

Beaumont Curriculum Overview



Knowledge Document

Colour coded objectives 2021-22

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What a Wonderful World! – Geog	Let's Go on Safari! - Geog	The Stone Age Rocks!– History	Eureka! How did the Greeks change the world? - History	Under the Canopy - Geog	Darwin's Delights
Autumn 2	Toys – History	Intrepid Explorers - History	Marvellous Mountains - Geog	Short circuits / Inventions	Under the Canopy - Geog	Ancient Greeks – It's all Greek to me
Spring 1	Castles and Dragons – History	Fire! Fire! – History	Look how your garden grows! – Geog	Let it flow – Geog	Hear and listen well my friends... - History	Battles, Blackouts and the Blitz - History
Spring 2	City Life v's Country Life – Geog	Transport – History Wheels, wings and other things!	Look how your garden grows! - Geog	Let it flow - Geog	Traders and Raiders - Vikings	Battles, Blackouts and the Blitz - History
Summer 1	Helping Hands – History	Weird and Wonderful Weather - Geog	Passport to the World - Geog	What did the Romans leave behind? - History	Our Wonderful World and Beyond... - Geog	Classification Connoisseurs - Geog
Summer 2	Poles apart - Geog	Oh I do like to be beside the seaside! - Geog	Awesome Egypt - History	Surviving and Thriving! - Geog	Our Wonderful World and Beyond... - History	Lights Camera Action

Colour coded objectives 2022-2023

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What a Wonderful World! – Geog	Let’s Go on Safari! - Geog	The Stone Age Rocks!– History	Eureka! How did the Greeks change the world? - History	Under the Canopy - Geog	Darwin’s Delights
Autumn 2	Toys – History	Intrepid Explorers - History	Marvellous Mountains - Geog	Short circuits / Inventions	Under the Canopy - Geog	Mountains
Spring 1	Castles and Dragons – History	Fire! Fire! – History	Look how your garden grows! – Geog	Let it flow – Geog	Hear and listen well my friends... - History	Battles, Blackouts and the Blitz - History
Spring 2	City Life v’s Country Life – Geog	Transport – History Wheels, wings and other things!	Look how your garden grows! - Geog	Let it flow - Geog	Traders and Raiders - Vikings	Battles, Blackouts and the Blitz - History
Summer 1	Helping Hands – History	Weird and Wonderful Weather - Geog	Passport to the World - Geog	What did the Romans leave behind? - History	Our Wonderful World and Beyond... - Geog	Classification Connoisseurs - Geog
Summer 2	Poles apart - Geog	Oh I do like to be beside the seaside! - Geog	Awesome Egypt - History	Surviving and Thriving! - Geog	Our Wonderful World and Beyond... - History	Lights Camera Action– Map skills

Colour coded objectives 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What a Wonderful World! – Geog	Let’s Go on Safari! - Geog	The Stone Age Rocks!– History	Eureka! How did the Greeks change the world? - History	Under the Canopy - Geog	Darwin’s Delights
Autumn 2	Toys – History	Intrepid Explorers - History	Marvellous Mountains - Geog	Short circuits / Inventions	Under the Canopy - Geog	Divorced, Beheaded, Died! - History
Spring 1	Castles and Dragons – History	Fire! Fire! – History	Look how your garden grows! – Geog	Let it flow – Geog	Hear and listen well my friends... - History	Battles, Blackouts and the Blitz - History
Spring 2	City Life v’s Country Life – Geog	Transport – History Wheels, wings and other things!	Look how your garden grows! - Geog	Let it flow - Geog	Traders and Raiders - Vikings	Battles, Blackouts and the Blitz - History
Summer 1	Helping Hands – History	Weird and Wonderful Weather - Geog	Passport to the World - Geog	What did the Romans leave behind? - History	Our Wonderful World and Beyond... - Geog	Classification Connoisseurs - Geog
Summer 2	Poles apart - Geog	Oh I do like to be beside the seaside! - Geog	Awesome Egypt - History	Surviving and Thriving! - Geog	Our Wonderful World and Beyond... - History	Lights Camera Action – Map skills

