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Subject Progression Maps

The Subject Progression Maps outline the content that is taught in each subject within our Inspire Curriculum. They provide clear progression and sequencing within individual subjects for each year group. The knowledge and skills have been mapped out to ensure previous learning is built upon progressively each year.

Art Progression Map		
Topic	Year Group	Content
Drawing	Year 1	<ul style="list-style-type: none"> Express their feelings through drawing & create a mood Draw lines of different shapes and thicknesses, using different grades of pencil Interpret an object through drawing
	Year 2	<ul style="list-style-type: none"> Understand where they might use different grades of pencil in their drawing and why Use charcoal and pastels to create different drawing styles Create different tones using light and dark Apply different shading techniques to create different tones Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it
	Year 3	<ul style="list-style-type: none"> Use sketches to develop a final piece of work Use drawing as a tool to express an idea Use different shading techniques to give depth to a drawing Apply different shading techniques to create texture in a drawing
	Year 4	<ul style="list-style-type: none"> Experiment with drawing techniques to support their observations Create a sense of distances and proportion in a drawing Use experimental drawing techniques to create atmosphere in a drawing Explain choice of specific materials to draw with
	Year 5	<ul style="list-style-type: none"> Experiment with drawing techniques to support their observations Create a sense of distance and proportion in a drawing Apply lines to create movement in a drawing Understand how drawing skills can support other media Develop a series of drawings that explore a theme

Painting	Year 6	<ul style="list-style-type: none"> • Explain why they have chosen specific materials to draw with • Communicate ideas through sketches and convey a sense of individual styles • Show a strong understanding of how to use shading techniques to create depth and tone • Identify when to apply different drawing techniques to support their outcomes • Create experimental and accurate drawings • Explain how they have combined different tools and explain why they have chosen specific drawing techniques
	Year 1	<ul style="list-style-type: none"> • Express their feelings through paintings & create a mood • Interpret an object through painting • Have a basic understanding of basic colour theory
	Year 2	<ul style="list-style-type: none"> • Mix paint to explore colour theory • Create shades of a colour • Experiment with watercolour techniques to create different effects
	Year 3	<ul style="list-style-type: none"> • Mix a range of colours in the colour wheel • Identify what colours work well together • Create a background using a wash • Use a range of brushes to create different effects
	Year 4	<ul style="list-style-type: none"> • Understand the different properties of different paints • Create different moods in a painting • Use shade to create depth in a painting
	Year 5	<ul style="list-style-type: none"> • Create a range of shades using different kinds of paint • Create mood in a painting • Identify different painting styles and how artists are influenced by these styles over time
Printing	Year 6	<ul style="list-style-type: none"> • Explain what their own style is • Apply a wide range of techniques in their work and explain why they have chosen these techniques • Have a strong understanding of colour theory and how to use it to create a balanced painting
	Year 1	<ul style="list-style-type: none"> • Recognise and explore different marks through printing with different objects. • Repeat a print to make a pattern • Apply drawing skills to print
	Year 2	<ul style="list-style-type: none"> • Create a repeat print • Create an impression in a surface and use this to create print • Find printing opportunities in everyday objects

	Year 3	<ul style="list-style-type: none"> • Experiment with layered printing using 2 colours or more • Understand how printing can be used to make numerous designs • Transfer a drawing into a print
	Year 4	<ul style="list-style-type: none"> • Explore a variety of printing techniques • Create an accurate print design • Use printmaking as a tool with other media to develop a final outcome
	Year 5	<ul style="list-style-type: none"> • Print using a variety of materials • Create an accurate print design that reflects a theme or ideas • Make links with printmaking and other media to help develop their work
	Year 6	<ul style="list-style-type: none"> • Overprint using different colours • Identify different printing methods and make decisions about the effectiveness of their printing methods • Know how to make a positive and a negative print
Textiles	Year 1	<ul style="list-style-type: none"> • Categorise a range fabrics and threads by colour and texture • Use a range of fabrics to weave a pattern • Identify and discuss when patterns are used in textile design & what patterns they can see
	Year 2	<ul style="list-style-type: none"> • Bond separate fabrics together • Build an image using fabrics • Create a large scale textile or sculpture piece through class collaboration
	Year 3	<ul style="list-style-type: none"> • Add detail to a piece of work • Add texture to a piece of work • Identify and name a range of materials and show how to use them
	Year 4	<ul style="list-style-type: none"> • Explore a range of textures using textiles • Transfer a drawing into a textile design • Use artists to influence their textile designs
	Year 5	<ul style="list-style-type: none"> • Experiment with different ways of exploring textiles • Research artists then use their methods in their textile designs • Plan, design and create a fabric piece using mixed media
	Year 6	<ul style="list-style-type: none"> • Create work which is open to interpretation by the audience • Include both visual and tactile elements in their work
3D	Year 1	<ul style="list-style-type: none"> • Recognise different textures in different surfaces • Select and apply different materials to create raised texture

	Year 2	<ul style="list-style-type: none"> • Scrunch, roll and shape materials to make a 3D form • Mould, form and shape and bond materials to create a 3D form. • Apply bonding techniques to add parts onto their sculpture • Apply a smooth surface to a sculptural form • Apply line and shape to their work
	Year 3	<ul style="list-style-type: none"> • Create texture and shape through adding layers • Work collaboratively to create a large sculptural form
	Year 4	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form • Transform a 2D drawing into a 3D form • Create different shapes using a variety of mouldable materials
	Year 5	<ul style="list-style-type: none"> • Interpret an object in a 3D form • Develop an understanding of different ways on how to finish a sculptural form e.g. paint, polish, glaze
	Year 6	<ul style="list-style-type: none"> • Identify and know the properties of a wide range of different sculptural materials and how to use them to create 3D forms • Create models on a range of scales
	Collage	Year 1
Year 2		<ul style="list-style-type: none"> • Interpret an object through collage • Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has
Year 3		<ul style="list-style-type: none"> • Overlap materials • Use collage as a tool to develop a piece in mixed media • Use collage to create a mood boards of ideas
Year 4		<ul style="list-style-type: none"> • Use collage to create a mood boards of ideas • Use coiling, overlapping, tessellation, mosaic and montage
Year 5		<ul style="list-style-type: none"> • Overlap materials in a variety of ways to build an image • Use collage as a tool to develop a piece in mixed media • Use collage to create a mood boards of ideas • Combine pattern, tone and shape in collage
Year 6		<ul style="list-style-type: none"> • Justify why they have chosen specific materials • Apply and combine patterns, tones and shapes • Apply knowledge of collage and use as a tool as part of a mixed media project

Use of IT	Year 1	<ul style="list-style-type: none"> Express their ideas through collage Use a paint program to create a picture Recognise the different tools and how to use them Make changes to their picture
	Year 2	<ul style="list-style-type: none"> Create a picture independently using a specific program Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Make changes to their photographic images on a computer
	Year 3	<ul style="list-style-type: none"> Combine digital images with other media Use IT programs to create a piece of work that includes their own work and that of others (using the web) Use the web to research an artist or style of art
	Year 4	<ul style="list-style-type: none"> Present a collection of their work on a slide show Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research
	Year 5	<ul style="list-style-type: none"> Scan images and take digital photos, use software to alter them and adapt them Create digital images with animation, video and sound to communicate their ideas
	Year 6	<ul style="list-style-type: none"> Use packages to create pieces of digital art to design Create a piece of art which can be used as part of a wider presentation
Knowledge	Year 1	<ul style="list-style-type: none"> Describe and discuss what they can see and like in the work of another artist/craft maker/designer Express their feelings and opinions about their own piece of art Express their feelings and positive opinions about a peer's piece of art
	Year 2	<ul style="list-style-type: none"> Make links to an artist to inspire their work Generate and discuss topic links to their art Discuss how other artists, craft makers and designers have used colour, pattern and shape
	Year 3	<ul style="list-style-type: none"> Compare the work of different artists Explore work from other cultures Explore changes of art over time Consider artistic expression and feeling from a piece of work Communicate their own feelings through their own work
	Year 4	<ul style="list-style-type: none"> Experiment with different styles which artists have used

		<ul style="list-style-type: none"> • Research and learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class
	Year 5	<ul style="list-style-type: none"> • Critique each other's work as a way of developing and supporting each other's ideas • Understand how different media can be combined and work together • Have the knowledge to develop an idea through exploration and experimentation
	Year 6	<ul style="list-style-type: none"> • Record information about the styles and qualities in their pieces • Consider and explain who or what their work is influenced by • Include technical aspects in their work, e.g. architectural design • Have the knowledge of a wide range of artists and form their own opinions on their different styles
Sketchbooks	Year 1	<ul style="list-style-type: none"> • Begin to demonstrate their ideas through sketches in their sketchbooks • Show experiments using a variety of media to develop techniques. E.g. pencils, pastels, charcoal etc.
	Year 2	<ul style="list-style-type: none"> • Create links with an artist and show this in their sketchbooks • Use their sketchbooks as a mode to record emotions
	Year 3	<ul style="list-style-type: none"> • Use their sketchbooks to express feelings about a subject and to describe likes and dislikes • Create notes in their sketch books about techniques used by artists • Suggest improvements to their work by keeping notes in their sketch books
	Year 4	<ul style="list-style-type: none"> • Produce a mood board to inspire and influence their work • Use their sketch books to adapt and improve their original ideas • Create notes about the purpose of their work in their sketch books • Evaluate their learning and record in sketchbooks
	Year 5	<ul style="list-style-type: none"> • Experiment with different styles which artists have used • Use their sketchbooks as a mode to record the learning journey • Use their sketchbooks to explore and practice a range of materials, record ideas and experiment • Use their sketchbooks to build and record their knowledge • Compare sketchbook ideas and give supportive and constructive feedback on peer's development
	Year 6	<ul style="list-style-type: none"> • Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards) • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books
	Greater Depth	Year 1

	Year 2	<ul style="list-style-type: none"> Plan their art using a range of techniques e.g. sketches, discussion and mood boards Make comparisons between their own artwork and other artists Articulate what they are trying to express in their own artwork Make suggestions for improvement in their own and others' artwork Transfer skills into a different medium e.g. using drawing skills when painting
	Year 3	<ul style="list-style-type: none"> Evaluate their learning process and make suggestions for improvement in their own and others' artwork Adapt or improve their original ideas Explain why they have selected specific materials for their artwork Begin to communicate influences of their artwork e.g. mood boards, artists, objects and nature
	Year 4	<ul style="list-style-type: none"> Critique their own and others' artwork throughout the learning process to develop and support each other Use a range of sources e.g. books, internet and galleries to influence their ideas Experiment with combining different materials and discuss their effectiveness Discuss how a range of factors influences art from different cultures
	Year 5	<ul style="list-style-type: none"> Keep detailed notes, quotes and annotations using advanced vocabulary to explain and reflect on their artistic process. E.g. form, composition and tone Carefully plan their art, taking into account layout, composition and perspective Explain their own style of art and what has influenced their choices. E.g. mood, events, geography, nature, history and artists
	Year 6	<ul style="list-style-type: none"> Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements Able to work independently, confidently and take creative risks in their work

Art Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
dark, light, gradient, contrast, primary colour, repetition, mosaic, texture, collage, 3d, sketch	tone, focus, zoom, scale, shade, cross-hatching, hatching, smudging, blending, scumbling, secondary colour, complimentary, contrasting, warm tone,	mood board, depth, transfer, contour shading, stippling, highlight, shadow, background, foreground, midground, real-life, acrylic	perspective, proportion, distance, atmosphere, line, print, mono print, accuracy, realistic, abstract, complimentary, contrasting, expression, exhibition, gallery	print, collage, pattern, line, outline, design, transparent, perspective, dimension, tone, print, collage, digital, animation	observational, drawing, realistic art/fine art, naturalistic, hue, tint, pigment, palette, mixed-media, matte, prime, saturation, matrix, engraving, woodcut,

	cool tone, effect, smooth, rough, sculpture, mould, form, fabric				etching, lithography, monotyping, screen printing, impression, technique, watercolour, gouache
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Computing Progression Map		
Topic	Year Group	Content
E-Safety	Year 1	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Understand that personal information should not be shared online • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
	Year 2	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private • Identify where to go for help and support when they have concerns. • Know ways of reporting inappropriate behaviours and content to a trusted adult. • Recognise advertising on websites and learn to ignore it. • Begin to evaluate websites and know that everything on the internet is not true.
	Year 3	<ul style="list-style-type: none"> • Identify the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new • Understand that copyright exists on most digital images, video and recorded music • Competently use the internet as a search tool • Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image
	Year 4	<ul style="list-style-type: none"> • Understand concepts relating to online safety help others • Understand the importance of online safety • Know a range of ways of reporting inappropriate content and contact
	Year 5	<ul style="list-style-type: none"> • Use appropriate tools to safely communicate with others within and beyond school • Understand why they should not publish pictures of other people on the internet, or tag them in photos, without their permission • Understand that content which has been put online can be difficult to remove

	Year 6	<ul style="list-style-type: none"> • Demonstrate the safe and respectful use of a range of different technologies and online services • Identify more discreet inappropriate behaviours through developing critical thinking • Recognise the value in preserving their privacy when online for their own and other people's safety • Identify what bullying and cyberbullying are and say how people should deal with cyberbullying • Look in the address bar of a website so check for security • Find a link to a privacy policy • Identify a gender stereotype in a media message
Problem Solving and Logical Thinking	Year 1	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. (Scratch, Beebot) • Create a simple series of instructions - left, right, forwards and backwards (Scratch, Beebot, powerpoint, microsoft word) • Plan, test and amend a set of instructions (Scratch, Beebot, powerpoint, microsoft word) • Understand what algorithms are; how they are implemented as programs on digital devices (web browser)
	Year 2	<ul style="list-style-type: none"> • Develop instructions using logical reasoning. (Scratch, J2Code) • Identify the parts of a program that responds to a specific event and initiate specific action. (For example - they can write a cause and effect sentence of what will happen in a program) • Explain what an algorithm is and show an awareness of the need to be precise with their instructions. • Create a simple program that achieves a specific purpose with their designs displaying a growing awareness of the need for logical programmable steps • Identify and correct simple errors (debugging) • J2Code • Scratch
	Year 3	<ul style="list-style-type: none"> • Experiment with variables to control models • Give an on-screen robot directional instruction (e.g. 90/45 degree turns) • Write more complex programs (leading to varying outcomes) • Understand input and output • Use commands to draw a shape (e.g., square, rectangle and other regular shapes on screen)
	Year 4	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Design, write and debug programs that accomplish specific goals • 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
	Year 5	<ul style="list-style-type: none"> • Combine sequences of instructions and procedures to turn devices on or off • Understand concepts such as input and output • Explore 'What is' questions by playing adventure or quest games

Creative Content	Year 6	<ul style="list-style-type: none"> • Plan a solution to a problem using decomposition (e.g. developing a computer game or creating a website) • Develop an awareness of the capabilities of smartphones and tablets • Identify the resources needed to accomplish a project • Turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs • Become familiar with another programming toolkit or development platform • Test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code • Thoroughly test and evaluate their program • Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the use of the program • MS Kodu • LEGO® Education WeDo 2.0 Core Set
	Year 1	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Year 2	<ul style="list-style-type: none"> • Confidently create, name, save and retrieve content • Demonstrate an ability to organise data (presentation, animation/video) • Retrieve specific data, conduct simple searches using web pages as a resource and find information on a website. • Experiment with a range of media (drawing tools, texts, pictures/photos, animations and sound) • Microsoft Office • Web browsers (Google Chrome, Safari, etc) • iMovie / Movie Maker
	Year 3	<ul style="list-style-type: none"> • Use editing software to manipulate media (e.g. crop, add effects, manipulate audio) • Manipulate sound by editing an audio track and applying audio effects • Combine text, images and sounds and show awareness of an audience
	Year 4	<ul style="list-style-type: none"> • Capture images using a range of devices (e.g. webcams, screen capture, scanning, visualiser and internet) • Select media to download, import and export • Copy graphics from a range of sources and paste them into different programs • Insert media into a presentation • Manipulate text in a range of different ways • Make informed software choices when presenting information

	Year 5	<ul style="list-style-type: none"> • Listen, download, produce and upload a variety of broadcast media (e.g. video, podcast) • Manipulate sounds using audio editing software (e.g. Audacity) • Select music from a variety of sources and incorporate it into multimedia presentations. • Edit a simple film • Use a range of presentation applications and multimedia • Create a homepage for a website that contains links to other pages
	Year 6	<ul style="list-style-type: none"> • Use web-based research skills to source tools, content and other resources • Consider key marketing messages, including identifying a unique selling point • Develop a printed flyer or brochure incorporating text and images • Further develop knowledge, skills and understanding in relation to creating a website • Further develop skills relating to shooting and editing video • Make clear connections to the audience when designing and creating digital content. • Design and create their own blogs to become a content creator on the internet • Google Drive applications- Microsoft Office, Microsoft Windows Movie Maker® or iMovie
Digital Literacy	Year 1	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices • Understand that programs execute by following precise and unambiguous instructions • Recognise the different forms of digital communication (e.g. emails address, twitter handle etc) • Understand the appropriate vocabulary according to equipment available • Recognise common uses of information technology beyond school
	Year 2	<ul style="list-style-type: none"> • Recognise uses of information technology beyond school • Begin to understand how things can be shared electronically • Communicate safely online (e-mail, tweets) • Create, edit and format text (insert / delete/ bold/italic/ underline) • Microsoft Office • School Twitter page
	Year 3	<ul style="list-style-type: none"> • Open and send an attachment • Find relevant information by browsing a menu • Search for an image, then copy and paste it into a document • Copy and paste text into a document • Know how to manipulate text (e.g. underline text, centre text, change font and size) • Save files (e.g. word doc, pictures) to an appropriate folder
	Year 4	<ul style="list-style-type: none"> • Identify the benefits of using technology to send messages and communicate

