

**Curriculum Re-Design September 2014 Year I**

<i>Year group</i>	<b>Topic (Cycle A)</b>	<b>Science topic</b>	<b>Geog</b>	<b>History</b>	<b>Art and design</b>	<b>Design &amp; Technology</b>	<b>Computing</b>	<b>Business link/Enterprise</b>	<b>Languages</b>	<b>Trip/Visit/visitor</b>
<b>I</b>	<b>Through the Keyhole</b>	<b>Who am I?</b> <i>(Animals inc. humans)</i>		✓	Skill - Drawing			Trading Places Estate agents	<b>Spanish</b>	Lark Hill Place
<b>I</b>	<b>Let's Celebrate</b>	<b>Celebrations</b> <i>(Everyday materials)</i>			Skill – Collage/ Textiles			Wood Street Mission (Harvest)		Christ Church (Christingle)
<b>I</b>	<b>Fruit-tastic!</b>	<b>Desert Island</b> <i>(Everyday materials, Plants/animals inc Humans)</i>	✓		Skill - Photography Digital Media	<b>Cooking and nutrition</b>		Sainsbury's Urmston		Sainsbury's
<b>I</b>	<b>Working 9-5 The jobs people do</b>	<b>Super science topic Adventures</b>			Skill – 3D			Davyhulme Retail park		Manchester Art Gallery – Goodies and Baddies
<b>I</b>	<b>Buzzy Bee Buzzy Bee</b>	<b>On Safari</b> <i>(Everyday materials, Plants/animals inc Humans)</i>	✓		Skill – Collage/ textiles			Rowse Honey Local honey farms		Bee Keeper
<b>I</b>	<b>Oh I do like to be beside the Seaside</b>	<b>Holidays</b> <i>(Everyday materials, Plants/animals inc Humans)</i>		✓	Skill – Painting			Travel agent		Blackpool

<i>Year group</i>	<b>Topic (Cycle B)</b>	<b>Science topic</b>	<b>Geog</b>	<b>History</b>	<b>Art and design</b>	<b>Design &amp; Technology</b>	<b>Computing</b>	<b>Business link/locality</b>	<b>Languages</b>	<b>Trip/Visit/visitor</b>
<b>I</b>	<b>Knowing me, Knowing you</b>	<b>Who am I?</b> <i>(Animals inc humans)</i>		✓	Skills – Drawing/ Photography			Trafford General Hospital	<b>Spanish</b>	Manchester Art Gallery- Goodies & Baddies
<b>I</b>	<b>Sparklers &amp; Tinsel</b>	<b>Celebrations</b> <i>(Everyday materials)</i>			Skill – Collage/ digital media			Wood Street Mission (Harvest)		Christ Church (Christingle)
<b>I</b>	<b>Yum Yum! World Kitchen</b>	<b>Polar Adventures</b> <i>(Everyday materials, Plants/animals inc Humans)</i>	✓		Skill – Textiles	<b>Cooking and nutrition</b>		Pizza Express Lowry		Pizza Express/Toby carvery & School nurse- Healthy eating/Fruit kebabs
<b>I</b>	<b>Singing in the rain</b>	<b>Treasure Island</b> <i>(Everyday materials, Plants/animals inc Humans)</i>	✓		Skill – Painting			Media City – Weather		Underwater Museum Liverpool
<b>I</b>	<b>Grow, Wiggle, Jiggle</b>	<b>On Safari</b> <i>(Everyday materials, Plants/animals inc Humans)</i>			Skill – Printmaking			Pets at home Retail Park		Visitor - The bug Man
<b>I</b>	<b>Are we Nearly there Yet?</b>	<b>Desert Island</b> <i>(Everyday materials, Plants/animals inc Humans)</i>		✓	Skill - 3D			Manchester Airport		Manchester Airport Runway

**Year 1 Science coverage**Plants

- 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.

Animals including humans

- 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.

Everyday materials

- 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.

**KS1 Geography coverage**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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
- 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.

**KS1 History coverage**

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 within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

#### KS1 Art and Design coverage

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

#### KS1 Design & Technology coverage

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. 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].