Science

Year 1

Year 1				
Biology			Chemistry	Physics
Animals, including Humans	Animals, including Humans	Plants	Everyday Materials	Seasonal Change
<ul style="list-style-type: none"> Name common animals Carnivores, etc 	<ul style="list-style-type: none"> Human body and senses 	<ul style="list-style-type: none"> Common plants Plant structure 	<ul style="list-style-type: none"> Properties of materials Grouping materials 	<ul style="list-style-type: none"> The four seasons Seasonal weather
<ul style="list-style-type: none"> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non living things 	<ul style="list-style-type: none"> Know the name of parts of the human body that can be seen 	<ul style="list-style-type: none"> Know and name a variety of common wild and garden plants Know and name the petals, stem, leaves and root of a plant Know and name the roots, trunk, branches and leaves of a tree 	<ul style="list-style-type: none"> Know the name of the materials an object is made from Know about the properties of everyday materials 	<ul style="list-style-type: none"> Name the seasons and know about the type of weather in each season

Year 2

Biology			Chemistry	
All living things and their habitats	Animals, including Humans	Plants	Everyday Materials	
<ul style="list-style-type: none"> • <i>Alive or dead</i> • <i>Habitats</i> • <i>Adaptations</i> • <i>Food chains</i> 	<ul style="list-style-type: none"> • <i>Animal reproduction</i> • <i>Healthy living</i> • <i>Basic needs</i> 	<ul style="list-style-type: none"> • <i>Plant and seed growth</i> • <i>Plant reproduction</i> • <i>Keeping plants healthy</i> 	<ul style="list-style-type: none"> • <i>Identify different materials</i> • <i>Name everyday materials</i> • <i>Properties of materials</i> 	<ul style="list-style-type: none"> • <i>Compare the use of different materials</i> • <i>Compare movement on different surfaces</i>
<ul style="list-style-type: none"> • Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain 	<ul style="list-style-type: none"> • Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans. 	<ul style="list-style-type: none"> • Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature) 	<ul style="list-style-type: none"> • Know how materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> • Know why a material might or might not be used for a specific job.

Year 3

Year 3					
Biology			Chemistry	Physics	
Animals, including humans	Plants	Plants	Rocks	Forces	Light
<ul style="list-style-type: none"> • <i>Skeleton and muscles</i> • <i>Nutrition</i> • <i>Exercise and health</i> 	<ul style="list-style-type: none"> • <i>Plant life</i> • <i>Basic structure and functions</i> 	<ul style="list-style-type: none"> • <i>Life cycle</i> • <i>Water transportation</i> 	<ul style="list-style-type: none"> • <i>Fossil formation</i> • <i>Compare and group rocks</i> • <i>Soil</i> 	<ul style="list-style-type: none"> • <i>Different Forces</i> • <i>Magnets</i> 	<ul style="list-style-type: none"> • <i>Reflections</i> • <i>Shadows</i>
<ul style="list-style-type: none"> • Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human 	<ul style="list-style-type: none"> • Know the function of different parts of flowering plants and trees 	<ul style="list-style-type: none"> • Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers 	<ul style="list-style-type: none"> • Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock 	<ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel • Predict whether magnets will attract or repel and give a reason 	<ul style="list-style-type: none"> • Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected

Year 4

Biology		Chemistry	Physics	
Animals, including humans	All living things and their habitats	States of Matter	Electricity	Sound
<ul style="list-style-type: none"> • Digestive system • Teeth • Food chains 	<ul style="list-style-type: none"> • Grouping living things • Classification keys • Adaptation of living things 	<ul style="list-style-type: none"> • Compare and group materials • Solids, liquids and gases • Changing state • Water cycle 	<ul style="list-style-type: none"> • Uses of electricity • Simple circuits and switches • Conductors and insulators 	<ul style="list-style-type: none"> • How sounds are made • Sound vibrations • Pitch and Volume
<ul style="list-style-type: none"> • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey 	<ul style="list-style-type: none"> • Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things • Group materials based on their state of matter (solid, liquid, gas) 	<ul style="list-style-type: none"> • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle 	<ul style="list-style-type: none"> • Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each 	<ul style="list-style-type: none"> • Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source