		<ul style="list-style-type: none"> • Check spelling and grammar correctly • Use a search engine to find specific websites • Navigate using an internet browser • Understand the function, features and layout of a search engine • Assess the reliability of different websites
	Year 5	<ul style="list-style-type: none"> • Conduct a video chat with someone elsewhere in the school or in another school • Use bullets and numbering tools • Use a search engine to conduct keyword searches • Compare the results of different searches • Download a document and save it to the computer • Decide which sections are appropriate to copy and paste from at least two web pages
	Year 6	<ul style="list-style-type: none"> • Address accessibility and inclusion issues • Understand and can explain in some depth the difference between the internet and the World Wide Web • Know what a WAN and LAN are and can describe how they access the internet in school • Google Apps for Education/ VLE/GitHub/ Basecamp Justinmind Prototyper/Pencil Project/ Microsoft PowerPoint® • Apps: SketchyPad or iMockups (pay-for apps) Apps: Web browser (Safari)

Computing Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
code, bug, predict, debug, algorithms, retrieve, amend, digital, device, save, load	logical reasoning, predict, program, debugging, algorithms, relevant, retrieve, purposeful, manipulate, personal information, private, format, code	digital, media, video, audio, image, download, upload, attachment, text, font, copy, paste, information	logical reasoning, content, contact, algorithm, detect, capture, device, graphics, manipulate, debug	communicate, internet, publish, permission, sequence, instruction, procedure, device, input, output, solution, decomposition, download, upload, broadcast, manipulate, audio, editing, software, multimedia, presentation, application, homepage, website, links	privacy, cyberbullying, stereotype, abstraction, decomposition, composition, development platform, systematic, line of code, variables, in-puts, out-puts, web-based research, shooting/editing, world wide web, internet, WAN, LAN

Design and Technology Progression Map		
Topic	Year Group	Content
Design	Year 1	<ul style="list-style-type: none"> Identify the key features of an existing product Generate some ideas of their own Plan an outcome through pictures with labels Explain their ideas orally
	Year 2	<ul style="list-style-type: none"> Generate ideas through comparing existing products Plan an innovative product Identify appropriate tools and materials and explain their choices Describe their design by using pictures, diagrams and words
	Year 3	<ul style="list-style-type: none"> Plan and design using accurate diagrams and labels Identify and plan the equipment/ tools needed and give reasons why Order the main stages of making their product Identify a design criteria and establish a purpose/ audience for their product Create realistic plans e.g. what tools, equipment, materials and components they will use
	Year 4	<ul style="list-style-type: none"> Plan and design using accurate diagrams and labels and to be able to give fluent explanations of their choices of materials Create a final design for their product based on initial ideas, research and revisions, based on existing ideas Create a detailed plan considering their target audience, design criteria and intended purpose
	Year 5	<ul style="list-style-type: none"> Identify their target audience and use this to generate ideas Take a user's view into account when designing Produce a detailed step-by-step plan for their design method Suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome
	Year 6	<ul style="list-style-type: none"> Apply a range of information to inform their design Carry out market research to inform plans e.g. surveys, interviews, questionnaires and using internet resources Develop design specifications while working within constraints e.g. time, resources and costs Justify their plan to someone else and communicate their design ideas using annotated sketches, ICT and other methods Consider culture and society in their designs Consider the use of the product when selecting materials Research how their product could be marketed through packaging and advertising
Make	Year 1	<ul style="list-style-type: none"> Explain what they are making

		<ul style="list-style-type: none"> • Select appropriate resources and tools • Explain which tools they are using and why • Use tools safely
	Year 2	<ul style="list-style-type: none"> • Join materials and components together in different ways • Measure materials to use in a model or structure • Use joining, folding or rolling to make it stronger
	Year 3	<ul style="list-style-type: none"> • Use equipment and tools accurately and safely • Select the most appropriate materials, tools and techniques to use • Manipulate materials using a range of tools and equipment • Measure, cut and assemble with increasing accuracy
	Year 4	<ul style="list-style-type: none"> • Use equipment and tools with increased accuracy and safety • Select the most effective materials, tools and techniques to use • Manipulate materials effectively and accurately using a range of tools and equipment • Measure, cut and assemble accurately explaining the process verbally
	Year 5	<ul style="list-style-type: none"> • Choose appropriate tools and materials to ensure that the final product will appeal to the audience • Utilise a range of tools and equipment with good accuracy and effectiveness within established safety parameters
	Year 6	<ul style="list-style-type: none"> • Choose appropriate tools and materials to ensure that the final product will appeal to the audience • Utilise a range of tools and equipment with good accuracy and effectiveness, within established safety parameters • Identify and begin to explore specialist tools, techniques and processes
Evaluate	Year 1	<ul style="list-style-type: none"> • Describe how their product works • Identify successes and next steps
	Year 2	<ul style="list-style-type: none"> • Assess how well their product works • Explain what they would change if they were going to make their product again
	Year 3	<ul style="list-style-type: none"> • Think about their ideas as they make progress and be willing to make changes if this helps them to improve their work • Assess how well their product works in relation to the purpose • Explain how they could change their design to make it better
	Year 4	<ul style="list-style-type: none"> • Think about their ideas as they progress and alter the design to make improvements • Assess how well their product works in relation to the design criteria and the intended purpose • Explain how they could improve their design and how their improvement would affect the original outcome
	Year 5	<ul style="list-style-type: none"> • Continuously check that their design is effective and fit for purpose • Assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements

	Year 6	<ul style="list-style-type: none"> • Evaluate appearance and function against the original design criteria • Test and evaluate their final product • Explain why it is fit for purpose • Explore if different resources could have improved their product, explaining what it would have improved • Research and explore what information they would need to make improvements • Ensure their product meets all design criteria and explain why it does • Identify and understand the impact the product has on individuals, society and the environment
Mechanical Components	Year 1	<ul style="list-style-type: none"> • Make a product which moves • Cut materials using scissors • Describe the materials using different words • Explain why they have chosen moving parts
	Year 2	<ul style="list-style-type: none"> • Cut a variety of materials using a range of tools • Join materials together as part of a moving product • Describe materials and their properties using a range of vocabulary • Explain how different parts move
	Year 3	<ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages • Understand and use electrical systems in their products e.g. series of circuits incorporating switches, bulbs, buzzers and motors • Make a product which uses mechanical components. • Use a range of components e.g. levers, linkages and pneumatic systems
	Year 4	<ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Explain how to use mechanical systems in their products, then apply that knowledge e.g. gears, pulleys, cams, levers and linkages • Explain and understand how to use electrical systems in their products, then apply what they know e.g. series of circuits incorporating switches, bulbs, buzzers and motors • Apply their understanding of computing to program, monitor and control their products • Use a simple circuit and add components to it • Make a product which uses both electrical and mechanical components
	Year 5	<ul style="list-style-type: none"> • Refine their product after testing it • Incorporate hydraulics and pneumatics into their design and end product

		<ul style="list-style-type: none"> • Explore and understand mechanical and electrical systems have an input, process and output • Understand and explain why mechanical gears and pulleys control speed and movement
	Year 6	<ul style="list-style-type: none"> • Understand and use electrical components • Use different kinds of circuits in their product to improve it • Incorporate a switch into their product • Refine their product after testing it and explain what they have improved and why • Incorporate hydraulics and pneumatic
Construction	Year 1	<ul style="list-style-type: none"> • Arrange pieces of the construction before building • Make a structure/model using different materials
	Year 2	<ul style="list-style-type: none"> • Make sensible choices of which material to use for their construction • Identify how to and make their structure stronger, stiffer or more stable
	Year 3	<ul style="list-style-type: none"> • Join materials effectively to build a product • Use a range of techniques to shape and mould materials • Use finishing techniques e.g. sanding, varnishing, glazing etc
	Year 4	<ul style="list-style-type: none"> • Measure accurately to build effective structures • Use a range of techniques to shape and mould • Experiment with a range of techniques to increase stability in a structure • Use finishing techniques, showing an awareness of audience. e.g. sanding, varnishing, glazing etc.
	Year 5	<ul style="list-style-type: none"> • Measure accurately to ensure precision • Demonstrate that their product is strong and fit for purpose • Refine and further improve their product
	Year 6	<ul style="list-style-type: none"> • Apply measurements accurately to scale, according to design plans, ensuring precision • Critique, evaluate and demonstrate that their product is strong and fit for purpose • Refine and further improve their product • Identify and address their own design problems during the construction process
Textiles	Year 1	<ul style="list-style-type: none"> • Categorise a range of fabrics and threads by colour and texture • Use a range of fabrics to weave a pattern • Identify and discuss when patterns are used in textile design & what patterns they can see
	Year 2	<ul style="list-style-type: none"> • Separate and bond fabrics together • Build an image using fabrics • Create a large scale textile or sculpture piece through class collaboration

	Year 3	<ul style="list-style-type: none"> • Join textiles of different types in a range of ways • Choose textiles both for their appearance and also qualities • Begin to use a range of simple stitches
	Year 4	<ul style="list-style-type: none"> • Consider which materials are fit for purpose and join them appropriately • Devise a template or pattern for their product
	Year 5	<ul style="list-style-type: none"> • Consider the audience when choosing textiles • Make up a prototype first • Apply a range of joining techniques • Devise a template or pattern for their product
	Year 6	<ul style="list-style-type: none"> • Consider the audience when choosing textiles, tools, and design ideas and explain why using your prior knowledge • Design ideas through a range of steps (oracy, drawing, templates and mock-ups) and make up a prototype first • Apply a range of joining techniques using different tools
Greater Depth	Year 1	<ul style="list-style-type: none"> • Make links between their own designs and products and another designer • Evaluate their own and others' artwork and make suggestions for improvement • Comment how an artist/designer has used construction and mechanical components
	Year 2	<ul style="list-style-type: none"> • Make comparisons between their own artwork and other artists or designers • Articulate what they are trying to express in their own designs and products • Make suggestions for improvement in their own and others' products • Comment how an artist/designer has used construction and mechanical components and how that has influenced their design • Explain what prior knowledge helped them to form their designs
	Year 3	<ul style="list-style-type: none"> • Evaluate their learning process and make suggestions for improvement in their own and others' product/ design • Adapt or improve their original ideas • Explain why they have selected specific materials for their design/product • Begin to communicate influences of their design/product through clear explanations and designs
	Year 4	<ul style="list-style-type: none"> • Critique their own and others' design/product throughout the learning process to develop and support each other • Use a range of sources e.g. books, internet, museums to influence their ideas • Experiment with combining different materials and discuss their effectiveness • Discuss how a range of factors influence designs from different cultures
	Year 5	<ul style="list-style-type: none"> • Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on the design and creation process • Discuss how a range of factors influences designs and aesthetics from different cultures

		<ul style="list-style-type: none"> • Critique their own and others' design/product throughout to develop and support each other and offer solutions to design problems • Plan which equipment they will need and use it effectively
	Year 6	<ul style="list-style-type: none"> • Explain their own design or construction and what has influenced their choices • Experiment with combining different materials exploring what makes them effective • Compare their design to X, explaining the effectiveness of both products mechanical components • Suggest how improvements can be made and implement them • Find evidence to support or refute whether their ideas and designs will/won't work using specific constraints e.g. time, resources and costs • Explain how they can improve their way of working

Design and Technology Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
mechanical electrical, materials, designer, product, construct, structure, moving parts, tools, outcome, equipment	stronger, stiffer, stable, diagram, components, joining, folding, rolling, binca fabric, template, assemble	axel, lever, criteria, stable, strong, durable, audience, packaging, sliders	mechanism function, purpose, finish, model, linkages, cams, pulleys, gears, functional products	components, inventors, innovate, complex, reinforce, strengthen, adapt, substitute, designers, input, output	hydraulics, pneumatics, precision, prototype, sequential diagram, specifications, abrasive, components, modify

Geography Progression Map		
Topic	Year Group	Content
Locational Knowledge	Year 1	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities
	Year 2	<ul style="list-style-type: none"> • Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities • Name and locate the world's seven continents and five oceans
	Year 3	<ul style="list-style-type: none"> • Locate the United Kingdom within Europe • Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities including London and three others that include a coastline, a river and hills

		<ul style="list-style-type: none"> • Identify and compare land use patterns within identified cities • Understand how land use has changed over time and the impact of this
	Year 4	<ul style="list-style-type: none"> • Locate a range of countries and Capital cities in Europe and North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe • Identifying the physical and human characteristics of countries identified • Identify and locate the six different climate regions on a world map • Identify the position and significance of Arctic and Antarctic Circle
	Year 5	<ul style="list-style-type: none"> • Identify the position and significance of latitude and longitude on time zones around the world • Identify the position and significance of the equator on South America • Identify the position and significance of Northern and Southern Hemisphere on human geography
	Year 6	<ul style="list-style-type: none"> • A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristic and how these aspects have changed over time • Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn
Place Knowledge	Year 1	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom
	Year 2	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a contrasting Non-European country
	Year 4	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries from Europe, Asia, Africa and North/ South America
	Year 5	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries in or beyond Europe and North/South America.
	Year 6	<ul style="list-style-type: none"> • Understand geographical similarities and differences through locational comparative study.
Human and Physical Geography	Year 1	<ul style="list-style-type: none"> • Identify and observe seasonal changes and daily weather patterns in the United Kingdom • Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather • Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop
	Year 2	<ul style="list-style-type: none"> • Record and compare seasonal changes and daily weather patterns in the United Kingdom • Identify and understand the significance of the equator on the world climate, including North and South Pole • Compare and contrast key physical and human features of two contrasting areas

	Year 3	<ul style="list-style-type: none"> Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability 	
	Year 4	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga Consider how physical geography impacts on land use, trade links, economic activity and types of settlement Describe and understand key features of natural disasters 	
	Year 5	<ul style="list-style-type: none"> Describe and understand key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters 	
	Year 6	<ul style="list-style-type: none"> In depth locational study to understand the significance of the human activity on physical geography Consider the probable future and possible future if things remain unchanged Create potential solutions for a preferred future Identify how physical geography impacts on the distribution of other natural resources such as oil, coal, food and minerals 	
	Geographical Skills and Fieldwork	Year 1	<ul style="list-style-type: none"> Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography
		Year 2	<ul style="list-style-type: none"> Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map. Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks. Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features
Year 3		<ul style="list-style-type: none"> Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world Use maps, atlases and globes to locate countries and features studied 	
Year 4		<ul style="list-style-type: none"> Use four figure grid references to describe the locational knowledge of the United Kingdom and the wider world Use maps, atlases and globes to locate countries and describe features studied 	
Year 5		<ul style="list-style-type: none"> Use six figure grid references to build locational knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs Use maps, atlases and globes to locate countries and describe and compare features studied 	

	Year 6	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies. • Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied
Geographical Enquiry	Year 1	<ul style="list-style-type: none"> • Explain where they live and describe some of the physical features • Identify what they like and don't like about their locality and give reasons why • Answer some questions using different geographical resources • Ask relevant geographical questions using a range of sources provided • Show empathy towards a geographical event or issue and explain the impact on people or place
	Year 2	<ul style="list-style-type: none"> • Label a diagram or photograph using some geographical vocabulary • Describe a locality • Identify key features of a locality by using a map • Use a range of geographical evidence to make predictions • Make comparisons between people and places and explain their reasons
	Year 3	<ul style="list-style-type: none"> • Select geographical vocabulary independently to describe and compare localities • Identify that localities may have similar and different characteristics • Use and compare two maps explaining the purpose of each • Make geographical inferences through a variety of geographical sources • Make links using prior knowledge and ask and answer geographical questions
	Year 4	<ul style="list-style-type: none"> • Explain how a locality has changed over time with reference to physical features and human features • Suggest different ways that a locality could be changed and improved • Identify different views around a geographical issue and state their own view • Research and collect information about people and places and present it? e.g. a report, a poster, a brochure • Ask questions, analyse a range of evidence and explain their findings based on a geographical source • Identify geographical patterns and make connections
	Year 5	<ul style="list-style-type: none"> • Identify the links between human and physical geography • Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features • Explain views in relation to environmental change and geographical issues and compare these with the views of others • Pose a geographical hypothesis using various sources to draw a conclusion • Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises • Evaluate geographical information/ sources and draw appropriate conclusions