When designing and making, pupils should be taught to:

##### Design

- 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 and, where appropriate, information and communication technology

##### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

##### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

#### KS1 Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

#### KS1 Computing coverage

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Curriculum Re-Design September 2014 Year 2**

Year group	Topic (Cycle A)	Science topic	Geog	History	Art and design	Design & Technology	Computing	Business link/ Enterprise	Languages	Trip/Visit visitor
2	<b>Something Old, Something New.</b>	<b>Healthy Me</b> <i>(Animals inc humans)</i>		✓	Skill – Drawing Photography/ Digital media <i>(colour/B/W sepia)</i>			Antique Shop/ Charity shop	Spanish	Lark Hill Place
2	<b>Art Attack!</b>	<b>Materials Monster</b> <i>(Animals inc humans)</i>			Skill – Collage			Manchester Art Gallery		Manchester Art Gallery- natural & man made
2	<b>Ship Ahoy! – The lighthouse Keeper</b>	<b>Mini Worlds</b> <i>(Animals inc humans)</i>	✓		Skill – Painting/ Textiles			Ship canal -Barton bridge/ Centenary bridge		Pirates ahoy! Liverpool Maritime museum Halle Orchestra – A ship in a storm
2	<b>A commotion in the ocean</b>	<b>Move it</b> <i>(Animals inc humans)</i>			Skill – 3D			Sealife Centre Trafford Centre?		Blue Planet aquarium?
2	<b>Circle of life</b>	<b>Young Gardeners</b> <i>(Animals inc humans)</i>		✓	Skill – Printmaking <i>(Artist visit - Alan Birch -printer)</i>			Garden Centre - B&Q Trafford Park?		
2	<b>Food Glorious Food</b> <i>(new topic to fit in with changes in science/DT)</i>	Super science topic <b>Young Masterchef</b>			Skill – Painting	Cooking and nutrition		Restaurant sponsor? Halle orchestra – 'Fun with form'		Davyhulme Café! Halle orchestra – 'Fun with form'

Year group	Topic (Cycle B)	Science topic	Geog	History	Art and design	Design & Technology	Computing	Business link/locality	Languages	Trip/Visit visitor
2	<b>Our School</b>	<b>Move it</b> <i>(Animals inc humans)</i>		✓	Skill - Drawing			Local school	Spanish	
2	<b>Location, Location, Location.</b>	<b>Materials Monster</b> <i>(Animals inc humans)</i>	✓		Skill – Collage			Main Post office Urmston		Manchester Art Gallery- Natural and man-made'
2	<b>Safe, Healthy, Fast and fit</b>	<b>Healthy Me</b> <i>(Animals inc humans)</i>			Skill – Painting /photography/ digital media			Boots/Sports Direct (Retail Park)		Gym? Trafford general sport? Coaches?
2	<b>Land of the Dinosaurs</b>	<b>Young Gardeners</b> <i>(Animals inc humans)</i>		✓	Skill – 3D			Allotments/ Garden centre/ B&Q Trafford Park?		Manchester Museum dinosaur Detectives
2	<b>Carnival of the animals</b>	<b>Mini Worlds</b> <i>(Animals inc humans)</i>	✓		Skill – Textiles			Pets at home (Retail park)		Chester Zoo
2	<b>Davyhulme Cafe</b>	Super science topic <b>Young Masterchef</b>			Skill - Printmaking	Cooking and nutrition		Restaurant sponsor? Halle orchestra –		Davyhulme Café! Halle orchestra – 'Fun with form'

**Year 2 Science****Living things and their habitats**

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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.

**Plants**

Pupils should be taught to:

- 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.

**Animals including humans**

Pupils should be taught to:

- 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.

**Uses of everyday materials**

Pupils should be taught to:

- 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.

**KS1 Geography**

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Pupils should be taught to:

**Locational knowledge**

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**Place knowledge**

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**Human and physical geography**

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**Geographical skills and fieldwork**

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**KS1 History**

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- *significant historical events, people and places in their own locality.*

#### **KS1 Art and Design**

- *to use a range of materials creatively to design and make products*
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- *about 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.*

#### **KS1 Design & Technology**

*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. 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].*

*When designing and making, pupils should be taught to:*

##### *Design*

- *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 and, where appropriate, information and communication technology*

##### *Make*

- *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*
- *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*

##### *Evaluate*

- *explore and evaluate a range of existing products*
- *evaluate their ideas and products against design criteria*