Year 5

Biology		Chemistry	Physics	
All living things and their habitats	Animals, including humans	Properties and changes in materials	Forces	Earth and Space
<ul style="list-style-type: none"> Life cycles – plants and animals Reproductive processes Famous naturalists 	<ul style="list-style-type: none"> Changes as humans develop from birth to old age 	<ul style="list-style-type: none"> Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances 	<ul style="list-style-type: none"> Gravity Friction Forces and motion of mechanical devices 	<ul style="list-style-type: none"> Movement of the Earth and the planets Movement of the Moon Night and day
<ul style="list-style-type: none"> Know the life cycle of different living things e.g. mammal, amphibian, insect and bird Know the differences between different life cycles Know the process of reproduction in plants Know the process of reproduction in animals. 	<ul style="list-style-type: none"> Create a timeline to indicate stages of growth in humans 	<ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets Know and explain how a material dissolves to form a solution Know and show how to recover a substance from a solution Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Know and demonstrate that some changes are reversible and some are not Know how some changes result in the formation of a new material and that this is usually irreversible 	<ul style="list-style-type: none"> Know what gravity is and its impact on our lives Identify and know the effect of air and water resistance Identify and know the effect of friction Explain how levers, pulleys and gears allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun , Know about and explain the movement of the Moon relative to the Earth, Know and demonstrate how night and day are created, Describe the Sun, Earth and Moon (using the term spherical) ,

Year 6

Biology			Physics	
Animals, including humans	All living things and their habitats	Evolution and Inheritance	Electricity	Light
<ul style="list-style-type: none"> The circulatory system Water transportation Impact of exercise on body 	<ul style="list-style-type: none"> Classification of living things and the reasons for it 	<ul style="list-style-type: none"> Identical and non identical off-spring Fossil evidence and evolution Adaptation and evolution 	<ul style="list-style-type: none"> Electrical components Simple circuits Fuses and voltage 	<ul style="list-style-type: none"> How light travels Reflection Ray models of light
<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system , Know the function of the heart, blood vessels and blood, Know the impact of diet, exercise, drugs and lifestyle on health, Know the ways in which nutrients and water are transported in animals, including humans, 	<ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences , Know how living things have been classified, Give reasons for classifying plants and animals in a specific way, 	<ul style="list-style-type: none"> Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is 	<ul style="list-style-type: none"> Compare and give reasons for why components work and do not work in a circuit Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer 	<ul style="list-style-type: none"> Know how light travels Know and demonstrate how we see objects Know why shadows have the same shape as the object that casts them Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Geography: Key Stage 1

Locational Knowledge		Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas name and locate the world's seven continents and five oceans 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality
Year 1	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK – 	<ul style="list-style-type: none"> Know features of hot and cold places in the world - 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK – Know and recognise main weather symbols – Know the main differences between city, town and village –2 	<ul style="list-style-type: none"> Know which is N, E, S and W on a compass – Know their address, including postcode – Know and use the terminologies: left and right; below, next to -
Year 2	<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world - Know the names of and locate the five oceans of the world – Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland - 	<ul style="list-style-type: none"> Know the main differences between a place in England and that of a small place in a non-European country - , 	<ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach - Explain some of the advantages and disadvantages of living in a city or village.- 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe - Know which is N, E, S and W on a compass –