Year 6	<ul style="list-style-type: none"> • Explain the links between human and physical geographical processes and how these may affect the future • Explain a range of geographical processes and the effects on people and places • Make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table tally, graph) • Present their research through self- selected representations? E.g reports, leaflets, drama, art, multimedia • Collect statistics about people and places from field work or research and analyse data looking for trends • Interpret other people’s arguments for change, analysing and evaluating their viewpoints
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Geography Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
River Thames, physical features, human features, United Kingdom, maps, ocean, river, land, country, road, house, flat, street, town, shops, buildings, post office, school, parks, tree, compass, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork, field data, weather, natural disasters, cyclone, rich/affluent, poor, factory, mine, bridge, mountain, aerial view, aerial map, centre, environment, settlement	plains, landscapes, terrains, region, vegetation, climate, semi-desert, steppe, physical characteristics, tributaries, basin, marsh land, meander, delta, estuary, embankment, main channel, source, river mouth, downstream, upstream, transportation, stream, channel, bank	agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact, locally produced, globalised, producer	water distribution, usage, consumption, gnp, economics, productivity, labour, tourism, inner city, suburbs, rural, boroughs, population growth, ghettos, capital, outskirts, urbanization, metropolitan, employment, classes, poverty, city expansion, factories, manufacturing	amenities, flora, fauna, erosion, depletion, consumerism, encroachment, preservation, sanctuary, greenhouse effect, equatorial, emergent layer, canopy, tropical, understudy, land-locked, island

Growing, Cooking and Nutrition Progression Map		
Topic	Year Group	Content
Growing	Year 1	<ul style="list-style-type: none"> • To understand that all food comes from plants or animals • Sort a number of foods into plant or animal groups • Give examples of foods from animal sources • Give examples of foods from plant sources

	Year 2	<ul style="list-style-type: none"> • Explain how animals are farmed • Explain how plants are farmed • Describe how people can grow their own food at home • Describe how food changes from farm to fork to make it safe to eat for some basic foods
	Year 3	<ul style="list-style-type: none"> • Name the sources of common ingredients found in meals • Name some foods produced in the UK and name some foods produced outside the UK • Explain the climate and conditions affect when and where food is produced
	Year 4	<ul style="list-style-type: none"> • Name the sources of common ingredients found in meals and be able to identify them into families i.e. meat, plant • Name some foods produced in the UK. To name some foods produced outside the UK • Explain what climate and conditions affect when and where food is produced • Look at expiry dates, that foods do not last and that some last longer than others
	Year 5	<ul style="list-style-type: none"> • Explain that food goes through basic processes before it reaches us • Explain how that at home we process food to make it edible and safe
	Year 6	<ul style="list-style-type: none"> • Describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat
	Cooking	Year 1
Year 2		<ul style="list-style-type: none"> • Use a range of simple equipment • Use basic cooking skills to make a dish • Identify that different foods need to be stored differently • Explain the hygiene and safety rules, which need to be followed before, during and after cooking • Explain that people eat different food and meals according to the time of day, who they are and the occasion
Year 3		<ul style="list-style-type: none"> • Know that there is a vast range of ingredients used around the world • Understand that diets around the world are based on similar food groups • Know and find out that food is prepared in different ways due to a number of factors, including country, culture, custom and religion
Year 4		<ul style="list-style-type: none"> • Know that there is a vast range of ingredients used around the world • Understand that diets around the world are based on similar food groups • Know and find out that food is prepared in different ways due to a number of factors, including country, culture, custom and religion

	Year 5	<ul style="list-style-type: none"> • Write and follow recipes • Weigh and measure accurately • Select and use the most appropriate ingredients and equipment to plan and cook a range of dishes • Modify existing recipes
	Year 6	<ul style="list-style-type: none"> • Demonstrate an extended range of food skills and techniques • Describe how food can spoil and decay due to the action of microbes, insects and other pests • Explain how to use date marks and food storage instructions on food packaging • Demonstrate good personal hygiene when cooking • Demonstrate good food safety and hygiene when cooking
Nutrition	Year 1	<ul style="list-style-type: none"> • Understand that food is a basic requirement of life • Understand that we need food to grow, be active and maintain health • Talk about foods they like and dislike with reasons
	Year 2	<ul style="list-style-type: none"> • Sort a selection of foods into the eat-well food groups • Recognise the 5 groups from the eat-well plate • Put together a balanced meal by choosing foods from different food groups • Know that everyone should eat at least 5 portions of fruit and vegetables every day
	Year 3	<ul style="list-style-type: none"> • Use the eat-well plate and consider the needs of different people when planning and cooking food • Suggest and demonstrate healthier ways to prepare and cook foods • Read and interpret basic nutrition information on food packaging when making choices • Research, plan and prepare food appropriate for a range of different occasions
	Year 4	<ul style="list-style-type: none"> • Use the eat-well plate and consider the needs of different people when planning and cooking food • Suggest and demonstrate healthier ways to prepare and cook foods • Read and interpret basic nutrition information on food packaging when making choices • Research, plan and prepare food appropriate for a range of different occasions
	Year 5	<ul style="list-style-type: none"> • Understand that different types of food provide different amounts of energy • Demonstrate how different amounts of food, known as portions, provide different amounts of energy • Explain that all food and drink provide nutrients • Explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy
	Year 6	<ul style="list-style-type: none"> • Describe how some foods also provide fibre but the body doesn't digest this • Recognise that the amount of energy and nutrients provided by food depends on the portion eaten • Understand that energy is provided by the nutrients, carbohydrates fat and protein

		<ul style="list-style-type: none"> • Understand the functions of different nutrients • Recognise the nutrients provided by each section of the eat-well plate
Food	Year 1	<ul style="list-style-type: none"> • Combine fruits or vegetables according to their sensory characteristics • Talk about a range of fruit and vegetables • Identify a wide variety of fruit and vegetables available which can be grouped and individually named
	Year 2	<ul style="list-style-type: none"> • Recognise that fruit and vegetables may require treatment before being eaten and know what the treatment is • Use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions • Explain that fruit and vegetables have nutritional value and are an important part of our diet • Consider that food processing can affect appearance, texture, odour and taste of food
	Year 3	<ul style="list-style-type: none"> • Combine fresh, precooked and processed foods according to their sensory characteristics • Consider that people have different preferences • Explore databases that are useful for holding survey information • Divide food into different groups • Recognise foods that form a healthy diet • Explore different combinations of ingredients
	Year 4	<ul style="list-style-type: none"> • Identify the taste and texture of the product • Use appropriate language related to food products • Explain the importance of hygienic food preparation and storage • Recognise that combinations of ingredients, preparation and cooking can affect the end product
	Year 5	<ul style="list-style-type: none"> • Adapt a recipe by adding or substituting an ingredient • Change ingredients by using a heat source • Recognise that there is a wide variety of food products from different cultural traditions • Recognise that different food products are an important part of a balanced diet • Investigate and evaluate bread products according to their characteristics
	Year 6	<ul style="list-style-type: none"> • Use appropriate vocabulary to describe different food products • Compare the processes involved in making different food products – commercial and domestic • Recognise that ingredients have different characteristics • Know that the proportion of ingredients will affect the product • Apply the rules for basic food hygiene and other safe practices
Enjoying Food	Year 1	<ul style="list-style-type: none"> • Explain the important social aspects of food and how families in the past ate • Identify lots of food ingredients that are used around the world

	Year 2	<ul style="list-style-type: none"> • Show a deeper understanding of the country they are studying, their food and customs • Experience food from a different culture and explain their opinion • Explain the part that food plays in special social occasions • Understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun
	Year 3	<ul style="list-style-type: none"> • Understand the important social aspects of food and how families in the past used to eat • Explain that lots of food ingredients are used around the world
	Year 4	<ul style="list-style-type: none"> • Experience food from a different culture and comment on their opinions • Recognise that diets around the world are based on the 5 food groups • Use their prior skills to create food for special occasions
	Year 5	<ul style="list-style-type: none"> • Recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion • Know about a country and how its customs and culture can affect the food people eat
	Year 6	<ul style="list-style-type: none"> • Recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion • Know about a country and how its customs and culture can affect the food people eat
	Evaluate	Year 1 and 2
Year 3 and 4		<ul style="list-style-type: none"> • Assess how well their recipe/meal works in relation to the purpose • Explain how they could change their recipe to make it better • Assess how well their meal/recipe works in relation to the design criteria and the intended purpose • Explain how they could improve their recipe and how their improvement would affect the original outcome
Year 5 and 6		<ul style="list-style-type: none"> • Evaluate food based on its purpose, i.e. for exercise • Explain why food is important beyond health and nutrition and make choices for this

Growing, Cooking and Nutrition Key Vocabulary		
Year 1 and 2	Year 3 and 4	Year 5 and 6
make, farm, planting, animals, growth, ingredients, cooking, equipment, diet, texture, healthy lifestyle, taste, fruit, vegetables, traditions, hygiene, safety, occasion, clean, active, balanced, portion, appearance, smell, country, culture, custom	diet, hygiene, contamination, meals, produce, fresh foods, nutrition, carbohydrates, protein, sugars, eat well, processed foods, variety, preparation, food groups, healthy lifestyle, farming, demonstrate, prepare, interpret, package, appropriate, raw,	hygiene, processed foods, nutrition (protein, carbohydrates, protein, sugars, fats, sodium, fibre), diet, cross contamination, large scale production, manufacturing, factory production, commercial production, domestic production, events, occasions, catering, vitamins, minerals, storage, traditions,

<i>*equipment language and skill language will be specific to what you are making.</i>	availability, seasons pre-cooked, processed fresh, planning cooking <i>*equipment language and skill language will be specific to what you are making.</i>	equipment, products, adding, substituting, variety, proportion <i>*equipment language and skill language will be specific to what you are making.</i>
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History Progression Map		
Topic	Year Group	Content
Local History	Year 1	Hub A - Woolwich/Greenwich in the Suffragette movement – Woolwich arsenal workers Gillingham suffragette – census boycott Hub B - Woolwich: Ferry, DLR, General Gordon Square Mary Seacole/ Florence Nightingale - Nightingale hospital. Croydon - History of the schools and their immediate local areas: naming of schools, local street names etc.
	Year 2	Hub A Charles Dickens – Chatham Dr Barnardo, The ragged school – East London. Hub B Greenwich palace and Greenwich during the Tudor period. Dr Barnardo, The ragged school – East London. Victorian Woolwich – Royal arsenal factories Croydon The Crystal Palace (Joseph Paxton) London link to the Great Fire
	Year 3	Hub A Neolithic period - Kits Coty house. White horse stone (Aylesford, Kent) Hub B Nightingale hospital. Great Stink – Thames & London’s sewage system. Crossworks Thamesmead pumping station. Woolwich/Greenwich in the Suffragette movement – Woolwich Arsenal workers Croydon Exploration of Shirley Hills Revisit Crystal Palace focusing on Victorians. Katie Edith Gliddon – Croydon suffragette sentenced to hard labour

	Year 4	<p>Hub A</p> <p>Roman roads (A2 link into London). Roman Rochester (Durobrivae)</p> <p>River Medway and the battle of Medway</p> <p>Hub B</p> <p>Roman settlement – Londinium. Burials in Southwark – depict diversity of Romanisation of the Thames Museum of London Docklands.</p> <p>Anglo Saxon London – Lundenwic (Covent Garden)</p> <p>Croydon</p> <p>Roman settlement (Crofton Roman Villa)</p>
	Year 5	<p>Hub A</p> <p>Old Brook pumping station (Chatham) – Victorians</p> <p>Hub B</p> <p>Anglo Saxon town names – London (Greenwich, Woolwich, Croydon). Counties – Kent, Essex, Sussex. St Pauls cathedral</p> <p>Croydon</p> <p>Tudor influence: John Whitgift, Old Palace and the Alms houses in Croydon</p>
	Year 6	<p>Hub A</p> <p>Anglo-Saxon princess excavation – Kent</p> <p>Viking ship Huggin – Ramsgate</p> <p>Hub B</p> <p>Greenwich Royal artilleries (WW2), army barracks.</p> <p>East India company – British rule in India</p> <p>Croydon</p> <p>Croydon Aerodrome, Biggin Hill, Chislehurst Caves and their part in WWII</p>
Chronological Understanding	Year 1	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present • Describe things that happened to themselves and other people in the past • Order a set of events or objects based on when they happened
	Year 2	<ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event • Describe things that happened to themselves and other people in the past and present their findings • Understand how to put people, events and objects in order of when they happened, using a timeline
	Year 3	<ul style="list-style-type: none"> • Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE • Describe and order significant events within the period studied and compare to present day, using dates • Use a timeline to place historical periods and events in chronological order and give reasons for their order

	Year 4	<ul style="list-style-type: none"> • Understand that a timeline can be organised into BC/AD, BCE/CE and eras • Use mathematical skills to help work out the time differences between certain major events in history • Describe and order significant events and dates on a timeline using prepositional language • Describe significant events within a period of history and how they have evolved over time
	Year 5	<ul style="list-style-type: none"> • Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales • Explain how significant events and dates have impacted on a period of time • Research and explain the origins of a concept and its development through time
	Year 6	<ul style="list-style-type: none"> • Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade • Independently place features of historical events and people from past societies and periods in a chronological framework • Identify and compare changes within and across different periods. • Argue how a historical concept can have both continuity and change and the impact of this on society
Understanding of events, people and changes in the past	Year 1	<ul style="list-style-type: none"> • Recall some facts about people/events within living memory • Understand how a location has changed over time • Describe how a significant person from the past has contributed to society
	Year 2	<ul style="list-style-type: none"> • Use information given to describe events and people beyond living memory • Compare and contrast the differences within a locality, over time • Give reasons why a significant person in the past may have made decisions in order to bring about change • Give examples of how their lives are different to the lives of others in the past
	Year 3	<ul style="list-style-type: none"> • Use information given to describe key features of a time period • Identify reasons for and results of peoples actions in the past • Identify similarities and differences between social classes
	Year 4	<ul style="list-style-type: none"> • Research what life was like and the key features of a given time period • Identify similarities and differences between social classes and the causes behind them • Identify reasons for and results of peoples actions in the past and the explain the impact on modern day life
	Year 5	<ul style="list-style-type: none"> • Research and evaluate what life was like and the key features of a given time period • Identify similarities and differences between social classes and the causes behind them, within and between time periods • Give own reasons why changes may have occurred, backed up by evidence
	Year 6	<ul style="list-style-type: none"> • Research and formulate an opinion about what life would have been like and the key features of a given time period • Analyse trends between different social classes and the causes behind them, within and between time periods

Historical Enquiry And Interpretation	Year 1	<ul style="list-style-type: none"> • Create a structured account of a past event, from multiple perspectives
	Year 2	<ul style="list-style-type: none"> • Explore the different ways in which the past is represented • Explore events, look at pictures, objects and artefacts and ask questions to compare • Look at books, videos, photographs, pictures and artefacts to build a picture about the past • Ask and answer questions about old and new objects
	Year 3	<ul style="list-style-type: none"> • Recall different ways in which the past is represented • Ask questions and find out answers about the past • Use a wide range of sources, including trips and eye witness accounts to build a picture about the past • Identify the difference between primary and secondary sources
	Year 4	<ul style="list-style-type: none"> • Use primary and secondary sources as evidence about the past • Ask questions and find answers about the past from a range of sources • Explore the idea that there are different accounts of history and why they exist • Suggest why certain events happened as they did in history • Recognise the part that archaeologists have had in helping us understand more about the past
	Year 5	<ul style="list-style-type: none"> • Analyse and evaluate primary and secondary sources to collect evidence about the past • Ask questions and find answers about the past, from a range of sources, evaluating the reliability • Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis • Know that people in the past represent events or ideas in a way that persuades others
	Year 6	<ul style="list-style-type: none"> • Compare and contrast primary and secondary sources to collect evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Investigate own lines of enquiry by posing probing questions to answer • Know that people in the past could also have a point of view and that this can affect interpretation. • Give reasons why there may be different accounts of history • Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment • Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion
	Year 6	<ul style="list-style-type: none"> • Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others • Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints • Create a historical account, using existing primary and secondary sources as evidence

