-type: none"> • Understand the main food groups and the different nutrients that are important for health. • Use information on food labels to inform choices. • Join and combine ingredients appropriately e.g. beating, rubbing in. • Know appropriate portion sizes and the importance of not skipping meals, including breakfast. • Understand some of the basic processes to get food from farm to plate. • Taste a range of ingredients and food items to develop a food vocabulary when designing. | <p>Mechanisms</p> <ul style="list-style-type: none"> • Use research e.g. market research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, and, where appropriate, computer-aided design. • Make modifications to the initial design throughout the design, making and evaluation process. • Investigate an inventor and how the product they created impacted the world. • Understand and use electrical systems in products e.g. series circuits incorporating switches, bulbs, buzzers and motors. • Apply understanding of computing to program, monitor and control a product. • Use market research to evaluate the finished product. | <p>Textiles</p> <ul style="list-style-type: none"> • Use research e.g. market 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. • Create prototypes to show ideas select from and use a wider range of textiles according to their functional properties and aesthetic qualities. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Generate, develop, ideas through pattern pieces. • Use a range of joining techniques e.g. pinning, tacking, backstitch, blanket stitch, chain stitch etc. • Cut and join with accuracy to ensure a high-quality finish to their product. • Make modifications to the original design. | <p>Structures</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams. • Create scale prototypes to show initial ideas. • Cut and join with accuracy to ensure a high-quality finish to the product. • Explain issues regarding the safe use of tools and equipment and take actions to mitigate these concerns. • Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. • Evaluate existing structures and apply methods identified to their own designs by strengthen, stiffen and reinforce more complex structures. • Devise a series of tests to evaluate the effectiveness of structures and make improvements and adjustments to the design based on the outcomes. |