Geography: Key Stage 2

Locational Knowledge

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>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)</p>
Year 3	<ul style="list-style-type: none"> Know the names of and locate at least eight European countries - Know the names of a number of European capitals 	<ul style="list-style-type: none"> Know the names of and locate at least eight counties and at least six cities in England - Know where the main mountain regions are in the UK - 	<ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere -
Year 4	<ul style="list-style-type: none"> Know the names of and locate at least eight major capital cities across the world 	<ul style="list-style-type: none"> Know, name and locate the main rivers in the UK - 	
Year 5	<ul style="list-style-type: none"> Know the names of, and locate, a number of South or North American countries - 		<ul style="list-style-type: none"> Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' - Know about time zones and work out differences - Know the names of four countries from the southern and four from the northern hemisphere -
Year 6			

Geography: Key Stage 2

Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 		<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	
Year 3	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country - 	<ul style="list-style-type: none"> Know the names of a number of the world's highest mountains - 	
Year 4		<ul style="list-style-type: none"> Know and label the main features of a river – Know the name of and locate a number of the world's longest rivers - Explain the features of a water cycle – Know what causes an earthquake Label the different parts of a volcano – 	<ul style="list-style-type: none"> Know why most cities are located by a river –
Year 5	<ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America - 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome – Label layers of a rainforest and know what deforestation is - Know the names of and locate some of the world's deserts - 	
Year 6			<ul style="list-style-type: none"> Know why are industrial areas and ports are important – Know main human and physical differences between developed and third world countries

Geography: Key Stage 2

Geographical skills and fieldwork

	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> 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
Year 3	<ul style="list-style-type: none"> Use maps to locate European countries and capitals. - 	<ul style="list-style-type: none"> Know and name the eight points of a compass - Know what most of the ordnance survey symbols stand for - Know how to use six-figure grid references -
Year 4	<ul style="list-style-type: none"> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. - 	<ul style="list-style-type: none"> Know what most of the ordnance survey symbols stand for - Know how to use six-figure grid references -
Year 5	<ul style="list-style-type: none"> Know how to use graphs to record features such as temperature or rainfall across the world - Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian - 	<ul style="list-style-type: none"> Know and name the eight points of a compass - Recapped from Y3, Sum 1 Know how to use six-figure grid references -
Year 6		<ul style="list-style-type: none"> Know what most of the ordnance survey symbols stand for - Know how to plan a journey within the UK, using a road map -

History: Key Stage 1

Within living memory		Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality
Year 1	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own – Organise a number of artefacts by age – Know what a number of older objects were used for – Know the main differences between their school days and that of their grandparents – 		<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous - 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live
		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born – Know what we use today instead of a number of older given artefacts – Know that children's lives today are different to those of children a long time ago - 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. -
Year 2				<p>15</p>

History: Key Stage 2

	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
	<ul style="list-style-type: none"> To include: Stone age to Iron age/ Romans/ Anglo-Saxons/ Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066 	<ul style="list-style-type: none"> Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 	<ul style="list-style-type: none"> Choose one of: <ul style="list-style-type: none"> Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Greek life and influence on the Western world
Year 3	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age – Know the main differences between the stone, bronze and iron ages – Know what is meant by 'hunter-gatherers' - 			<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of Ancient Egypt; 		
Year 4	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation - Know how the Roman occupation of Britain helped to advance British society – Know how there was resistance to the Roman occupation and know about Boudica– Know about at least one famous Roman emperor 					<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans – Know about the influence the gods had on Ancient Greece – Know at least five sports from the Ancient Greek Olympics -
Year 5	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 - Year 5, Know about how the Anglo-Saxons attempted to bring about law and order into the country - - Year 5, Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons 				<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin - Know why they were considered an advanced society in relation to that period of time in Europe - 	
Year 6		<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework – know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. – Know how the lives of wealthy people were different from the lives of poorer people during this time 			