		<ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
Communication	Year 1	<ul style="list-style-type: none"> • Tell stories and experiences about the past • Talk, write, draw and role play events and people from the past
	Year 2	<ul style="list-style-type: none"> • Describe objects, people or events in history, building on others ideas and discussions • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
	Year 3	<ul style="list-style-type: none"> • Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions
	Year 4	<ul style="list-style-type: none"> • Present opinions that are contradictory to their own • Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently
	Year 5	<ul style="list-style-type: none"> • Structure a detailed argument or complex narrative on a period of time • Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source
	Year 6	<ul style="list-style-type: none"> • Structure talk and debate in both formal and informal ways by grouping arguments by theme • Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support
Greater Depth	Year 1	<ul style="list-style-type: none"> • Give reasons why a story was set in the past • Explain why certain objects were different in the past • Ask relevant questions, using artefacts provided
	Year 2	<ul style="list-style-type: none"> • Use a timeline to order objects or events chronologically using dates • Research the past using multiple sources to find relevant information • Explain why different accounts of the past may vary
	Year 3	<ul style="list-style-type: none"> • Use mathematical knowledge to work out how long ago events happened • Describe and explain events using cause and effect • Begin to use more than one source of information to bring together a conclusion about a historical event
	Year 4	<ul style="list-style-type: none"> • Use mathematical skills to round up time differences into centuries and decades • Communicate knowledge and understanding offering points of view based on their research • Recognise that people's way of life in the past was dictated by a variety of factors
	Year 5	<ul style="list-style-type: none"> • Explain how major events have impacted on our lives, such as medicine, technology and natural disasters • Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past • Explore mankind's greatest follies from a specific time period

Year 6	<ul style="list-style-type: none"> • Compare the advancements from two different time periods • Suggest relationships between causes in history • Compare mankind’s greatest follies from one or more time periods
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History Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, then, same, different, past, present, after, future, museum, historian	chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern	Pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, civilisation, cause, consequence, nomadic, Anno Domini, millennium, Before Christ, suffrage	interpretation, gods, goddesses, Caesar, conquer, conquest, legacy, invasion, resistance, democracy, revolt, dark ages, middle ages, continuity, reliable, unreliable, truce, medieval	empire, revolution, legislation, reformation, anachronism, interpretation	propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry

Modern Foreign Languages Progression Map		
Topic	Year Group	Content
Listening	Year 3	<ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns • Listen attentively and understand instructions • Recognise familiar questions
	Year 4	<ul style="list-style-type: none"> • Listen for specific phonemes, words and phrases • Listen for sounds, rhyme and rhythm • Listen attentively and follow instructions • Listen and respond to familiar spoken words and phrases
	Year 5	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrase and sentences • Follow the text of familiar rhymes and songs and identify the meaning of words/phrases
	Year 6	<ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources

		<ul style="list-style-type: none"> • e.g. story, song or passage • Understand longer and more complex phrases and sentences and with some unfamiliar words
Speaking	Year 3	<ul style="list-style-type: none"> • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation • Communicate with others using simple words, phrases and short sentences
	Year 4	<ul style="list-style-type: none"> • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation • Say a simple rhyme from memory Communicate by asking and answering a wider range of questions and presenting short pieces of information on familiar topics • Pronounce some familiar words/phrases more accurately
	Year 5	<ul style="list-style-type: none"> • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation • Take part in short conversations using familiar structures and vocabulary • Use simple conjunctions to build more complex sentences • Understand and express simple opinions • Prepare a short presentation on a familiar topic
	Year 6	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience • Present to an audience e.g. role play, presentation, performance • Manipulate language scaffolds to present own ideas and information in more complex and original sentences • Start to predict the pronunciation of unfamiliar words
Reading	Year 3	<ul style="list-style-type: none"> • Begin to apply phonic knowledge to support reading • Show awareness of sound-spelling links • Recognise and understand some familiar words and phrases • Begin to identify and develop strategies to memorise vocabulary
	Year 4	<ul style="list-style-type: none"> • Read and understand familiar written words, phrases and short texts made of simple sentences • Read aloud with increasingly accurate pronunciation • Follow a short familiar text, listening and reading at the same time • Use context to predict the meaning of new words and begin to use a bilingual dictionary
	Year 5	<ul style="list-style-type: none"> • Read a variety of simple texts in different formats and in different contexts • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud • Use context and prior knowledge to determine the meaning of new words • Begin to use a bilingual dictionary independently to clarify the meaning of unfamiliar words
	Year 6	<ul style="list-style-type: none"> • Read aloud from a text with good expression

		<ul style="list-style-type: none"> • Read and understand the main points and some detail from a short written passage • Independently use a bilingual dictionary to find the meaning of words in a written material and understand their meaning in its context • Identify different text types and read short, authentic texts for enjoyment or information
Writing	Year 3	<ul style="list-style-type: none"> • Write some familiar words using a model and some from memory • Begin to apply phonic knowledge to support writing
	Year 4	<ul style="list-style-type: none"> • Apply phonic knowledge to support writing • Write simple words/phrases using model and words from memory • Write a short text using a model
	Year 5	<ul style="list-style-type: none"> • Write simple sentences and short texts using a model • Form more complex sentences on a familiar topic • Use a bilingual dictionary to check the spelling of words
	Year 6	<ul style="list-style-type: none"> • Write a few sentences from memory, using knowledge of words, text and structure • Write short phrases to give a personal response and give a preference or opinion • Write a complex sentence manipulating familiar language • Use a bilingual dictionary independently
Grammar	Year 3	<ul style="list-style-type: none"> • Be aware of the forms of word classes e.g. nouns, adjectives, and verbs • Singular and plural • Gender • Word order of adjectives and nouns • Basic notion of adjectival agreements • 1st and 3rd person • Recognise negative form • Cognates • The definite article • Describe position using basic prepositions sur and dans
	Year 4	<ul style="list-style-type: none"> • 1st, 2nd and 3rd person • Revision of avoir phrases • Recognise and use third person singular with avoir and être • Use être phrases with adjectives • Recognise different adjective endings

		<ul style="list-style-type: none"> • Present tense verbs • Understand and give imperative instructions • Recognise plural forms • Use personal il... expressions • Begin to use the partitive article • Use on to talk about first-person plural activities • Use simple negative forms
	Year 5	<ul style="list-style-type: none"> • Recognise and use plural forms • Understand and use negatives • Use 3rd person avoir and être in positive and negative statements • Understand and use agreements of adjectives (singular) • Understand and use the definite article correction: le/la/l'/les • Understand and use prepositions au/à la/à l' • Give instructions in the vous form • Use sequencers d'abord, ensuite, enfin • Use je vais + infinitive to talk about future plans • Use il y a + indefinite article • Join sentences with et • Use 3rd person verbs • Use and understand both the indefinite and definite articles
	Year 6	<ul style="list-style-type: none"> • Use several verbs in 1st and 3rd person • Use j'aime/je n'aime pas, etc. with an infinitive • Using des with plural words • Using et and mais to make longer sentences • Agreement of adjectives • Use 1st person present tense including some reflexives • Use adverbs and time expressions • Use prepositions en and à • Use on va + infinitives to talk about future plans • Revision

Modern Foreign Languages Vocabulary				
	Year 3	Year 4	Year 5	Year 6
Sentence Stems	<ul style="list-style-type: none"> • Je... • J'ai... • Je suis... • Elle/Il est... • Qu'est-ce que tu veux? • Je voudrais... • C'est... • Comment...? 	<ul style="list-style-type: none"> • Elle/Il a... • Quelle heure est-il? • Je regarde, J'écoute, Je joue, Je parle • Où vas-tu? • Je vais à... • Il... • On... 	<ul style="list-style-type: none"> • Je n'ai pas de... • Elle/Il n'a pas de... • Elle/Il n'est pas... • J'aime/Je n'aime pas... • Ce n'est pas... • Qu'est-ce que c'est? • Je vais + infinitive... • J'adore... Je déteste... • Il y a... 	<ul style="list-style-type: none"> • Qu'est-ce que tu fais...? • Tu fais...? jous...? regardes...? • Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... • Qu'est-ce qu'il/elle fait...? • Est-ce que tu aimes faire/écouter/jouer/ regarder...? • Je porte... • C'est combien? Ça coûte...euros. • Qu'est-ce que tu prends... • Je prends.... • On va aller... On va prendre... On va acheter... On va faire... On va regarder... • Qu'est-ce que tu préfères
Topics	<ul style="list-style-type: none"> • Greetings • Classroom objects & instructions • Colours • Body parts • Animals • Families • Household items • Letters of the alphabet • Birthday • Numbers 1-31 11-20 • Days of the Week • Months 	<ul style="list-style-type: none"> • Describing people • Leisure activities • Festivals & presents • Instructions • Weather • Food • Party activities • Countries and languages • Clothing • Nationalities • Time (o'clock) • Numbers 31-60 	<ul style="list-style-type: none"> • Greetings and personal information • Family members • Personality • School subjects • Food • Places in town • Holidays • My house • Activities in the home • Time (half past, quarter past, quarter to) 	<ul style="list-style-type: none"> • What people do at the weekend • Clothing • Daily routines • Food • Transport • Sports • Numbers 60-80 • Adverbs (normalement, d'abord, ensuite, enfin, après l'école • Time (to 5 minutes)

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|--|--|--|--|
| | <ul style="list-style-type: none"> • Directions • Cost of items • Colours | <ul style="list-style-type: none"> • Sequence of directions | |
|--|--|--|--|

Music Progression Map		
Topic	Year Group	Content
Performing	Year 1	<ul style="list-style-type: none"> • Sing and chant together in time, keeping a steady pulse when playing instruments • Sing songs with some control of tuning and clarity of words; conveying different moods (happy, sad, angry) • Explore the different sounds that can be produced from a range of instruments • Play instruments using the correct technique and with control
	Year 2	<ul style="list-style-type: none"> • Sing songs with an awareness of others, showing clear phrasing using breath control. • Using un-tuned instruments to play a simple part and staying in time as an ensemble. • Perform from simple notation including crotchet, quavers and crotchet rests
	Year 3	<ul style="list-style-type: none"> • Sing songs from memory with increasing expression, pronouncing words clearly and fluently • Play short melodies on tuned instruments with correct technique and accuracy • Improvise (including call and response) within a group using the voice
	Year 4	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch and phrasing to suit a style • Perform a part as part of an ensemble, following a leader • Improvise using repeated patterns on tuned and untuned percussion and the voice
	Year 5	<ul style="list-style-type: none"> • Sing and use their understanding of meaning to add expression • Accurately maintain their part in an ensemble, led by a conductor, and following a score • Improvise using melodic and rhythmic phrases
	Year 6	<ul style="list-style-type: none"> • Sing a harmony part confidently and accurately • Take the lead in a performance • Understand vocal health and the importance of warm ups
Composing	Year 1	<ul style="list-style-type: none"> • Compose pieces which use a variety of musical elements including tempo, dynamics and repeated rhythm patterns • Choose sounds to represent different thoughts, feelings and moods

	Year 2	<ul style="list-style-type: none"> • Compose short rhythms using notation • Use a variety of sound sources to create an intended effect including body percussion, tuned and untuned instruments, and the voice • Compose pieces which use a variety of musical elements including texture and structure
	Year 3	<ul style="list-style-type: none"> • Compose rhythmic accompaniments and notate them now including minim, semibreves and rests • Combine different sounds to create a specific mood or feeling and understand how the use of tempo can provide contrast within a piece of music • Compose pieces which use a variety of musical elements including silences and melodic phrases
	Year 4	<ul style="list-style-type: none"> • Use notations to record compositions including standard notation and graphic scores • Compose and develop melodies that use motifs • Compose pieces with different structures e.g. ternary, rondo, variations
	Year 5	<ul style="list-style-type: none"> • Use a music diary to record the compositional process including notation • Compose pieces which contain changes for an intended effect including tempo and dynamics • Create appropriate lyrics to songs from different genres
	Year 6	<ul style="list-style-type: none"> • Use a variety of different musical devices in their composition (including melody, rhythms and chords) • Recognise that different styles of notation serve different instruments • Compose using different time signatures and understand the effect
	Appraising	Year 1
Year 2		<ul style="list-style-type: none"> • Listen to and watch orchestral performances and identify various instruments • Identify different musical features when listening to music • Evaluate their own and others' performances and give reasons
Year 3		<ul style="list-style-type: none"> • Use musical elements vocabulary to give their opinion about a piece of music • Recognise a range of musical instruments and be able to identify which family they belong to • Evaluate and improve their own work explaining how it has been improved using a success criteria
Year 4		<ul style="list-style-type: none"> • Begin to be able to identify works by great composers e.g. Beethoven, Mozart, Tchaikovsky • Use the musical elements to analyse music • Describe and identify the different purposes of music from other cultures and traditions
Year 5		<ul style="list-style-type: none"> • Describe, compare and evaluate music using the musical elements • Contrast the music of famous composers and musicians and explain their preferences

	Year 6	<ul style="list-style-type: none"> • Explain why they think their music is successful or unsuccessful • Describe, compare and evaluate music using the musical elements • Contrast the music of famous composers and musicians and explain their preferences • Explain why they think their music is successful or unsuccessful

Music Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
loud, quiet, tap, bang, scrape, shake, tambourine, maraca, triangle, scraper, beater, chant, feelings, pulse “i like/don't like it because it makes me feel...”	breathing, pitch, high, low, orchestra (names of the common orchestral instruments), rhythm, crotchet, quavers, rest, structure	expression, clarity, melody, improvise, compose, minims, semibreves, mood, tempo, dynamics, pitch, xylophone, woodwind, brass, strings, percussion	style, ensemble, ostinato, notation, graphic score, ternary, theme and variations, rondo, motif, genre, renaissance, baroque, classical, romantic, 20th century	composer, conductor, instrumentation, timbre, score, lyrics, musician, crescendo, diminuendo, effect	accompaniment, harmony, warm-up, lungs, throat, rib cage, posture, audience, chords, scales, tab, clef, venue, occasion, purpose, impact

PE Progression Map		
Topic	Year Group	Content
Fundamentals	Year 1	<ul style="list-style-type: none"> • Balancing on one foot • Climbing • Under arm throw • Catching of a large ball • Sprint run • Skip • Hop • Gallop
	Year 2	<ul style="list-style-type: none"> • Side roll • Over arm throw • Catch medium/ small balls

		<ul style="list-style-type: none"> • Two handed strike e.g. tennis racket/bat • Jump for height and distance
	Year 3	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units.
	Year 4	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units
	Year 5	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units
	Year 6	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units
Target Games	Year 1	<ul style="list-style-type: none"> • Complete underarm throw with accuracy • Complete underarm roll with accuracy • Understanding rules of games • Collaborating/ cooperating with 1- 2 team mates. • Adapt body position to suit technique e.g. (bending to roll a ball)
	Year 2	<ul style="list-style-type: none"> • Explore different ways objects can be manipulated e.g. tennis and rugby balls • Complete in small sided games and display sportsmanship • Complete an overarm throw with confidence • Receive and throw a small to medium ball with confidence
	Year 3	<ul style="list-style-type: none"> • Accurately strike an object with a piece of equipment with appropriate force • Use simple rules fairly to device own games • Recognise best practice individually
	Year 4	<ul style="list-style-type: none"> • Use a range of sending and striking techniques to hit a target with precision • Consider opponent's performance and react to changes within the game • Develop own games using skills from the games learned • Gain an appreciation for rules
	Year 5 and 6	<ul style="list-style-type: none"> • Work cooperatively to put strategies and solutions into actions. • Change the rules to increase challenge • Recognise best practice in themselves and others • Give in game feedback to improve performance
Striking and Fielding	Year 1	<ul style="list-style-type: none"> • Kick or strike a static object e.g. a ball from a cone) • Use an underarm throw to pass ball to peers • Understanding basic scoring rules • Stop a ball in motion
	Year 2	<ul style="list-style-type: none"> • Use a range of sending and receiving, such as overarm throw

		<ul style="list-style-type: none"> • Changing body position to stop a ball in motion • Understanding the importance of rules
	Year 3	<ul style="list-style-type: none"> • Strike a static object with accuracy and intent • Begin to make decisions when striking an object accurately to a space • Begin to communicate as a group to coordinate stopping a ball in motion • Respond to changes in rules that affect scoring
	Year 4	<ul style="list-style-type: none"> • Develop tactical decisions when striking a ball • Begin to develop simple tactics to compete • Continue to develop communication to return a ball • Use a range of sending, receiving and fielding techniques in good time
	Year 5 and 6	<ul style="list-style-type: none"> • Strike a moving object with intent into space • Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play • Develop an understanding of a range of scoring techniques • Plan, assess and evaluate the effectiveness of a formation/tactic
Net and Wall Games	Year 1	<ul style="list-style-type: none"> • Use underarm and two-handed sending and receiving techniques • Develop hand-eye/foot coordination • Predict how a ball bounces/reacts
	Year 2	<ul style="list-style-type: none"> • Using a range of different ball types • Change technique of strike/send to match ball e.g. softball or Frisbee • Adapt body shape to send/receive objects using a variety of techniques • Begin to make predictions of how different balls/objects react in space
	Year 3 and 4	<ul style="list-style-type: none"> • Increase confidence and competence in using underarm strike in a range of contexts • Keep an active foot position to move swiftly around the court • Begin to develop spatial awareness and positioning • Continue to develop spatial awareness and positioning • Explore the use of over-arm strikes
	Year 5 and 6	<ul style="list-style-type: none"> • Develop spatial awareness when competing with a partner • Change play type based on positioning of an opponent • Use the over-arm strike in a range of shot types • Use a range of shots to use the entire playing area and move the opponent • Communicate efficiently with peers using a clear set of instructions

