

Geography

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

Locate the geographic zones of the world.

Understand the significance of the geographic zones of the world.

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Use a wide range of geographical sources in order to investigate places and patterns.

History

The Roman Empire and its Impact on Britain.

Britain's settlement by Anglo Saxons and Scots.

The Viking and Anglo Saxon struggle for the Kingdom of England.

Art & Design

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Develop and share ideas in a sketchbook and in finished products.

Improve mastery of techniques.

Learn about the great artists, architects and designers in history.

Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of the stave and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

Design & Technology

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, such as 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

Science

Biology

Plants

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

Animals and humans

Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.

Look at teeth.

All living things

Identify and name plants and animals'

Look at the life cycle of animals and plants.

Look at reproduction in plants and animals, and human growth and changes.

Chemistry

Materials

Examine the properties of materials using various tests.

Physics

Light

Look at sources, seeing, reflections and shadows.

Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

Look at sources, vibration, volume and pitch

Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

Physical Education

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Computing

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

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.

Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Language

In the chosen modern language:

- Speak
- Read
- Write

Look at the culture of the countries where the language is spoken.

Religious Education

Study the beliefs, festivals and celebrations of Christianity.

Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study three of the major six religions not studied in depth in order to gain a brief outline.

Additional Content