Art: Key Stage 1

Using Materials		Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
<ul style="list-style-type: none"> use a range of materials creatively to design and make products 		<ul style="list-style-type: none"> use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Study a range of artists, craft makers and designers</p>
Year 1	<ul style="list-style-type: none"> know how to cut, roll and coil materials know how to use IT to create a picture 	<ul style="list-style-type: none"> know how to show how people feel in paintings and drawings. know how to use pencils to create lines of different thickness in drawings. 	<ul style="list-style-type: none"> know how to create moods in art work Know the names of the primary and secondary colours. know how to create a repeating pattern in print, 	<ul style="list-style-type: none"> describe what can be seen and give an opinion about the work of an artist, , , ask questions about a piece of art, , ,
Year 2	<ul style="list-style-type: none"> know how to create a printed piece of art by pressing, rolling, rubbing and stamping. know how to make a clay pot and know how to join two clay finger pots together know how to use different effects within an IT paint package 	<ul style="list-style-type: none"> choose and use three different grades of pencil when drawing know how to use charcoal, pencil and pastel to create art. know how to use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> know how to mix paint to create all the secondary colours know how to create brown with paint know how to create tints with paint by adding white and know how to create shades with paint by adding black 	<ul style="list-style-type: none"> suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist

Art: Key Stage 2

Using Sketchbooks		Drawing, painting and sculpture	Study of great artists
<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas 		<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> great artists, architects and designers in history
Year 3	<ul style="list-style-type: none"> know how to use sketches to produce a final piece of art know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others 	<ul style="list-style-type: none"> know how to show facial expressions in art. know how to use different grades of pencil to shade and to show different tones and textures , , , know how to create a background using a wash know how to use a range of brushes to create different effects in painting 	<ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists , recognise when art is from different cultures recognise when art is from different historical periods
Year 4	<ul style="list-style-type: none"> know how to integrate digital images into artwork. , Use sketchbooks to help create facial expressions use sketchbooks to experiment with different texture use photographs to help create reflections, 	<ul style="list-style-type: none"> know how to show facial expressions and body language in sketches and paintings know how to use marks and lines to show texture in art. know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections , know how to print onto different materials using at least four colours. , know how to sculpt clay and other mouldable materials. 	<ul style="list-style-type: none"> experiment with the styles used by other artists. , explain some of the features of art from historical periods. know how different artists developed their specific techniques ,

Art: Key Stage 2

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> great artists, architects and designers in history
<p>Year 5</p> <ul style="list-style-type: none"> experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art 	<ul style="list-style-type: none"> know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art know how to create an accurate print design following given criteria. 	<ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style , ,
<p>Year 6</p> <ul style="list-style-type: none"> explain why different tools have been used to create art, , explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art, , know how to use a range of e-resources to create art 	<ul style="list-style-type: none"> know how to overprint to create different patterns know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art, 	<ul style="list-style-type: none"> explain the style of art used and how it has been influenced by a famous artist , , , understand what a specific artist is trying to achieve in any given situation, , , understand why art can be very abstract and what message the artist is trying to convey, , ,

DT: Key Stage 1

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	<p><i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p>	<p><i>build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>	<p><i>use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from</i></p>
Year 1	<ul style="list-style-type: none"> • use own ideas to design something and describe how their own idea works , • design a product which moves, • explain to someone else how they want to make their product and make a simple plan before making, 	<ul style="list-style-type: none"> • use own ideas to make something, • make a product which moves , • choose appropriate resources and tools , 	<ul style="list-style-type: none"> • describe how something works • explain what works well and not so well in the model they have made , 	<ul style="list-style-type: none"> • make their own model stronger 	<ul style="list-style-type: none"> • cut food safely
Year 2	<ul style="list-style-type: none"> • think of an idea and plan what to do next • explain why they have chosen specific textiles 	<ul style="list-style-type: none"> • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure , 	<ul style="list-style-type: none"> • explain what went well with their work , 	<ul style="list-style-type: none"> • make a model stronger and more stable • use wheels and axles, when appropriate to do so 	<ul style="list-style-type: none"> • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake

DT: Key Stage 2

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	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 3	<ul style="list-style-type: none"> • prove that a design meets a set criteria. , • design a product and make sure that it looks attractive, , • choose a material for both its suitability and its appearance, , 	<ul style="list-style-type: none"> • follow a step-by-step plan, choosing the right equipment and materials , • select the most appropriate tools and techniques for a given task , • make a product which uses both electrical and mechanical components • work accurately to measure, make cuts and make holes , 	<ul style="list-style-type: none"> • explain how to improve a finished model , • know why a model has, or has not, been successful , 	<ul style="list-style-type: none"> • know how to strengthen a product by stiffening a given part or reinforce a part of the structure • use a simple IT program within the design 	<ul style="list-style-type: none"> • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting
Year 4	<ul style="list-style-type: none"> • use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated 	<ul style="list-style-type: none"> • know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately 	<ul style="list-style-type: none"> • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way 	<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product 	<ul style="list-style-type: none"> • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed

DT: Key Stage 2

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 5	<ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan, • explain how a product will appeal to a specific audience, • design a product that requires pulleys or gears 	<ul style="list-style-type: none"> • use a range of tools and equipment competently, • make a prototype before making a final version, • make a product that relies on pulleys or gears 	<ul style="list-style-type: none"> • suggest alternative plans; outlining the positive features and draw backs, • evaluate appearance and function against original criteria, 	<ul style="list-style-type: none"> • links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced 	<ul style="list-style-type: none"> • be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting
Year 6	<ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs 	<ul style="list-style-type: none"> • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action 	<ul style="list-style-type: none"> • know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria 	<ul style="list-style-type: none"> • use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing 	<ul style="list-style-type: none"> • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish

Music: Key Stage 1

		Singing	Playing an instrument	Listening and appreciate	Create own music
		<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Year 1	<ul style="list-style-type: none"> • make different sounds with voice and with instruments , , • follow instructions about when to play and sing , 	<ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things , , , 	<ul style="list-style-type: none"> • say whether they like or dislike a piece of music , , , , 	<ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns , , • make a sequence of sounds and respond to different moods in music , 	
Year 2	<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • make connections between notations and musical sounds 	<ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points 	

Music: Key Stage 2

	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
Year 3	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition , , , 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling , , , 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases Aut 2, ,
Year 4	<ul style="list-style-type: none"> sing songs from memory with accurate pitch , , , 	<ul style="list-style-type: none"> use notation to record compositions in a small group or individually , , 	<ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has. , , ,
Year 5	<ul style="list-style-type: none"> maintain own part whilst others are performing their part Aut 1, , , 	<ul style="list-style-type: none"> compose music which meets specific criteria , , choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently.
Year 6	<ul style="list-style-type: none"> sing in harmony confidently and accurately , perform parts from memory , , take the lead in a performance , , 	<ul style="list-style-type: none"> use a variety of different musical devices in composition (including melody, rhythms and chords). , , , , , 	<ul style="list-style-type: none"> accurately recall a part of the music listened to. , ,

Music: Key Stage 2

	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
Year 3	<ul style="list-style-type: none"> create repeated patterns with different instruments , , improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music , , , , 	<ul style="list-style-type: none"> recognise the work of at least one famous composer , ,
Year 4	<ul style="list-style-type: none"> use notation to record and interpret sequences of pitches , , 	<ul style="list-style-type: none"> identify and describe the different purposes of music , , , , , 	<ul style="list-style-type: none"> begin to identify the style of work of Beethoven, Mozart and Elgar ,
Year 5	<ul style="list-style-type: none"> use music diary to record aspects of the composition process , 	<ul style="list-style-type: none"> describe, compare and evaluate music using musical vocabulary. , , , , , explain why they think music is successful or unsuccessful , , , , , 	<ul style="list-style-type: none"> contrast the work of a famous composer with another and explain preferences
Year 6	<ul style="list-style-type: none"> analyse features within different pieces of music , , , , 	<ul style="list-style-type: none"> evaluate how the venue, occasion and purpose affects the way a piece of music is created , , 	<ul style="list-style-type: none"> compare and contrast the impact that different composers from different times have had on people of that time ,