Outdoor and Adventurous	Year 1	<ul style="list-style-type: none"> • See fundamental movement skills
	Year 2	<ul style="list-style-type: none"> • See fundamental movement skills
	Year 3 and 4	<ul style="list-style-type: none"> • Develop understanding for how a map is orientated (facing north) • Give and receive written and verbal instructions • Read a basic legend or key • Follow a simple series of instructions • Problem solve collaboratively and independently • Identify start and end points on a map • Complete star and loop maps • Exploring different methods of communication • Completing tasks quickly within certain restrictions/instructions
	Year 5 and 6	<ul style="list-style-type: none"> • Orientate themselves within a map using known locations • Give and receive complex written and verbal instructions • Read a detailed key highlighting points of interest • Develop the confidence and encourage others to try tasks outside of their comfort zone • Develop own star and loop maps • Applying different methods of communication to work in teams to decide different approaches to meet a challenge. • Ensuring interactions within teams are positive to overcome challenges. • Take part in further outdoor and adventurous activities
Dance	Year 1	<ul style="list-style-type: none"> • Learn basic movements relating to feelings • Show that they have a clear starting and finishing position • Respond to different music showing a range of emotions • Perform dance movements and simple routines using simple movement patterns
	Year 2	<ul style="list-style-type: none"> • Evaluate and improve a dance performance by recording and viewing their rehearsals • Use a range of vocabulary to describe moods and how dances make them feel • Remember and repeat simple dance phrases • Perform dances using simple movement patterns
	Year 3	<ul style="list-style-type: none"> • Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement • Keep up an activity over a period of time and know what they need to warm up and cool down for dance
	Year 4	<ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli • Describe, interpret and evaluate their own and others' dances, taking account of character and narrative

	Year 5	<ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group • Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important
	Year 6	<ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively • Understand how a dance is formed and performed • To evaluate, refine and develop their own and others' work
Gymnastics	Year 1	<ul style="list-style-type: none"> • Perform different shapes with my body, having different points touching the floor or apparatus. (star, straight, tuck shapes) with good technique • Perform all 5 gym shapes on low apparatus with good technique • Perform a minimum of 3 shapes on high apparatus with good technique • Observe a partner and give accurate feedback
	Year 2	<ul style="list-style-type: none"> • Perform travelling movements on my feet and with weight on my hands, using apparatus and following different pathways (zig-zag, L shape etc.) • Jump using a skipping rope • Create and perform a sequence of movements including rotation using apparatus • Observe a partner and give accurate feedback
	Year 3	<ul style="list-style-type: none"> • Successfully perform 2 different types of rolls safely (pencil roll, tuck roll) • Link and develop two different jumps using apparatus safely • Use apparatus in more creative ways e.g. under, around and on top • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 4	<ul style="list-style-type: none"> • Perform all gymnastics shapes on different body parts/levels, using apparatus. • Use a wide range of gymnastic actions when using apparatus • Make judgements about quality of jumps, elevation, style and control • Create and perform a sequence in a pathway • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 5	<ul style="list-style-type: none"> • Recognise and perform all gymnastics shapes, including partner assisted shapes • Demonstrate a wide range of gymnastic actions while using apparatus • Demonstrate the correct jumping, leaping and landing techniques in five jump classifications • Create and perform a sequence in pairs of five contrasting actions
	Year 6	<ul style="list-style-type: none"> • Recognise and perform all gymnastics shapes safely including partner assisted shapes • Demonstrate and safely execute a wide range of gymnastic actions while using apparatus • Demonstrate and safely execute a range of jumping, leaping and landing techniques

		<ul style="list-style-type: none"> • Create and perform a sequence in pairs of six contrasting actions
Athletics	Year 1	<ul style="list-style-type: none"> • Take off in different ways and land in coordinated ways (walk, fast walk, side step, slow jog, running, walking backwards, jump from 2 feet to 2 feet, hop.) • Jump forwards, backwards and sideways on two feet, then hop on one foot • Push pass and bounce a ball to my partner, then throw a ball into a target (buckets, hoop, wall targets, boxes etc) • Observe a partner and give accurate feedback
	Year 2	<ul style="list-style-type: none"> • Walk and run with good posture and balance (head straight, back straight, keep on your toes) • Jump: <ul style="list-style-type: none"> - 2 feet to 2 feet - 1 foot to 2 feet - 2 feet to 1 foot - 1 foot to 1 foot • Send an object towards a target in different ways (under-arm, over-arm) • Observe a partner and give accurate feedback
	Year 3	<ul style="list-style-type: none"> • Run with a tall body on balls of the feet, picking feet up high, head held high • Jump: <ul style="list-style-type: none"> • 2 feet to 2 feet • 1 foot to 2 feet • 2 feet to 1 foot • 1 foot to 1 foot • Left to right • Perform a one handed push throw and a pull throw with accuracy towards a target from my dominant hand • Say which throw was the easiest and most difficult to achieve, and how I can/ have improved my accuracy and distance • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 4	<ul style="list-style-type: none"> • Maintain a good running technique when sprinting and running over obstacles • Use a short run to jump from one to two feet • Demonstrate a two handed push throw and a sling throw • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 5	<ul style="list-style-type: none"> • Observe a partner and give accurate feedback • Demonstrate the ability to accelerate from a variety of static positions

		<ul style="list-style-type: none"> • Perform triple jump combination sequences with balance and control • Sustain jogging and running at a consistent pace for over a minute • Observe a partner and give accurate feedback, evaluating steps for improvement
	Year 6	<ul style="list-style-type: none"> • Demonstrate the ability to accelerate from a variety of static positions • Perform triple jump combination sequences with balance and control • Sustain jogging and running at a consistent pace for over a minute • Observe a partner and give accurate feedback, evaluating steps for improvement
Swimming (KS2)	Year 3, 4, 5 and 6	<ul style="list-style-type: none"> • Swim 25m • Perform a range of strokes with confidence and competence • Perform a safe self-rescue

PE Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
run, hop, walk, skip, jump, send, receive, throw, catch, kick, strike, balance, gallop, side-gallop, roll, rhythm, beat, fair, respect, sportsmanship, ball, hoop	jump for distance, jump for height, sprint, tempo, choreograph, foot dribble, hand dribble, two handed catch, underarm throw, overarm throw, throw for distance, throw for accuracy, beam, trestle, crash mat, floor mat, football, rugby ball, tennis ball, netball, basketball, feedback, warm up, cool down	composition, reflection, translation, speed, agility, quickness, one handed catch, instep, outstep, orienteering, direction, compass, north, south, east, west, control point, strength, body composition, pike, straddle, tuck, vault, competition, loop maps, star maps	flexion, extension, rally, teamwork, leadership, officiate, verbal communication, non-verbal, communication, tactic, technique, skill, sequence, heart, blood, muscle, handstand, round off, cartwheel, forehand, chest pass, shoulder pass, bounce pass, control	skill, ability, improvise, punctuality, core strength, flexibility, muscle groups oxygen, tone, personal challenge, active warm up, active cool down fitness, co-operation, backhand, striking kick with laces, kick with instep, curve, expert, expertise	kinaesthetic, aesthetics, social, physical, cognitive, analyse, competence, sport, physical activity, recreational, competitive

RE Progression Map		
Topic	Year Group	Content
Christianity	Year 1 Christianity Part 1 Unit 3 Easter and Symbols	<p>Key Questions:</p> <ul style="list-style-type: none"> • What do symbols of Easter represent? • How do symbols and symbolic actions show the importance of Easter for Christians? <p>Knowledge</p> <ul style="list-style-type: none"> • The story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians • Jesus washing feet and sharing food with his friends – some of whom let him down <p>Symbols:</p> <ul style="list-style-type: none"> • Cross and egg • Symbols of Easter e.g. palm crosses, Easter gardens, colours of vestments and candles • Symbolic actions: washing feet on Maundy Thursday • Christians share food together to recall Jesus' last meal with his friends
	Year 2 Christianity Part 1 Unit 1 Jesus' Birth and Christmas	<p>Key Questions:</p> <ul style="list-style-type: none"> • What do Christians remember at Christmas? • What do Christians believe about Jesus? • Why is the Bible important to Christians? <p>Knowledge</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God's Son • Christian celebrations: • Christmas is the celebration of Jesus' birth which shows he is special for Christians • The Bible is a special book: • different from other books • it contains stories about the birth and life of Jesus
	Year 3 Christianity Part 2 Unit 6 Local Christian	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why are there different places of worship for Christians? • What similarities are there in what Christians believe? • How does coming together help Christians to grow in their faith? <p>Knowledge</p> <ul style="list-style-type: none"> • Through finding out about a second local place of worship:

	Places of Worship	<ul style="list-style-type: none"> - special places for Christians - there are many different types of Christian places of worship • belonging to a group and sharing activities with others is important and meaningful • worship includes the use of stillness and silence for reflection • Reasons why people pray • The Lord's Prayer • The Bible (a source of Christian belief and teaching) used in services
	Year 4 Christianity Part 2 Unit 5 The Bible	<p>Key Questions:</p> <ul style="list-style-type: none"> • How do Christians use the Bible? • What is the relationship between the life of Jesus and the Old and New Testaments? • What does the Bible contain? • How does using the Bible help Christians to grow in their faith? <p>Knowledge</p> <ul style="list-style-type: none"> • A source of Christian belief and teaching – some Christians read the Bible every day and find it helpful for their everyday lives • The Old and New Testaments include many books with different genres; these include history, law, songs; Gospels and letters • The Gospel stories tell about events in Jesus' life • Jesus' teaching about the Kingdom of God in parables: The Lost Sheep • Ten Commandments with particular focus on the two greatest commandments
	Year 5 Christianity Part 2 Unit 7 Who was Jesus? – Human and Divine	<p>Key Questions:</p> <ul style="list-style-type: none"> • Who do Christians believe Jesus to be? • What evidence do Christians base their beliefs upon? • What meaning does the life and death of Jesus have for Christians? <p>Knowledge</p> <ul style="list-style-type: none"> • God • The Trinity - Father, Son and Holy Spirit • Christmas – Jesus' birth • Choosing 12 disciples and friends • Jesus' temptations • Jesus' baptism • Miracles and acts of healing e.g. 'Stilling the storm', 'The four friends' or 'Healing a leper' • Easter – Jesus' death, resurrection and afterwards • Christians believe Jesus' life and death helps them have a relationship with God

	<p>Year 6 Christianity Part 2 Unit 8 Christian Festivals</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • How do festivals help Christians to remember Jesus and His teachings? • What happens in places of worship to help Christians understand the meaning behind their festivals? <p>Knowledge</p> <ul style="list-style-type: none"> • The Church has its own calendar with special names for certain times of the year • Times associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter • Times of reflection: Advent – preparing for Jesus' birth and Lent - Jesus' temptation • Sharing the Lord's Supper • Pentecost
	<p>Year 1 Christianity Part 1 Unit 4 A Local Church</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What happens in a Christian place of worship? • How does a place of worship help Christians to develop their beliefs about Jesus? • How do Christians try to follow Jesus' example? <p>Knowledge</p> <ul style="list-style-type: none"> • Through finding out about a local church: <ul style="list-style-type: none"> - Most Christians keep Sunday as a special day • Church buildings: <ul style="list-style-type: none"> - There are many places where Christians worship together, read the Bible, sing and pray one or more times weekly - Leaders of the service and community e.g. priests, ministers, elders - Objects and symbols in buildings • Important ceremonies e.g. welcoming/ dedication/ infant baptisms • Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for example at Harvest, through charities.
	<p>Year 2 Christianity Part 1 Unit 2 Jesus the Teacher</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What values do Christians believe Jesus taught? • How do Christians believe Jesus taught them these values? <p>Knowledge</p> <ul style="list-style-type: none"> • Jesus' teaching and life give Christians the perfect example • There are stories about Jesus which develop Christian values: <ul style="list-style-type: none"> - Zacchaeus • Jesus told stories about forgiveness and love: <ul style="list-style-type: none"> - The Lost Son

		<ul style="list-style-type: none"> - The Good Samaritan • Jesus taught the two greatest Commandments are 'Love God' and 'Love your neighbour' • The Bible is a special book: - Christians read it to learn about Jesus
Year 5 Christianity Part 2 Unit 9 Leading a Christian Life	<p>Key Questions</p> <ul style="list-style-type: none"> • How do Christians follow Jesus and His teachings in their daily lives? • What Christian values guide the actions of the people and organisations studied? • What are the challenges of living a Christian life today? <p>Knowledge</p> <ul style="list-style-type: none"> • Commitment, belonging and belief in the special presence of God during significant life events • Example of at least one person and one charitable organisation that exemplifies Christianity in action • Encounter with one local Christian to share how their life is led by faith 	

RE - Christianity Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Easter, Resurrection, Crucifixion, Candles, Lamb, Lent, Egg and Hare, Commemorates, Rebirth, Passover, Hot Cross Buns	Christianity, Christian, Jesus Christ, Bible, Church, God's Son, Lord, Bethlehem, Saviour, Joseph, Mary	Chapel, Congregation, Pastor, Priest, Denominations, Secular place, Scripture, Sermon, Holy ceremonies, Christmas, 10 Commandments	Angel, Apostles, Bless, Commandment, Condemn, Confess, Faith, Holy Spirit, Pastor, Preach, Prophecy, Prophet, Repent, Revelation, Scripture, Spirit, Testament, Sacred text, Old Testament, New Testaments, Sacred building, Cathedral, Jerusalem, Bethlehem, Nazareth	Covenant, Stive, Bethlehem, Crucified, Romans, The Trinity, Ressurrection, Angel Gabriel, Messiah, Pentecost, Advent, Repent	Epiphany, Lent, Holy Week, Easter, Good Friday, Holy Satyrday, Easter Day, Easter Monday, Ascension Day, Season of Pentecost, Trinity Sunday, Advent, Moveable dates, Salvation , Sanhedrin, Sanctuary, Sanctify, Salvation, Sacrifice, Redeemer, Reconcile, Parable, Intercede, Idolatry, Gospel, Grace, Doctrine
Worship, Ceremonies, Communion, Baptism, Stained glass window,	Stable, Flock, Vicar, Prayer, Heaven, God, Cross, The Lost Son, The			Commitment, Apostles, Baptise, Bless, Born Again, Commandments,	

Altar, Bible, Priests, Organ, Lectern, Bishop, Grave	Good Samaritan, Light of the World.			Communion, Confess, Conscience, Consecrate, Convict, Crucify, Conselor, Evangelist, Faithful, Holy Spirit, Iniquity, Miracles, Mercy, Pastor, Persecuted, Reconcile, Redeem, Repentance, Revelation, Trinity, Wisdom, Wrath of God, Treaty
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RE Progression Map		
Topic	Year Group	Content
Buddhism	Year 4 Buddhism Part 1 Unit 1 The Buddah	<p>Key Questions</p> <ul style="list-style-type: none"> • What is a Buddha? • How did the Buddha teach that people should live? <p>Knowledge</p> <ul style="list-style-type: none"> • The Buddha - The Buddha was a human being, not a God - His search for truth. - Buddha means the 'awakened one'. He was a human being who 'woke up' from the 'sleep of confusion' and became aware of the truth. The Buddha became free of suffering and was able to help others to 'awaken themselves' • Teachings of the Buddha - The Four Noble Truths: People should work at becoming kind, compassionate, generous, truthful - People should try not to hurt any living thing, take things that are not given and try to be honest and straightforward • Story of Siddhartha and the Swan • Teaching- actions have consequences
	Year 4 Buddhism Part 1 Unit 2	<p>Key Questions</p> <ul style="list-style-type: none"> • What is the importance of a temple or a Buddhist centre? • Why do Buddhists have images of the Buddha? • How do Buddhists try to follow the teachings of the Buddha?

	<p>Living as a Buddhist</p>	<ul style="list-style-type: none"> • What is the importance of a temple or a Buddhist centre? • How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment? <p>Knowledge</p> <ul style="list-style-type: none"> • The Buddhist Community – Sangha • Lives out the teachings of the Buddha • All members support one another ^[SEP] • Story of The King’s Elephant – keeping good company matters ^[SEP] • Buddhists meditate to help them understand the Buddha’s teachings • The home shrine, A Temple or Buddhist Centre ^[SEP] • Where teachings are given ^[SEP] • Where Buddhists meditate together ^[SEP] • A sacred space, where removal of shoes shows respect ^[SEP] • A shrine with an image of the Buddha Images of the Buddha communicate values of wisdom and compassion
	<p>Year 4 Buddhism Part 2 Unit 3 Following the Buddha’s Teaching</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • How do Buddhists try to follow the teachings of the Buddha? • How might visiting a place of pilgrimage help someone focus on the meaning of their faith? <p>Knowledge</p> <ul style="list-style-type: none"> • The Buddha • Buddha is the perfect example of what people can become • The Noble Eightfold Path • Symbols, e.g. the wheel and lotus. The Dharma (Buddhist teachings) • Story that illustrates Buddhist values - The Monkey King • All Buddhists try to: <ul style="list-style-type: none"> - learn and practice the Dharma. This is the teaching and practice that leads to awakening - be sympathetic and kind to others, including animals; - Give generously of time, food and abilities • Vaisakha Puja or Vesak/Wesak festival remembering the life, enlightenment and teaching of the Buddha
	<p>Year 5 Buddhism Part 2 Unit 4</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • Which places have special meaning to Buddhists? • What might Buddhists gain from visiting these places? • How do Buddhists try to live a good life?