##### *Technical knowledge*

- *build structures, exploring how they can be made stronger, stiffer and more stable*
- *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*

#### **KS1 Cooking and Nutrition**

*As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.*

*Pupils should be taught to:*

- *use the basic principles of a healthy and varied diet to prepare dishes*
- *understand where food comes from.*

#### **KS1 Computing**

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- *create and debug simple programs*
- *use logical reasoning to predict the behaviour of simple programs*
- *use technology purposefully to create, organise, store, manipulate and retrieve digital content*
- *recognise common uses of information technology beyond school*
- *use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*



**Curriculum Re-Design September 2014 Year 3**

Year group	Topic	Science topic	Geog	History	Art and design	Design & Technology	Computing	Business link/ Enterprise	Languages	Trip/Visit visitor
3	<b>We are Astronauts!</b>	<i>Super science topic</i> <b>We are astronauts</b>		✓ Space exploration/ Space Race timeline	Skill – Collage	<i>Design and make a rocket</i> <i>Design a moon lander</i> <i>Make a space suit</i> <i>Space food</i>	Children's university <a href="http://www.childrensuniversity.manchester.ac.uk/interactives/science/earthandbeyond/">http://www.childrensuniversity.manchester.ac.uk/interactives/science/earthandbeyond/</a>		<b>French</b> Vocabulary, Word vocabulary, Word classes, spelling classes, skills, asking, spelling skills, questions, gender, sentence building, punctuation I.u.	
3	<b>Ancient Civilisations -Egypt</b>	<b>Earth Rocks</b> (Rocks)	✓	✓ Egyptians (7)	Skill – Drawing		The children's university <a href="http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/">http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/</a>			Bolton Museum?
3	<b>Ancient Civilisations -Greece</b>	<b>Opposites attract</b> (Forces and Magnets) Loadstone Greeks	✓	✓ Greeks (8)	Skill – 3D/sculpture					Bolton Museum?  (ISKON Hindu Temple – RE)
3	<b>Text- The boy who biked the World</b>	<b>Food and our bodies</b> (Animals inc. Humans)	✓		Skill – Textiles	<b>Cooking and nutrition</b>				
3	<b>Mirror Mirror</b>	<b>Mirror Mirror</b> (Light)			Skill – Painting /photography/ digital media	Torches			Vocabulary, Responding to questions, Punctuation, I.u	
3	<b>How does your garden grow?</b>	<b>How does your garden grow?</b> (Plants)	✓		Skill - Printmaking			<b>Tesco Farm to Fork project</b>  Allotments		Dunham Massey

**Year 3 Science**

Plants

Pupils should be taught to:

- 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

*Pupils should be taught to:*

- *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.*

Rocks

*Pupils should be taught to:*

- *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.*

Light

*Pupils should be taught to:*

- *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 a solid object*
- *find patterns in the way that the size of shadows change.*

## **KS2 Geography**

*Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*

*Pupils should be taught to:*

Locational knowledge

- *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*
- *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*
- *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*

Place knowledge

- *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*

Human and physical geography

- *describe and understand key aspects of:*
  - *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*
  - *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*

Geographical skills and fieldwork

- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *use the eight points of a compass, four and six-figure grid references, 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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*

## **KS2 History – there will be 9 units (8 if you combine local history study with other history study)**

*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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*

*In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.*

*Pupils should be taught about:*

- *changes in Britain from the Stone Age to the Iron Age (1)*
- *the Roman Empire and its impact on Britain (2)*
- *Britain's settlement by Anglo-Saxons and Scots (3)*



- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)
- a local history study (5)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (7)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (8)
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (9)

### KS2 Art and Design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

### KS2 Design & Technology

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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### KS2 Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### KS2 Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### KS2 Languages

Pupils should be taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\**
- *present ideas and information orally to a range of audiences\**
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally\* and in writing*
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

*The starred (\*) content above will not be applicable to ancient languages.*

Year group	Topic	Science topic	Geog	History	Art and design	Design & Technology	Computing	Business link/locality	Languages	Trip/Visit visitor
4	Manchester Mills	<b>Power it up!</b> (Electricity)		A study of an aspect or theme of British History extending beyond 1066 (6)	Skill – Printing Artist Focus (William Morris)	Lighting it Up			<b>French</b> Vocabulary, asking/responding to question, sentence building, word classes, gender, I.u	Quarry Bank Mill
4	Manchester Mills	Super science topic <b>Bubbles</b>	✓		Skill – Printmaking	Alarms	The children's university <a href="http://www.childrens.university.manchester.ac.uk/interactives/history/greece/">http://www.childrens.university.manchester.ac.uk/interactives/history/greece/</a>			
4	Stone Age to Iron Age	<b>What's that sound</b> (sound)		Stone age to iron age (1)	Skill – Drawing Painting	Musical Instruments			Vocabulary, word, classes, grammar, Sentence building, punctuation, I.u	Mosque trip
4	Stone Age to Iron Age	<b>Looking at States</b> (States of matter)	✓		Skill – 3D Sculpture (pot making)	Iron Age Shelters (model-making)	The children's university of Manchester <a href="http://www.childrens.university.manchester.ac.uk/interactives/science/teethandeating/">http://www.childrens.university.manchester.ac.uk/interactives/science/teethandeating/</a>			
4	The Environment	<b>Living things</b> (Living things and their habitats)	Coastal Study		Skill – Sketching Painting Artist Focus (Georgia O'Keefe)				Vocabulary, asking/responding to questions, I.u	
4	The Environment	<b>Teeth and eating</b> (Animals inc humans)	Coastal Study		Skill – Artist Focus (Rousseau) Collage					

#### Year 4 Science

##### Living things in their habitats

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

##### States of Matter

Pupils should be taught to:

- 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.

#### Sound

Pupils should be taught to:

- 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.

#### Electricity

Pupils should be taught to:

- 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.

### **KS2 Geography**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- 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

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, 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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **KS2 History – there will be 9 units (8 if you combine local history study with other history study)**

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age (1)
- the Roman Empire and its impact on Britain (2)
- Britain's settlement by Anglo-Saxons and Scots (3)

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)
- a local history study (5)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (7)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (8)
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (9)

### KS2 Art and Design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### KS2 Design & Technology

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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### KS2 Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### KS2 Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### KS2 Languages

Pupils should be taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\**
- *present ideas and information orally to a range of audiences\**
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally\* and in writing*
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

*The starred (\*) content above will not be applicable to ancient languages.*



**Curriculum Re-Design September 2014 Year 5**

Year group	Topic	Science topic	Geog	History	Art and design	Design & Technology	Computing	Business link/locality	Languages	Trip/Visit visitor
5	Text - Kensuke's Kingdom	<b>Circle of life</b> <i>(Living things and their habitats)</i>	✓		Skill – 3D				<b>French</b> Vocabulary, gender, expressing emotions, word classes, I.u	
5	Kensuke's Kingdom	<b>Growing Pains</b> <i>(Animals inc humans)</i>	✓		Skill – Collage					
5	Romans	<b>Out of this world</b> <i>(Earth and space)</i>		✓ Romans (2)	Skill – Painting		The children's university <a href="http://www.childrensuniversity.manchester.ac.uk/interactives/science/earthandbeyond/">http://www.childrensuniversity.manchester.ac.uk/interactives/science/earthandbeyond/</a>		Vocabulary, grammar, time, negatives, expressing emotion, asking questions, I.u	
5	Romans	<b>Material world</b> <i>(Properties &amp; changes of materials)</i>		✓ Anglo Saxons (3)	Skill – Textiles	Cooking and packaging				Roman visitors in school
5	Rivers (Grassmere)	<i>Super science topic</i> <b>We are super scientists</b>	✓	✓ Anglo Saxons (3)	Skill – Drawing /photography/ digital media				Vocabulary, word classes, grammar, expressing opinions, asking questions, I.u, tenses	Grasmere
5	Rivers	<b>Let's get moving</b> <i>(Forces)</i>		✓ Vikings (4)	Skill - Printmaking			<b>Enterprise Day</b> <b>Enterprise John Lewis</b>		Sikh Temple

**Year 5 Science**

Living things and their habitats

Pupils should be taught to:

- 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

Pupils should be taught to:

- describe the changes as humans develop to old age.

Properties and changes of materials

Pupils should be taught to:

- 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.

Earth and Space

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

#### **KS2 Geography**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
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#### Place knowledge

- 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

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, 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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

#### **KS2 History – there will be 9 units (8 if you combine local history study with other history study)**

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

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- Britain's settlement by Anglo-Saxons and Scots (3)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)
- a local history study (5)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (7)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (8)
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (9)

#### **KS2 Art and Design**

*Pupils should be taught:*

- *to create sketch books to record their observations and use them to review and revisit ideas*
- *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*
- *about great artists, architects and designers in history.*

### **KS2 Design & Technology**

*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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].*

*When designing and making, pupils should be taught to:*

*Design*

- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*
- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*

*Make*

- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*
- *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*

*Evaluate*

- *investigate and analyse a range of existing products*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*
- *understand how key events and individuals in design and technology have helped shape the world*

*Technical knowledge*

- *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*
- *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*
- *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*
- *apply their understanding of computing to program, monitor and control their products.*

### **KS2 Cooking and Nutrition**

*As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.*

*Pupils should be taught to:*

- *understand and apply the principles of a healthy and varied diet*
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*

### **KS2 Computing**

*Pupils should be taught to:*

- *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*
- *use sequence, selection, and repetition in programs; work with variables and various forms of input and output*
- *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*
- *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
- *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*
- *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*
- *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*

### **KS2 Languages**

*Pupils should be taught to:*

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\**
- *present ideas and information orally to a range of audiences\**
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*

- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally\* and in writing*
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

*The starred (\*) content above will not be applicable to ancient languages.*

**Curriculum Re-Design September 2014 Year 6**

Year group	Topic	Science topic	Geog	History	Art and design	Design & Technology	Computing	Business link/locality	Languages	Trip/Visit visitor
6	The Blitz Text – ‘Elephant in the garden’	<b>Staying alive</b> (animals inc humans)	✓	✓ Local history (5)	Skill - Printmaking (People’s History Museum)  Artist Study			Imperial War Museum Salford Quays <a href="http://www.iwm.org.uk/learning/iwm-north/visits/key-stage-2">http://www.iwm.org.uk/learning/iwm-north/visits/key-stage-2</a>	French Vocabulary, Gender, Verb tenses, I.U	Crucial Crew Peoples Museum Pauly’s War
6	The Blitz ‘Number the stars’	<b>Classifying Critters</b> (living things and their habitats)	✓	✓ WW2 (6)	Skill – Textiles Collage	Cooking and nutrition Money containers Slippers		Jewish Museum		Jewish Museum/
6	Holes (The Desert)	<b>We’re evolving</b> (evolution & inheritance)	✓	✓ Non European contrast (9) Benin	Skill - 3D Clay	Shelters			Vocabulary, Gender, Verb tenses, word classes, negatives, Asking questions I.U	
6	Holes (Black History)	Super science topic <b>We are dinosaur hunters</b>			Skill – Painting		The children’s university <a href="http://www.childrensuniversity.manchester.ac.uk/interactives/history/black-history/">http://www.childrensuniversity.manchester.ac.uk/interactives/history/black-history/</a>	Halle Orchestra ‘Dinosaurs meet’		
6	Robot Wars!	<b>Electrifying!</b> (Electricity)			Drawing	Controllable vehicles			Vocabulary, time, word classes, I.U Asking/responding to questions	Robot building/racing Workshop from <a href="http://www.roamingrobots.co.uk">www.roamingrobots.co.uk</a>
6	What a performance!	<b>Let it Shine</b> (Light)			Skill – Painting /photography/ digital media					Robinwood

**Year 6 Science**

Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Animals including humans

Pupils should be taught to:

- 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

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- 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.

#### Light

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

### **KS2 Geography**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- 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

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, 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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **KS2 History – there will be 9 units (8 if you combine local history study with other history study)**

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age (1)
- the Roman Empire and its impact on Britain (2)
- Britain's settlement by Anglo-Saxons and Scots (3)



- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)
- a local history study (5)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (7)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (8)
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (9)

### KS2 Art and Design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### KS2 Design & Technology

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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### KS2 Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### KS2 Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### KS2 Languages

Pupils should be taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\**
- *present ideas and information orally to a range of audiences\**
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally\* and in writing*
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

*The starred (\*) content above will not be applicable to ancient languages.*