The Buddhist Community Worldwide	<p>Knowledge</p> <ul style="list-style-type: none"> • The Sangha - people who follow the Dharma • Some live as monks and nuns, others meditate and practice Buddhism in ordinary lives • The five precepts • The importance of compassion <p>- Respect for all living things and the intention not to harm them</p> <p>- The importance of being generous, kind, truthful, helpful and patient</p> <ul style="list-style-type: none"> • Buildings and Places in the wider world • Places of pilgrimage and their significance. For e.g. Lumbini – birthplace of Buddha; Bodhgaya – place of enlightenment; Deer park at Samath – first teachings of Buddha; Kushinagar – where he passed away
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RE - Buddhism - Key Vocabulary	
Year 4	Year 5
<p>The Buddha, Buddhism, Buddha/ Buddhist, Siddhartha, Gotama, Bodhi tree, Bodhgaya, Pilgrimage, Mudra, Meditation, Angulimala, Enlightened, Meditate, Wesak / Vesak</p> <p>Mora Enlightenment, Noble, Consequence, Eightfold, Path, Dharmachakra, Dhamma, Meditate, Precepts, Wheel</p> <p>Mantra, Community, Lay ordained, Refuge, Nun, Shaven, Three Jewels, Triple Gem, Dhamma, Pilgrimage, Robe, Bodhgay</p>	<p>Siddhartha, Anicca, Karma, Moral, Precepts, Consequence Dhammapada</p> <p>Interdependence Impermanence, Dukka, Dhamma, Lotus</p>

RE Progression Map		
Topic	Year Group	Content
Hinduism	Year 1 Hinduism Part 1 Unit 1 Diwali	<p>Key Questions</p> <ul style="list-style-type: none"> • What understanding do Hindus have about God? • What do stories at Diwali explain about God? • What is the role of a Hindu temple in a Hindu's life? <p>Knowledge</p> <p>Hindus believe in one God</p> <ul style="list-style-type: none"> • Represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi • God has visited earth at different times in different forms to help people: Rama

		<ul style="list-style-type: none"> • Stories on the theme of good and evil connected to Rama and Sita recalled at Diwali • stories are found in the Ramayana <p>Worship at Diwali</p> <ul style="list-style-type: none"> • The Hindu Mandir • Respect shown by sitting on the floor • The shrine • The Aarti ceremony • Puja
	<p>Year 1 Part 1 Hinduism Unit 2: Worship</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What is the importance of families in Hinduism? • Why are honesty and truthfulness important in Hinduism? • How do Hindus pray at home and in the Temple? <p>Knowledge</p> <p>The Hindu Home</p> <ul style="list-style-type: none"> • Respect for all people and living things • The importance of caring for others • Importance of honesty and truthfulness • Love and loyalty between member of the extended family • Value of the relationship between brother and sister and the Festival of Raksha Bandhan. • Worship at home – the home shrine • Namaste - symbol of respect and greeting • The Hindu Mandir • Worship in a Mandir • The role of the Hindu priest • The role of divine images • Prashad (food offered, blessed and served after prayer)
	<p>Year 4 Hinduism Part 2 Unit 3 Hindu Life</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • Why is the natural world important to a Hindu? - How does belief about creation lead to vegetarianism and ahimsa? <p>Knowledge</p> <p>The Environment</p> <ul style="list-style-type: none"> • Beliefs about creation

		<ul style="list-style-type: none"> • Aum/Om symbol • Attitudes towards animals, especially cows / bulls • Ahimsa– the importance and reasons for non-violence and its implications e.g. vegetarianism, not hurting living things created by God <p>The World</p> <ul style="list-style-type: none"> • Originally an Indian religion • Hindus live in Great Britain and across the world and often keep links to India
	<p>Year 4 Hinduism Part 2 Unit 4 God and Beliefs</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • How do Rama and Krishna help Hindus to understand God? • What stories do you know that help Hindus to learn about right and wrong or evil or good? • What does it mean to be a Hindu? <p>Knowledge</p> <p>God</p> <ul style="list-style-type: none"> • Forms of God include Krishna, Rama, Shiva, Ganesh • God as Trimurti – 3 main images: Brahma, Vishnu and Shiva • The universe and the endless cycle of creation, preservation and destruction • Birth of Krishna (Janmashtami) • Bhagavad Gita is the source of stories about Krishna • Stories: The Birth of Krishna, Krishna and Sudhama <p>The Life journey</p> <ul style="list-style-type: none"> • What makes each person’s unique identity • 4 ashramas • Samskars - especially initiation (sacred thread)

RE - Hinduism - Key Vocabulary	
Year 1	Year 4
<p>Hinduism, Rangoli, Toran, Sparkles, Crackers, Dhanteras, Laxmi pooja, Bhai dooj, Saree, Salwar Kameez, Kurta</p> <p>Temple/ Mandir, Priest, Prayer / Puja/ Aarti, Namaste, Symbol, Divine, Worship, Ganesh, Lakshmi, Rama, Sita, Krishna, Hanuman, Ramajana, Shrine</p>	<p>Belief, Aum/Om symbol, Religion, Creation, Vegetarianism, Ahimsa, Natural world, India, Great Britain</p> <p>Krishna, Rama, Shiva, Ganesh, Trimurti, Brahma, Vishnu, Sudhama, Universe, Creation, Preservation, Destruction Samskars</p>

RE Progression Map		
Topic	Year Group	Content
Islam	Year 2 Islam Part 1 Unit 1 Prophet Mohammed (pbuh)	<p>Key Questions</p> <ul style="list-style-type: none"> • What do Muslims believe? • Why is Prophet Muhammad (pbuh) important to Muslims? • What is the Qur'an? <p>Knowledge</p> <ul style="list-style-type: none"> • Stories from the life of the Prophet Muhammad (pbuh) • Revelation of the Qur'an • The early Muslims • Migration to Madinah • The Qur'an • The Qur'an is the holy book of Islam, written in Arabic • The Qur'an must be treated with respect • Place of Worship • The Mosque • The first call to prayer
	Year 2 Islam Part 1 Unit 2 Five Pillars of Islam	<p>Key Questions</p> <ul style="list-style-type: none"> • What are the five pillars of Islam? • What does worship mean to Muslims? • How do Muslims show their respect for Allah in everyday life? <p>Knowledge</p> <ul style="list-style-type: none"> • Shahadah 2. Salah – Prayer 3. Sawm – Fasting 4. Zakat – Charity 5. Hajj - Pilgrimage <p>Worship of Allah (Muslims serve Allah in many ways)</p> <ul style="list-style-type: none"> • Giving charity • Daily Salah <p>The Muslim Home</p> <ul style="list-style-type: none"> • Worship in the home

		<p>Living as a Muslim</p> <ul style="list-style-type: none"> • The importance of good values for Muslims e.g. honesty, truthfulness and dressing modestly • Respect for everyone birth and naming of a baby – names chosen for their good meanings • Keeping food requirements - halal
	<p>Year 3 Islam Part 2 Unit 3 Ramadan and Eid ul Fitr</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • Why do Muslims fast during Ramadan? • How does fasting help Muslims to grow closer to Allah and to each other? • How do Muslims celebrate Eid? <p>Knowledge</p> <ul style="list-style-type: none"> • Sawm • the importance of the month of Ramadan • Qur’anic quotes about fasting • Ramadan – a time to focus on Allah, being a good Muslim and considering those who have less • Fasting requirements • Breaking the fast • Worship during Ramadan. • Eid ul Fitr • Celebration of keeping the fast at its end. Zakat al Fitr (charity at Eid.)
	<p>Year 3 Islam Part 2 Unit 4 Hajj – The Journey of a Lifetime</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What is a pilgrimage? • Why do Muslims go on Hajj? • Which stories are associated with the places on Hajj? • How does the Hajj make Muslims feel they are all part of one family? <p>Knowledge</p> <ul style="list-style-type: none"> • Allah sent guidance through the Qur’an and his Prophets The Ka’aba • Through sayings and deeds of the Prophet Muhammad. • first house of worship for God; • Prophets Ibrahim and Ismail (pbuh) built the Ka’aba; • Hajj requirements, stories associated with the places of the Hajj • Eid ul Adha • Festival that takes place the day after the gathering of pilgrims on Mount Arafat. A time for Muslims worldwide to celebrate Hajj requirements, stories associated with the places of the Hajj

- Eid ul Adha
- Festival that takes place the day after the gathering of pilgrims on Mount Arafat. A time for Muslims worldwide to celebrate

RE - Islam - Key Vocabulary

Year 2	Year 3
Islam, Muslim, Allah, Creator, Crescent, Qur'an, Creation, Masjid/Mosque, Prophet Muhammad (Peace be upon him), Madinah, Makkah, Prayer Prophet, Shahadah, Salah(prayer), Sawm(Fast), Zakat (Charity), Hajj (pilgrimage), Pillar	Eid ul Fitr, Fast/ing, Muslim, Halal, Qur'an stand, Muhammad(pbuh), PBUH = Peace Be Upon Him, Messenger, Ramadan, Quran, Crescent, Charity, Forgiveness Prophet Ibrahim, Prophet Ismail, Prophet Mohammad (pbuh), Hajj, Ihram, Makkah, Salat, Ka'aba, Pilgrimage, Madinah, Ummah, Mina, Arafat

RE Progression Map

Topic	Year Group	Content
Judaism	Year 3 Judaism Part 1 Unit 1 Shabbat day of rest	<p>Key Questions</p> <ul style="list-style-type: none"> • Why is Shabbat important to Jews? • Why do Jews attend the synagogue? • Why a day of rest? <p>Knowledge</p> <ul style="list-style-type: none"> • Shabbat – the Sabbath Day • God resting and creation • preparing for Shabbat • starts at sunset • day of separation and different from other days – day of rest/day of joy • blessings • shared meal – kosher food • Shabbat Table and customs • charity contributions given (Tzedakah) • keeping Shabbat - instructions in Torah • Synagogue – Attend for prayer with the community. • Havdalah • end of Shabbat spices, wine and plaited candle

	<p>Year 3 Judaism Part 1: Unit 2 Festivals in the Jewish year</p>	<ul style="list-style-type: none"> • blessing of Shabbat taken into the week <p>Key Questions</p> <ul style="list-style-type: none"> • Why is it important to keep traditions/ customs alive? • How do the Festival events help to teach young Jews about their past? • What do these festivals show about the Jews' relationship with God? <p>Knowledge</p> <ul style="list-style-type: none"> • Succot (Sukkoth) • Festival of Tabernacles • Succoth – temporary shelters (singular succah) • celebration at home and the Synagogue • story told of 40 years in the desert • harvest • Passover (Pesach) • story recalled: Moses and the Exodus from Egypt found in the Torah • celebration at home • symbolism and ritual of seder meal – questions from youngest child • Israel- a special place for Jews • Purim • story recalled: Esther saves her people • celebration at home and synagogue • symbolism and ritual of story telling and dressing up
	<p>Year 5 Judaism Part 2 Unit 3 The Synagogue</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • How do Jews show that God is present in the synagogue? • How does the Torah help Jewish people to understand what being Jewish means? <p>Knowledge</p> <ul style="list-style-type: none"> • Synagogue • Ark • Ner Tamid • Torah portion read in services. • role of the Rabbi • Torah • written on parchment scroll in Hebrew

		<ul style="list-style-type: none"> • laws and rules • treated with respect • laws and rules which set out how people should live • The Ten Commandments • examples of writings, e.g. psalms and proverbs • stories – the life of Moses • where stories about the Jews’ relationship with God are found – the story of David and Goliath
	<p>Year 5 Judaism Part 2 Unit 4 Jewish Life</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • How does the Shema tell Jews to keep their religion alive? • How does life change for a Jew after their Bar/Bat Mitzvah? • Why are the home and synagogue equally important in Jewish life? <p>Knowledge</p> <ul style="list-style-type: none"> • The Jewish home • Mezuzah • keeping Kashrut – rules found in the Torah • hospitality • The Shema • said daily • preparing for prayer • Philacteries, Tallit, Kippah • The Shema in the Mezuzah – signifying a Jewish home • The journey of Jewish life • Bar/Bat Mitzvah • wearing Kippah, tallit and tzitzit in worship • family celebrations in the synagogue

RE - Judaism Key Vocabulary		
Year 3	Year 5	Year 6
Torah, Hebrew, Judaism, Jewish, Scroll, Shabbat, Havdalah, Blessing, Challah, Creation, Kosher, Mitzvah	Rabbi, Bar Mitzvah, Bat Mitzvah, Kippah, Tallit, Tzitzit, Synagogue, Mazel tov	Freedom, Haggadah, Exodus, Symbol, Passover, Pesach, Slave, Slavery, Matzah, Seder, Kosher, Egypt, Moses, Plague, Israel

Mezuzah, Shema, Hanukkah, Dreidel, Latkes, Miracle, Sukkot, Sukkah, Willow, Synagogue, Ark, Torah, Hebrew		
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RE Progression Map		
Topic	Year Group	Content
Sikhism	Year 2 Sikhism - Part 1 Unit 1 - Guru Nanak and his Teachings (Autumn 1)	<p>Key Questions</p> <ul style="list-style-type: none"> • What do Sikhs believe about God? • What does Guru mean? • What does it mean to be equal? <p>Knowledge</p> <ul style="list-style-type: none"> • The Gurus • there were 10 human Gurus • Guru Nanak was the first Guru • Guru Granth Sahib – last of the Gurus • Guru Nanak’s life and teaching • Guru Nanak’s teaching that all people are equal • Celebration of Guru Nanak’s birthday Guru Har Gobind • story of the Guru celebrated at Divali • Beliefs about God • Sikhs believe in one God – symbolised by the Ik Onkar symbol • created all things
	Year 2 Sikhism - Part 1 Unit 2 - Sikh Teaching and Life	<p>Key Questions</p> <ul style="list-style-type: none"> • How do the lives of Sikhs show they follow rules in their lives? • What does worship mean to Sikhs? <p>Knowledge</p> <ul style="list-style-type: none"> • Sikh Teaching • The Gurus and the Guru Granth Sahib teach Sikhs how to live • Three important rules to follow: <ul style="list-style-type: none"> • work honestly • share food with the needy • remember God

		<ul style="list-style-type: none"> • The Gurus showed how to put teachings into practice in their lives • story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya • Sikh Life • special celebrations – Akhand Path • Sikhs worship at home and in the Gurdwara • the Guru Granth Sahib teaches Sikhs how to live • Sikhs share and show that everyone is equal in the Gurdwara
	<p>Year 3 Sikhism Part 2 Unit 3 The Gurdwara and the Guru Granth Sahib – final and everlasting Guru</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • How is the Gurdwara a centre for worship and a place that demonstrates Sikh values? • Why is the Guru Granth Sahib ‘The Everlasting Guru?’ <p>Knowledge</p> <p>The Gurdwara</p> <ul style="list-style-type: none"> • centre for the community and place of prayer and worship • Nishan Sahib and Khanda symbol • shoes removed, hair covered • role of Granthi • use of music • Karah Prasad • the Langar kitchen- free food for all • The Golden Temple- a special place for Sikhs around the world • The Guru Granth Sahib • Sikh holy book, final everlasting Guru • written in Gurmukhi • treated with respect as a human Guru • contains: teachings of Guru Nanak and other Gurus & teaching hymns from Hindu low caste saints and Muslim sufi Seikh Farid; hymns and sung prayers
	<p>Sikhism Part 2 Unit 4 Belonging to the Sikh Community</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • Why was Guru Gobind Singh important? • What is the significance of the Amrit Ceremony? <p>Knowledge</p> <ul style="list-style-type: none"> • the last human Guru • Guru Gobind Singh

		<ul style="list-style-type: none"> • celebration of Vaisakhi • established the Khalsa • the 5 Ks and Sikh names • Belonging to the Community • becoming a Khalsa Sikh • Amrit ceremony • Obligations accepted with Amrit 	
Sikhism Key Vocabulary	Year 2	Year 3	Year 6
	<p>Sikhism - Part 1 Unit 1 - Guru Nanak and his Teachings (Autumn 1) Sikh, Guru Nanak, Service, Langar, Share, Sikhism, Bhai, Guru Granth Sahib, Gurdwara, Guru, Equal, Belief, Worship, Khanda</p> <p>Sikhism - Part 1 Unit 2 - Sikh Teaching and Life (Spring 1) Khanda, Unique, Diwali, Kaur, Kangha, Equal, Guru Har gobind, Kara, Kacchera, Baisakhi, Kirpan</p>	<p>Sikhism - Part 2 Unit 3 - The Gurdwara and the Guru Granth Sahib – final and everlasting Guru (Summer 2) Ik Onkar, Sacred text, Akhand path, Gurmurkhi, Mool Mantra, Granthi, Immortal</p>	<p>Sikhism - Part 2 Unit 4 - Belonging to the Sikh Community (Summer 1) Khalsa, Amrit, Kirat Karna, Panj Pyares, Vand Chhakna, Sewa, Kesh, Kara, Kangha, Kacchera, Kirpan</p>

RE - Sikhism Key Vocabulary		
Year 2	Year 3	Year 6
<p>Sikh, Guru Nanak, Service, Langar, Share, Sikhism, Bhai, Guru Granth Sahib, Gurdwara, Guru, Equal, Belief, Worship, Khanda</p> <p>Khanda, Unique, Diwali, Kaur, Kangha, Equal, Guru Har gobind, Kara, Kacchera, Baisakhi, Kirpan</p>	<p>Ik Onkar, Sacred text, Akhand path, Gurmurkhi, Mool Mantra, Granthi, Immortal</p>	<p>Khalsa, Amrit, Kirat Karna, Panj Pyares, Vand Chhakna, Sewa, Kesh, Kara, Kangha, Kacchera, Kirpan</p>

RE Progression Map		
Topic	Year Group	Content
Additional Units	Year 1	Key Questions

	Who Am I?/Belonging	<ul style="list-style-type: none"> • Are there any group rules they are expected to follow? • How an individual can belong to different groups? • People who believe in God, do they belong to a group? • How do people show they belong to a religion? <p>Knowledge</p> <ul style="list-style-type: none"> • Belong to a group • belonging is expressed and made explicit; • different religions around the world • Religious people expressing their beliefs.
	Year 1 Celebrations	<p>Key Questions</p> <ul style="list-style-type: none"> • Is it important to celebrate special events? • How do people feel before the celebration when they are getting ready and after the celebration (e.g. anticipation, excitement pride)? • What is the difference between a festival and other celebrations? <p>Knowledge</p> <ul style="list-style-type: none"> • Celebrations are important to families and communities • Different foods are used as part of a celebration • Worship is used at home, in a place of worship as part of a celebration
	Year 5 Where Did The World Begin?	<p>Key Questions</p> <ul style="list-style-type: none"> • Where did it all begin? • Who designed the world? • Why is life considered special and transient? • Why do we take care of the world? <p>Knowledge</p> <ul style="list-style-type: none"> • Protect and care for living things • Roles and responsibilities in caring for the world • Protecting the world is important to all religions • The correlation between the world and religions
	Year 5 Worship	<p>Key Questions</p> <ul style="list-style-type: none"> • How do believers respond? • What is worship? • What artefacts are used in the act of worship and are they important?

		<ul style="list-style-type: none"> • Why are acts of worship important to people of faith / religious believers? • Where might people without a faith go to for help and guidance in their lives? <p>Knowledge</p> <ul style="list-style-type: none"> • Worship involves feelings of adoration and devotion • Worship is a religious activity and an expression of belief • Worship is important to people of faith
	<p>Year 6 End Of Life's Journey</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What does the term bereavement mean? • How do people cope with bereavement? • How each community supports the person who is bereaved? <p>Knowledge</p> <ul style="list-style-type: none"> • Bereavement is in all religions • Bereavement rituals are different in all religions • People cope with bereavement in different ways
	<p>Year 6 Understanding Faith in Greenwich</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What can we discover about the faiths and beliefs in our class and school? • What can we discover about the faiths and beliefs in the local community and the local community? • How have faith and belief communities in the local community changed over the past 50 years? • What are the reasons for changes in these communities in the local community? • How do faith groups work in partnership with each other and the local community? • How has life in the local community been enriched by the diversity of the faiths and beliefs that make up the borough/ community? <p>Knowledge</p> <ul style="list-style-type: none"> • Beliefs, teaching and sources • Faiths and beliefs have changed over time in our local community • Faith groups within our local community work together for the good of all the community • Some faiths do things different in the community linked to other factors eg: the country they are from
	<p>Year 6 Peace</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • To consider the meaning of the work 'peace'? • What is different when there is no peace? • What does peace mean in an international context? • How does peace affect the way people are able to live?

- Knowledge
- Different meanings of peace
 - Peace is used in all religions as an aim
 - peaceful resolution comes after conflict

RE - Additional Units Key Vocabulary

Year 1	Year 5	Year 6
Festivals, Celebration, Sharing, Nativity, Latkes, Prayer, Belonging, Family, Worship, Naming ceremony American Independence Day, April Fools' Day, Ash Wednesday, Birthdays, Bonfire Night, Burns Night, Chinese New Year, Diwali, Easter, Eid, Father's Day, General Celebration Displays, Grandparents Day, Halloween, Hanukkah, Harvest, Resources, Lent, Mandela Day, Mother's Day, Navratri, New Year, Pancake Day (Shrove Tuesday), Pentecost, Rosh Hashanah, Royal Wedding, Saint Andrew's Day, St David's Day, St George's Day, St Patrick's Day, St Swithin's Day, Summer Fair, Thanksgiving, The Queen's Birthday, Valentine's Day, Weddings, Wesak - Buddha's Birthday, Yom Kippur	Responsibility, Mysterious, Unique, Earth, Saint Francis Pilgrimage, Kovil, Masjid/mosque, Quiblah, Genuflecting, Adoration, Devotion, Authority, Hymn, Commemoration, Deities, Ablutions, Ritual, Liturgy, Eucharist / communion, Hajj, Venerate	Healing, Commemorate, Epitaph, Eulogy, Grave, Gravestone, Bereaved service, Grieving Local Community, Broader Community, Faith groups, Practices, Diversity of faiths Peaceful, Conflict, Asylum seeker, Ahimsa, Metta confrontation, Dharmachakra, Interconnectedness Bhavachakra, Bodhisattva Bereavement, Grief

PSHE and RSE Progression Map

Topic	Year Group	Content
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Relationships Families and friendship	Year 1	<ul style="list-style-type: none"> • Identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • Discuss the role these different people play in children’s lives and how they care for them • Explore what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • Understand the importance of telling someone and how to tell them if they are worried about something in their family
	Year 2	<ul style="list-style-type: none"> • Identify how to be a good friend, e.g. kindness, listening, honesty • Understand different ways that people meet and make friends • Discuss strategies for positive play with friends, e.g. joining in, including others, etc. • Understand what causes arguments between friends • Explain how to positively resolve arguments between friends • Identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Year 3	<ul style="list-style-type: none"> • Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • Understand that being part of a family provides support, stability and love • Describe positive aspects of being part of a family, such as spending time together and caring for each other • Explore the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • Identify if/when something in a family might make someone upset or worried • Discuss what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	Year 4	<ul style="list-style-type: none"> • Know the features of positive healthy friendships such as mutual respect, trust and sharing interests • Develop strategies to build positive friendships • Understand how they can seek support with relationships if they feel lonely or excluded • Explain how to communicate respectfully with friends when using digital devices • Knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know • Describe what to do or whom to tell if they are worried about any contact online
	Year 5	<ul style="list-style-type: none"> • Identify what makes a healthy friendship and how they make people feel included • Develop strategies to help someone feel included • Understand peer influence and how it can make people feel or behave • Examine the impact of the need for peer approval in different situations, including online • Develop strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • Understand that it is common for friendships to experience challenges • Use strategies to positively resolve disputes and reconcile differences in friendships • Understand that friendships can change over time and the benefits of having new and different types of friends

Safe Relationships		<ul style="list-style-type: none"> • Explore how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable <p>Identify when and how to seek support in relation to friendships</p>
	Year 6	<ul style="list-style-type: none"> • Explain what it means to be attracted to someone and different kinds of loving relationships • Understand that people who love each other can be of any gender, ethnicity or faith • Identify the difference between gender identity and sexual orientation and everyone's right to be loved • Explore the qualities of healthy relationships that help individuals flourish • Discuss ways in which couples show their love and commitment to one another, including those who are not married or who live apart • Explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • Know that people have the right to choose whom they marry or whether to get married • Know that to force anyone into marriage is illegal • Explain how and where to report forced marriage or ask for help if they are worried
	Year 1	<ul style="list-style-type: none"> • Explore situations when someone's body or feelings might be hurt and whom to go to for help • Understand what it means to keep something private, including parts of the body that are private • Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • Explain how to respond if being touched makes them feel uncomfortable or unsafe • Know when it is important to ask for permission to touch others how to ask for and give/not give permission
	Year 2	<ul style="list-style-type: none"> • Understand how to recognise hurtful behaviour, including online • Understand what to do and whom to tell if they see or experience hurtful behaviour, including online • Identify what bullying is and different types of bullying • Explain how someone may feel if they are being bullied • Identify the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • Recognise how to resist pressure to do something that feels uncomfortable or unsafe • Identify how to ask for help if they feel unsafe or worried and what vocabulary to use
	Year 3	<ul style="list-style-type: none"> • Identify what is appropriate to share with friends, classmates, family and wider social groups including online • Explore what privacy and personal boundaries are, including online • Develop basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • Understand that bullying and hurtful behaviour is unacceptable in any situation • Identify the effects and consequences of bullying for the people involved • Learn about bullying online, and the similarities and differences to face-to-face bullying • Explain what to do and whom to tell if they see or experience bullying or hurtful behaviour
Year 4	<ul style="list-style-type: none"> • Differentiate between playful teasing, hurtful behaviour and bullying, including online 	

		<ul style="list-style-type: none"> • Explain how to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • Recognise how to manage pressures associated with dares • Discuss when it is right to keep or break a confidence or share a secret • Learn how to recognise risks online such as harmful content or contact • Explain how people may behave differently online including pretending to be someone they are not • Identify how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Year 5	<ul style="list-style-type: none"> • Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • Understand how to ask for, give and not give permission for physical contact • Explain how it feels in a person's mind and body when they are uncomfortable • Know that it is never someone's fault if they have experienced unacceptable contact • Explain how to respond to unwanted or unacceptable physical contact • Understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Identify whom to tell if they are concerned about unwanted physical contact
	Year 6	<ul style="list-style-type: none"> • Compare the features of a healthy and unhealthy friendship • Discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Develop strategies to respond to pressure from friends including online • Learn how to assess the risk of different online 'challenges' and 'dares' • Identify how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • Understand how to get advice and report concerns about personal safety, including online • Recognise what consent means and how to seek and give/not give permission in different situations
Respecting ourselves and others	Year 1	<ul style="list-style-type: none"> • Identify what kind and unkind behaviour mean in and out school • Explore how kind and unkind behaviour can make people feel • Understand what respect means • Learn about class rules, being polite to others, sharing and taking turns
	Year 2	<ul style="list-style-type: none"> • Identify the things they have in common with their friends, classmate, and other people • Understand how friends can have both similarities and differences • Explore how to play and work co-operatively in different groups and situations • Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views

	Year 3	<ul style="list-style-type: none"> • Recognise respectful behaviours e.g. helping or including others, being responsible • Learn how to model respectful behaviour in different situations e.g. at home, at school, online • Identify the importance of self-respect and their right to be treated respectfully by others • Explore what it means to treat others, and be treated, politely • Explore the ways in which people show respect and courtesy in different cultures and in wider society
	Year 4	<ul style="list-style-type: none"> • Recognise differences between people such as gender, race, faith • Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • Explore the importance of respecting the differences and similarities between people • Gain vocabulary to sensitively discuss difference and include everyone
	Year 5	<ul style="list-style-type: none"> • Recognise that everyone should be treated equally • Explain why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • Describe what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • Understand the impact of discrimination on individuals, groups and wider society • Explore ways to safely challenge discrimination • Recognise how to report discrimination online
	Year 6	<ul style="list-style-type: none"> • Recognise the link between value and behaviour and how to be a positive role model • Learn how to discuss issues respectfully • Learn how to listen to and respect other points of view • Explore how to constructively challenge points of view they disagree with • Describe ways to participate effectively in discussions online and manage conflict or disagreements
Living in the wider world	Year 1	<ul style="list-style-type: none"> • Identify examples of rules in different situations, e.g. class rules, rules at home, rules outside • Describe that different people have different needs • Explore how we care for people, animals and other living things in different ways • Understand how they can look after the environment, e.g. recycling
	Year 2	<ul style="list-style-type: none"> • Recognise being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • Describe different rights and responsibilities that they have in school and the wider community • Explain how a community can help people from different groups to feel included • Recognise that they are all equal, and ways in which they are the same and different to others in their community
	Year 3	<ul style="list-style-type: none"> • Identify the reasons for rules and laws in wider society

		<ul style="list-style-type: none"> • Explain importance of abiding by the law and what might happen if rules and laws are broken • Understand what human rights are and how they protect people • Identify basic examples of human rights including the rights of children • Recognise how they have rights and also responsibilities • Explain that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
	Year 4	<ul style="list-style-type: none"> • Understand the meaning and benefits of living in a community • Recognise that they belong to different communities as well as the school community • Explore the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work • Know how to show compassion towards others in need and the shared responsibilities of caring for them
	Year 5	<ul style="list-style-type: none"> • Identify how resources are allocated and the effect this has on individuals, communities and the environment • Understand the importance of protecting the environment and how everyday actions can either support or damage it • Demonstrate how to show compassion for the environment, animals and other living things • Explore the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment
	Year 6	<ul style="list-style-type: none"> • Explain what prejudice means • Differentiate between discrimination and prejudice and how to recognise acts of discrimination • Develop strategies to safely respond to and challenge discrimination • Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • Explore how stereotypes are perpetuated and how to challenge this
Media literacy and Digital Resilience	Year 1	<ul style="list-style-type: none"> • Explain how and why people use the internet • Describe the benefits of using the internet and digital devices how people find things out and communicate safely with others online
	Year 2	<ul style="list-style-type: none"> • Identify the ways in which people can access the internet e.g. phones, tablets, computers • Recognise the purpose and value of the internet in everyday life • Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true
	Year 3	<ul style="list-style-type: none"> • Explain how the internet can be used positively for leisure, for school and for work • Recognise that images and information online can be altered or adapted and the reasons for why this happens • Develop strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group

		<ul style="list-style-type: none"> • Make safe, reliable choices from search results • Understand how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
	Year 4	<ul style="list-style-type: none"> • Understand that everything shared online has a digital footprint • Recognise that organisations can use personal information to encourage people to buy things • Recognise what online adverts look like • Compare content shared for factual purposes and for advertising • Explore why people might choose to buy or not buy something online e.g. from seeing an advert • Understand that search results are ordered based on the popularity of the website and that this can affect what information people access
	Year 5	<ul style="list-style-type: none"> • Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • Develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • Understand that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information
	Year 6	<ul style="list-style-type: none"> • Identify the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked • Understand how to recognise when images might have been altered • Explain why people choose to communicate through social media and some of the risks and challenges of doing so • Understand that social media sites have age restrictions and regulations for use • Recognise the reasons why some media and online content is not appropriate for children • Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things • Know about sharing things online, including rules and laws relating to this • Understand how to recognise what is appropriate to share online how to report inappropriate online content or contact
Money and Work	Year 1	<ul style="list-style-type: none"> • Know that everyone has different strengths, in and out of school • Explore how different strengths and interests are needed to do different jobs • Know about people whose job it is to help us in the community • Explore different jobs and the work people do
	Year 2	<ul style="list-style-type: none"> • Identify what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after • Learn about getting, keeping and spending money; that people are paid money for the job they do • Know how to recognise the difference between needs and wants

	Year 3	<ul style="list-style-type: none"> • Understand how people make choices about spending money, including thinking about needs and wants • Learn about jobs that people may have from different sectors e.g. teachers, business people, charity work • Understand that people can have more than one job at once or over their lifetime • Recognise their interests, skills and achievements and how these might link to future jobs • Set goals that they would like to achieve this year e.g. learn a new hobby
	Year 4	<ul style="list-style-type: none"> • Explain how people make different spending decisions based on their budget, values and needs • Understand how to keep track of money and why it is important to know how much is being spent • Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them • Understand how people spend money can have positive or negative effects on others e.g. charities, single use plastics
	Year 5	<ul style="list-style-type: none"> • Identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career • Identify what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities • Describe stereotyping in the workplace, its impact and how to challenge it • Understand that there is a variety of routes into work e.g. college, apprenticeships, university, training
	Year 6	<ul style="list-style-type: none"> • Explore the role that money plays in people's lives, attitudes towards it and what influences decisions about money • Understand value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer • Describe how having or not having money can impact on a person's emotions, health and wellbeing • Identify common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • Explain how to get help if they are concerned about gambling or other financial risks
Health and Wellbeing	Year 1	<ul style="list-style-type: none"> • Explain what it means to be healthy and why it is important • Identify ways to take care of themselves on a daily basis • Know about basic hygiene routines, e.g. hand washing • Know about healthy and unhealthy foods, including sugar intake • Explore physical activity and how it keeps people healthy • Explore different types of play, including balancing indoor, outdoor and screen-based play • Identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • Understand how to keep safe in the sun
Physical health and mental wellbeing	Year 2	<ul style="list-style-type: none"> • Identify routines and habits for maintaining good physical and mental health

		<ul style="list-style-type: none"> • Explain why sleep and rest are important for growing and keeping healthy • Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • Recognise the importance of and routines for brushing teeth and visiting the dentist. • Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • Explore how to manage big feelings including those associated with change, loss and bereavement • Describe when and how to ask for help, and how to help others, with their feelings
	Year 3	<ul style="list-style-type: none"> • Understand the choices that people make in daily life that could affect their health • Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them habits and that sometimes they can be maintained, changed or stopped • Explore the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • Explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health • Identify the things that affect feelings both positively and negatively and strategies to identify and talk about their feelings • Identify some of the different ways people express feelings e.g. words, actions, body language, and how to recognise how feelings can change overtime and become more or less powerful
	Year 4	<ul style="list-style-type: none"> • Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • Explain what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • Understand how to maintain oral hygiene and dental health, including how to brush and floss correctly • Identify the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	Year 5	<ul style="list-style-type: none"> • Explain how sleep contributes to a healthy lifestyle healthy • Develop sleep strategies and how to maintain them • Identify the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke • Explain how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health • Understand how they can prevent the spread of bacteria and viruses with everyday hygiene routines • Recognise the shared responsibility of keeping a clean environment
	Year 6	<ul style="list-style-type: none"> • Understand that mental health is just as important as physical health and that both need looking after • Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • Explore how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Develop positive strategies for managing feelings

		<ul style="list-style-type: none"> • Understand that there are situations when someone may experience mixed or conflicting feelings • Explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • Understand the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings • Explore that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed • Develop strategies that can help someone cope with the feelings associated with change or loss • Identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing • Develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Identify what to do and whom to tell if they are frightened or worried about something they have seen online
Growing and changing	Year 1	<ul style="list-style-type: none"> • Recognise what makes them special and unique including their likes, dislikes and what they are good at • Understand how to manage and whom to tell when finding things difficult, or when things go wrong • Identify how they are the same and different to others • Explore different kinds of feelings • Understand how to recognise feelings in themselves and others how feelings can affect how people behave
	Year 2	<ul style="list-style-type: none"> • Explain the human life cycle and how people grow from young to old • Discuss how our needs and bodies change as we grow up • Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • Discuss change as people grow up, including new opportunities and responsibilities • Preparing to move to a new class and setting goals for next year
	Year 3	<ul style="list-style-type: none"> • Recognise that everyone is an individual and has unique and valuable contributions to make to • Recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • Recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • Develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
	Year 4	<ul style="list-style-type: none"> • Identify external genitalia and reproductive organs • Explore the physical and emotional changes during puberty • Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams

		<ul style="list-style-type: none"> • Develop strategies to manage the changes during puberty including menstruation • Identify the importance of personal hygiene routines during puberty including washing regularly and using deodorant • Understand how to discuss the challenges of puberty with a trusted adult • Understand how to get information, help and advice about puberty
	Year 5	<ul style="list-style-type: none"> • Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • Recognise that for some people their gender identity does not correspond with their biological sex • Explore how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing • Make links between participating in interests, hobbies and community groups and mental wellbeing
	Year 6	<ul style="list-style-type: none"> • Recognise some of the changes as they grow up e.g. increasing independence and what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school • Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • Identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • Understand that pregnancy can be prevented with contraception • Understand the responsibilities of being a parent or carer and how having a baby changes someone's life
Keeping safe	Year 1	<ul style="list-style-type: none"> • Discuss how rules can help to keep us safe • Explain why some things have age restrictions, e.g. TV and film, games, toys or play areas • Understand basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared
	Year 2	<ul style="list-style-type: none"> • Learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • Identify how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • Explain how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • Identify things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt • Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

	Year 3	<ul style="list-style-type: none"> • Learn how to identify typical hazards at home and in school • Explore how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • Discuss fire safety at home including the need for smoke alarms • Explain the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
	Year 4	<ul style="list-style-type: none"> • Explain the importance of taking medicines correctly and using household products safely to • Recognise what is meant by a 'drug' • Understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) can affect health and wellbeing • Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • Identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice
	Year 5	<ul style="list-style-type: none"> • Identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • Understand how to deal with common injuries using basic first aid techniques • Understand how to respond in an emergency, including when and how to contact different emergency services • Understand that female genital mutilation (FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk of FGM
	Year 6	<ul style="list-style-type: none"> • Identify how to protect personal information online to identify potential risks of personal information being misused • Develop strategies for dealing with requests for personal information or images of themselves • Identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • Explain what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • Identify how to report the misuse of personal information or sharing of upsetting content/ images online • Understand the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play • Explain the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • Identify the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions

PSHE and RSE Key Vocabulary						
Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Families and friendship	Family, care, relationships, feelings, marriage, support, roles, emotions	Friendships, relationships, socialising, agree, disagree, resolve, feelings, help	Single, same-sex, blended, adoptive, foster, similar, stability, safe, unsafe, support, encouragement	mutual respect, lonely, exclude, digital, communication, worries, anxiety, mobile, whatsapp, text messaging	Peer influence, peer approval, disputes, inclusive, exclusive, influence, reconcile	Gender, faith, sexual orientation, gender identity, civil partnership, forced marriage, arranged marriage, marriage, civil partnership, commitment
Safe Relationships	Feelings, private, emotions, change, touch, love, uncomfortable, comfortable, unsafe, safe, permission	Online, harmful, hurtful, bullying, surprises, secrets, comfortable, uncomfortable, privacy	Trust, appropriate, social groups, personal boundaries, passwords, logins, adult supervision, secure, bullying, anti-bullying, consequences	Teasing, witness, dares, peer pressure, secret, pretending, content, behaviour	Physical contact, permission, acceptable, unacceptable, appropriate, inappropriate	Consent, personal safety, peer pressure, healthy/unhealthy friendship
Respecting ourselves and others	respect, kind, unkind, rules, responsibility	common, similarities, differences, cooperation, respect	responsible, model, self-respect, polite, courtesy, social norms, considerate, manners, society	gender, race, faith, religion, diversity, Identity, culture, language disability values aspirations	traditions, beliefs, racism, sexism, homophobia, trolling, discrimination, harassment, lifestyle	role model, conflict, disagreements, values, points of view, constructive
Living in the wider world Belonging to a community	rules, community, needs, environment, animals, humans.	teams, collaboration, faith, community, inclusion,	laws, rights, human rights, charter, equality, Human Rights Act, Rights of the Child, responsibilities, basic, abiding	benefits, individuals, contribute, give back, donate, volunteering, work, careers, compassion	resources, compassion, environment, damage, support, impact, allocated, opinions	prejudice, discrimination, stereotypes, influence, perpetuate

Media literacy and Digital Resilience	internet, communication, safety, unsafe, aware, respect, privacy	digital, information, entertainment, factual, real, false/ fake news	leisure, work, altered, accurate, photoshop, age-appropriate, search engine, report, content, communication	digital footprint, the cloud, personal, advertising, factual, popularity, social media, online shopping	blogs, unbiased, biased, stereotypes, suspicious content, persuade, fact, opinion	social media, altered, online content, inappropriate content, age restrictions, manipulate, altered
Money and Work	individuality, interests, strengths, help, community, differences, similarities	money, coins, notes, cards, contactless, salary, payment, needs, wants, spending	interests, goals, hobbies, career, part-time, full-time, self-employed, sectors, business, charity, creative arts, education, engineering, environment, healthcare, information, law, law enforcement, marketing, media, construction, retail, science, social care, transport	budget, salary, wage, spreadsheet, cash, credit card, debit card, e-payment, positive spending, negative spending	ambition, working conditions, personal interests, qualities, family values, diversity, inclusion, career opportunities, stereotypes, apprenticeships, university, college, degree, career path	critical consumer, debt, fraud, gambling, scams, financial risk, wealth, value for money, companies, consumer, customer
Health and Wellbeing Physical health and mental wellbeing	healthy, unhealthy, self-care, exercise, hygiene, physical, people who can help, safe, unsafe.	physical, mental, habits, self-care, reflection, mindfulness, feelings,	habits, positive, negative, sugar, sugar-free, balanced diet, body language, actions	lifestyle, illness, doctor, GP, oral hygiene, dental health, flossing dentist, plaque, gums, gingivitis, toothpaste	sleep cycles, bedtime, sun exposure, skin damage, heat stroke, diseases, vaccinations, immunisations, bacteria, hygiene, routines	conflicting feelings, grief, positive habits, mental health, loneliness, support, cope, coping
Growing and changing	special, unique, individual, likes, dislikes, same, different, feelings, actions.	life cycle, age, young, old, aging, bodies, body parts, genitalia, penis, vagina, vulva, testicles, nipples, birth, opportunities,	valuable, strengths, interests, identity, challenges, setbacks, strategies, manage, stress, stressors	puberty, menstrual cycle, menstruation, erections, wet dreams, hygiene, deodorant, sweat, body odor, reproduction	race, sex, gender, faith, culture, hobbies, gender identity, biological sex, emotional wellbeing,	sexual intercourse, consenting adults, intimate, sperm, egg, fertilisation, womb, pregnancy, contraception, penis,

		responsibilities transitions, goals, hopes and dreams.				vagina, ejaculation, wet dream, parent, carer, transition
Keeping safe	safe, Unsafe, restricted, online, feelings,	lifelong skills, familiar, unfamiliar, safe, unsafe, environment, emergency, accidents	hazards, risks, predict, assess manage, fire safety, fire alarm, smoke alarm, carbon monoxide, road- , rail-, water-, firework- safety	medicine, drugs, household product, cigarettes, alcohol, side effects, habit, addiction, prescription, legal, illegal	risks, unsafe, emergency, positive risk taking, dangerous behaviour, emergency services, female genital mutilation (FGM)	personal information, appropriate images, inappropriate images, misuse, nicotine, alcohol, medicines, illegal drugs, drug abuse

Science Progression Map		
Topic	Year Group	Content
Plants	Year 1	<ul style="list-style-type: none"> Describe and name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant Identify and name a range of common plants and trees Name the trunk, branches and root of a tree
	Year 2	<ul style="list-style-type: none"> Describe what plants need to survive Observe and describe how seeds and bulbs grow into mature plants Investigate and describe the impact of removing light, soil or water from a growing or germinating plant.
	Year 3	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) 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
	Year 5	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals.
Animals including Humans	Year 1	<ul style="list-style-type: none"> Identify some of the differences between different animals Identify living and non-living things Identify and name a variety of common animals Describe how an animal is suited to its environment

		<ul style="list-style-type: none"> • Identify, name and group a variety of common animals that are carnivores, herbivores and omnivores according to what they eat • Describe and compare the observable features of animals from a range of groups • Identify the main parts of the human body, including those related to the senses
	Year 2	<ul style="list-style-type: none"> • Describe what animals need to survive • Explain that animals grow and reproduce • Explain why animals have offspring which grow into adults • Describe the life cycle of some living things (e.g. egg, chick, chicken) • Explain the basic needs of animals, including humans for survival (water, food, air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	Year 3	<ul style="list-style-type: none"> • Explain the importance of a nutritionally balanced diet • Describe how nutrients, water and oxygen are transported within animals and humans • Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat • Describe and explain the skeletal system of a human • Describe and explain the muscular system of a human
	Year 4	<ul style="list-style-type: none"> • Identify, name and describe the functions of the basic parts of the digestive system in humans • Identify the simple function of different types of teeth in humans • Compare the teeth of herbivores and carnivores • Identify, construct and interpret a variety of food chains, identifying producers, predators and prey
	Year 5	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age • Use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time
	Year 6	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals and plants, including humans
Materials	Year 1	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Describe materials using their senses, using specific scientific words • Explain what material objects are made from • Explain why a material might be useful for a specific job • Name some different everyday materials e.g. wood, plastic, metal, water and rock • Sort materials into groups by a given criterion

	Year 2	<ul style="list-style-type: none"> • Explain how solid shapes can be changed by squashing, bending, twisting and stretching • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of materials based on their simple physical properties • Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching) • Find out about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam) • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses
	Year 5	<ul style="list-style-type: none"> • Changing state – see States of Matter
Living Things and their Habitats	Year 2	<ul style="list-style-type: none"> • Match certain living things to the habitats they are found in • Explain the differences between living and non-living things • Describe some of the life processes common to plants and animals, including humans • Describe how a habitat provides for the basic needs of things living there • Describe how some animals get their food using basic food chains • Describe how plants and animals are suited to their habitat
	Year 4	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Classify and identify into broad groups • Explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates) • Recognise that environments can change and this can sometimes pose a danger to living things • Explain how environmental changes have an impact on living things
	Year 5	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, amphibians, an insects and a bird • Identify the reproductive processes of some animals • Describe the life cycles of common plants • Explore the work of well know naturalists and animal behaviourists (David Attenborough and Jane Goodall)
	Year 6	<ul style="list-style-type: none"> • Identify and name the parts of the human circulatory system, • 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 (both positive and negative) • Describe how nutrients are transported in humans and other animals.
Light	Year 3	<ul style="list-style-type: none"> • Recognise that they need light in order to see things • Recognise 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

		<ul style="list-style-type: none"> • 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 • Explain the difference between transparent, translucent and opaque
	Year 6	<ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Forces	Year 3	<ul style="list-style-type: none"> • Compare how things move on different surfaces • Observe that magnetic forces can be transmitted without direct contact • Observe how some magnets attract or repel each other • Identify and classify which everyday materials are attracted to magnets and which are not • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Describe magnets have having two poles (N & S) and predict whether two magnets will attract or repel each other depending on which poles are facing • Make and record a prediction before testing
	Year 5	<ul style="list-style-type: none"> • 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
States of Matter	Year 4	<ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Explain what happens to materials when they are heated or cooled • Measure or research the temperature at which different materials change state in degrees Celsius • Describe how materials change state at different temperatures • Use measurements to explain changes to the state of water • Explain everyday phenomena including the water cycle
	Year 5	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Explain how some materials dissolve in liquid to form a solution • Explain what happens when dissolving occurs • Use their knowledge of solids, liquids and gases to decide and describe how mixtures might be separated, including through filtering, sieving, evaporating

		<ul style="list-style-type: none"> • Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic • Describe changes using scientific words (evaporation, condensation) • 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 • Use the terms 'reversible' and 'irreversible'
Electricity	Year 4	<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electric circuit • Identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers • Recogniser symbols to represent simple series circuit diagrams • 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 • Associate a switch opening with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators • Associate metals with being good conductors
	Year 6	<ul style="list-style-type: none"> • Identify and name the basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers) • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram
Seasonal Change	Year 1	<ul style="list-style-type: none"> • Observe changes across the four seasons • Name the four seasons in order • Observe and describe weather associated with the seasons • Describe seasonal changes • Observe and describe how day length varies
Rocks	Year 3	<ul style="list-style-type: none"> • Compare and group together different rocks on the basis of their appearance and simple physical properties • Describe and explain how different rocks can be useful to us • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed • Recognise that soils are made from rocks and organic matter
Sound	Year 4	<ul style="list-style-type: none"> • Describe a range of sounds and explain how they are made

		<ul style="list-style-type: none"> • Associate some sounds with something vibrating • Compare sources of sound and explain how the sounds differ • Explain how to change a sound (louder/softer) • Recognise how vibrations from sound travel through a medium to an ear • Describe the relationship between the pitch of the sound and the features of its source/object that produces it • Find patterns between the volume of the sound and the strength of the vibrations that produced it, and the distance of the source • Investigate how different materials can affect the pitch and volume of sounds
Earth and Space	Year 5	<ul style="list-style-type: none"> • Identify and explain the movement of the Earth and other planets relative to the sun in the solar system • Explain how seasons and the associated weather is created • Describe and explain 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
Evolution	Year 6	<ul style="list-style-type: none"> • 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 • Give reasons why offspring are not identical to each other or to their parents • Explain the process of evolution and describe the evidence for this • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Science Key Vocabulary						
Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud	As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy, germinate	photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal		reproduction, sexual, asexual, plantlets, cuttings.	

Animals including Humans	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves	offspring, reproduction (all things reproduce, not the process), growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)	nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints	digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain	Vocab to be decided alongside PSHE puberty topic	heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle
Materials	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through	Names of materials – increased range from year 1 Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/puling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching			thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material	

Living Things and their Habitats		living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.		classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate	life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings	vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering
Light			light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous			As for year 3 plus straight lines, light rays.
Forces			force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole		force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	
States of Matter				solid, liquid, gas, state change, melting, freezing, melting point, boiling point,	thermal/electrical insulator/conductor, change of state, mixture, dissolve,	

				evaporation, temperature, water cycle	solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material	
Electricity				electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol		circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage - NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably
Seasonal Change	weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, khareef, thunder storm					
Rocks			Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water,			

			soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil			
Sound				sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation		
Earth and Space					Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets	
Evolution						Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils