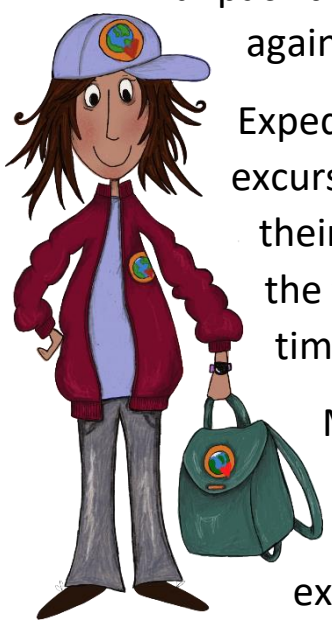
Our Curriculum Design

Our **global explorers**, wearing their **Christian values**, carry their **backpack**s to gather and learn to apply skills and knowledge as they complete their expeditions. When they arrive safely home they unpack their backpack into their **cupboard** so their knowledge and skills are ready to use again whenever they need to.



Expeditions may be long and last a whole term or they might be shorter trips, excursions, outings, journeys or jaunt but whenever they complete one they will have in their cupboards memories, experiences, skills and knowledge to use at any point in the future: while still at this school, their next school or in ten / twenty / thirty years' time.

Many of their expeditions will be in their year group continent and include aspects of all curriculum subjects. Travel further afield through whole school excursions or specific subject outings will provide a broad and balanced, memorable and exciting wider curriculum.

Our Explorers Logo of **LOVE** Shoes of **HOPE** Jacket of **COMPASSION** Watch of **WISDOM** T-shirt of **FORGIVENESS** Trousers of **THANKFULNESS** Hat of **TRUST**	**The Expedition Backpack** Collecting key items of knowledge and skills and how to apply them	**The Home Cupboard** Treasuring the knowledge and skills they have carried home and keeping them safe to access in the future
INTENT	*IMPLEMENTATION*	*IMPACT*

Planning an expedition takes a lot of thought:

1. Where do you want our children, as learners, to go?
2. We think about our aims: we are flexible and ambitious
3. We relate our expeditions to our curriculum aims which are based on the four basic elements of the Church of England's vision[1], Christian Aid's Global Neighbours scheme and our school's core Christian values[2]
4. We map out the curriculum content (through English, including maths, approximately 50% of science, history, geography, art, music, DT)
5. We also plan discrete excursions for RE, PE and the rest of science

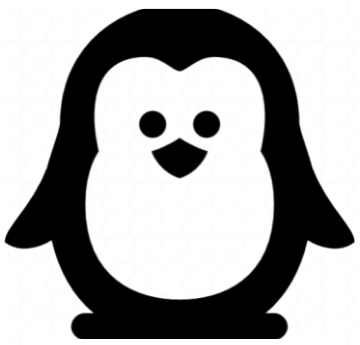
Know more, **remember more, be able to do more**

[1] Educating for wisdom, knowledge and skills, Educating for hope and aspiration, Educating for community and living well, Educating for dignity and respect

[2] Love, compassion, thankfulness, forgiveness, wisdom, hope and trust

St Mary's Cockerton Curriculum
Long Term Planning Intent

Antarctica



Reception

The Early Years at St Mary's Cockerton CE Primary School

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory framework for the early years foundation stage 2021

Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Each term we explore a big question (please See separate EYFS Curriculum document for more details) which provides holistic and cross-curricular opportunities for children to develop and learn in all of the areas of learning in EYFS. Our big question in the spring term links closely to our Long Term curriculum plan through school where the children find out about Antarctica.

We also have a progression document linking all learning in EYFS to the National Curriculum (please see separate EYFS progression towards National Curriculum Document).

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Characteristics of Effective Learning
Playing and exploring – engagement **Finding out and exploring** **Playing with what they know** **Being willing to 'have a go'**
Active learning – motivation **Being involved and concentrating** **Keeping trying** **Enjoying achieving what they set out to do**
Creating and thinking critically – thinking **Having their own ideas** **Making links** **Choosing ways to do things**

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

St Mary's Cockerton Curriculum
Long Term Planning Intent

Year One

Christian Values

	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours *(theme for assembly for parents/carers)*
February 'Show the love'
fortheloveof.org.uk
Climate change
UN Sustainable Development Goals *(Family Learning)*

Autumn 2	Spring 1	Summer 2
Human Rights	Environment	Justice
1,2,4,6	7,11,12,13	5,10,16

R.E.
Understanding Christianity
Diocesan syllabus

PSHE / British Values
Go-Givers units
CORE Year A: Expedition to Planet Blueball Year B: Be a Goodwill Ambassador

Relationship Education / Health Education – *see RSHE Policy*

P.E. (GET SET 4 PE)

Autumn	Spring	Summer
Running and Jumping Balance, Agility and Co-ordination Multi-Skills Games	Throwing and Catching Balance, Agility and Co-ordination Dance and Movement	Running and Jumping Throwing and Catching Multi-Skills Games

Get Set for PE

Modern Foreign Languages – French (Language Angels)
Listen and respond to simple songs.
Attempt to join in with simple songs.
Recognise that a word may not be written in English.

Science
<u>Working scientifically</u>
Ask simple questions and recognise they can be answered in different ways
Observe closely, using simple equipment
Perform simple tests
Identify and classify
Use observations and ideas to suggest answers to questions
Gather information and record data to help answer questions
<u>Plants</u>
Use the schools grounds to Identify and name a variety of common wild and garden plants, including deciduous and evergreen tress
Identify their basic structure
<u>Animals, including humans</u>
Identify, name, describe and compare a variety of common animals. Including fish, amphibians, reptiles, birds and mammals and which are carnivores, herbivores and omnivores
Identify, name draw and label the basic parts of the human body and links to each sense
<u>Everyday materials</u>
Distinguish between an object and the material it is made from including wood, plastic, glass, metal, water and rock
Describe, compare and group together everyday materials on the basis of simple physical properties
<u>Seasonal changes</u>
Observe changes, day length and weather associated with the seasons

Computing
ICT MR P D.A.R.E.S

St Mary's Cockerton Curriculum
Long Term Planning Intent

Year One

Geography

Location and Place Knowledge

Be able to use maps and a globe to identify and locate the continents on maps and a globe.

Be able to use simple compass directions to locate features

Study an area of Australia and ask geographical questions – and be able to draw and label pictures to show how places are different.

Human & Physical Geography

Be able to use basic physical geographical vocabulary: beach, coast, forest, mountain, sea, river, season, weather

Be able to use basic human geographical vocabulary: city, town, village, factory, farm, house, shop

Be able to ask questions about weather and seasons, drawing and recording changes over time and relate to changes in activities and clothing

Be able to give simple description of the evidence of climate change

Geographical Skills & Enquiry

Be able to use simple fieldwork and observational skills to study the geography St Mary's Cockerton and its grounds

Be able to take photos, create a memory map, label aerial photos and identify places of interest in the local area.

Be able to make a simple map

Music (Charanga Musical School)

Controlling sounds through singing

Perform with an awareness of others.

Take part in a group singing performance.

Create patterns with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration).

Controlling sounds by playing

Make and control long and short sounds (duration).

Investigate pitch by using chime bars, copying high and low notes.

Creating and developing musical ideas (composing)

Create a sequence of long and short sounds with help (duration).

Clap longer rhythms with help.

Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).

Responding and reviewing (appraising)

Hear, listen and respond to the pulse in music.

Hear, listen and respond to different moods in music. Identify texture– one sound or several sounds?

Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).

Listening and applying knowledge and understanding

Listen for different types of sounds.

Know how sounds are made and changed.

Make sounds with a slight difference, with help.

Use voice in different ways to create different effects.

History – living memory

Chronological Understanding

Be able to sequence some events or related objects in order

Be able to use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow

Be able to recount parts of stories and memories about the past

Know some things that happened to other people in the past.

Knowledge and Understanding of past events, peoples and changes in the past

Be able to tell the difference between past and present in own and other people's lives

Historical Interpretation

Begin to identify and recount details from the past from sources eg. pictures, stories

Historical Enquiry

Be able to find answers to simple questions about the past from sources of information (eg. pictures,stories)

Design Technology

Technical Knowledge

Recognise a range of technology is used in places such as homes and schools.

Select and use technology for particular purposes.

Know how to operate simple equipment and show an interest in toys with buttons, flaps and simple mechanisms and operate them successfully.

Understand the simple working characteristics of materials and components.

Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.

Recognise that food ingredients should be combined according to their sensory characteristics.

Begin to use the correct technical vocabulary for projects.

Also refer to progression for design, making, evaluating, cooking and nutrition

Art

Generic skills

Record and explore ideas from first hand observations

Ask and answer questions about the starting points for their work

Develop their ideas – try things out, change their minds

Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Review what they and others have done and say what they think and feel about it.

Identify what they might change in their current work

Also refer to skills progression for drawing, painting, printing, textiles, 3D/sculpture, collage and digital media

St Mary's Cockerton Curriculum
Long Term Planning Intent

Europe

Year Two

Christian Values

	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours *(theme for assembly for parents/carers)*
12th June – World Day Against Child Labour
un.org/en/events/childlabourday
Highlighting the plight of children forced to work
UN Sustainable Development Goals *(Family Learning)*

Autumn 2	Spring 1	Summer 2
Human Rights	Environment	Justice
1,2,4,6	7,11,12,13	5,10,16

R.E.
Understanding Christianity
Diocesan syllabus

PSHE / British Values
Go-Givers units
CORE Year A: Bouncing Back Year B: Essential, Desirable, Non-essential

Relationship Education / Health Education – *see RSHE Policy*

P.E. (GET SET 4 PE)

Autumn	Spring	Summer
Running and Jumping Balance, Agility and Co-ordination Dance and Movement	Throwing and Catching Balance, Agility and Co-ordination Multi-Skills Games	Running and Jumping Throwing and Catching Multi-Skills Games

Modern Foreign Languages – French (Language Angels)
Recognise and understand basic words and greetings e.g. hello, yes, no, goodbye.
Say basic common words and greeting e.g. hello, goodbye, yes, no.
Sometimes recognise very simple frequent words in written form e.g. yes, no.
Attempt to copy a simple frequent word.

Science
Working scientifically
Ask simple questions and recognise they can be answered in different ways
Observe closely, using simple equipment
Perform simple tests
Identify and classify
Use observations and ideas to suggest answers to questions
Gather information ad record data to help answer questions
Living things and their habitats
Explore and compare the differences between things that are living, dead, and things that have never been alive
Identify that most living things live in habitats to which they are suited and describe how they meet the animal or plant's basic needs
Describe how animals simple food chains and name sources of food
Plants
Observe and describe how seeds and bulbs grow into mature plants and that they need water, light and a suitable temperature to grow and stay healthy
Animals, including humans
Notice that animals have offspring which grow into adults
Describe the basic needs of animals for survival (water, food, air)
Describe the importance for humans of exercise (rights amounts of food, hygiene)
Uses of everyday materials
Identify and compare the suitability of a variety of everyday materials for particular uses (wood, metal, plastic, glass, brick, rock, paper, cardboard)
Find out how the shapes of solid objects can be changed by squashing, bending, twisting, stretching)

Computing
ICT MR P D.A.R.E.S

St Mary's Cockerton Curriculum
Long Term Planning Intent

Europe

Year Two

Geography

Location and Place Knowledge

Use maps and globes to locate the four countries of the UK and their capital cities and the countries of Europe

Study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?

Draw pictures to show how places are different and write comparatively to show the difference.

Express own views and give reasons about a place, people, environment.

Human & Physical Geography

Identify the equator and locate places on the Equator which are the hottest.

Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills & Enquiry

Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.

Children to take photos of interesting things in the local area and explain what the photos show.

On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.

Study aerial photos of the school and label it with key features e.g. school, church, park, shops.

Look at a simple map of the local area and identify the things they know and have seen.

Make a simple map.

Create an aerial map of the school/local area as a class by using different sized blocks.

Art

Generic skills

Record and explore ideas from first hand observations

Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds

Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

Review what they and others have done and say what they think and feel about it.

Identify what they might change in their current work or develop in future work

Also refer to skills progression for drawing, painting, printing, textiles, 3D/sculpture, collage and digital media

Design Technology

Technical Knowledge

Understand the working characteristics of materials and components.

Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.

Recognise that food ingredients should be combined according to their sensory characteristics.

Understand how freestanding structures can be made stronger, stiffer and more stable.

Recognise that 3D textiles products can be assembled from two identical fabric shapes.

Use the correct technical vocabulary for projects.

Also refer to progression for design, making, evaluating, cooking and nutrition

History – 19th and 20th Century (including Darlington's role in the development of railways) / Roman Empire

Chronological Understanding

Order 3 or more people or events

Use simple historical vocabulary e.g. recently, before, after, now, later, past, present

Recount changes in own life over time

Identify similarities and differences between periods

Knowledge and Understanding of past events, peoples and changes in the past

Use information to describe the past.

Use information to describe differences between then and now. Recognise how children now and in the past are/were forced to work

Recount main points from a significant event in history.

Uses evidence to explain reasons why people in past acted as they did.

Historical Interpretation

Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).

Understand why some people in the past did things.

Historical Enquiry

Look carefully at pictures or objects to find information about the past.

Ask and answer questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?'

Music (Charanga Musical School)

Controlling sounds through singing

Sing songs in ensemble following the tune (melody) well.

Perform songs to an audience.

Controlling sounds by playing

Follow instructions on how and when to sing/play an instrument.

Develop awareness of pitch by identifying higher and lower notes.

Creating and developing musical ideas (composing)

Carefully choose sounds to achieve an effect (including use of ICT).

Order sounds to create an effect (structure- beginnings/endings).

Create short musical patterns.

Create sequences of long and short sounds- rhythmic patterns (duration).

Control playing instruments so they sound as they should.

Use pitch changes to communicate an idea. Start to compose with two or three notes.

Responding and reviewing (appraising)

Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).

Start to recognise different instruments.

Listening and applying knowledge and understanding

Listen carefully and recall short rhythmic and melodic patterns.

Use changes in dynamics, timbre and pitch to organise music.

Change sounds to suit a situation.

Make own sounds and symbols to make and record music.

Start to look at basic formal notation- play by ear first.

Know music can be played or listened to for a variety of purposes (in history/different cultures).

St Mary's Cockerton Curriculum
Long Term Planning Intent

Asia

Year Three

Christian Values

	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours *(theme for assembly for parents/carers)*
19th November – World Toilet Day
toiletwinning.org
Raising awareness of water and sanitation issues
UN Sustainable Development Goals *(Family Learning)*

Autumn 2	Spring 1	Summer 2
Human Rights	Environment	Justice
1,2,4,6	7,11,12,13	5,10,16

R.E.
Understanding Christianity
Diocesan syllabus

PSHE / British Values
Go-Givers units
CORE Year A: Immigration: Coming to Britain Year B: The Earth in Our Hands

Relationship Education / Health Education – *see RSHE Policy*

P.E. (GET SET 4 PE)

Autumn	Spring	Summer
Invasion Games (Rugby/Football) Running and Jumping (Cross Country) Dance and Movement Patterns (Gymnastics/Dance)	Net/Wall Games (Tennis/Badminton) Balance, Agility and Co-ordination (Gymnastics, Dance) Invasion Games (Netball/Basketball)	Running and Jumping (Athletics) Throwing and Catching (Athletics) Striking and Fielding Games (Rounders/Cricket)

Modern Foreign Languages – French (Language Angels)
Listen and respond to simple rhymes, stories and songs. For example nursery rhymes or portions of simple fairy tales.
Recognise and respond to sound patterns and words such as common and often repeated words and phrases.
Listen attentively and understand: teacher's instructions; days of the week; a few words in a song; colours, numbers, praise words.
Say or repeat a few words and short simple phrases e.g. what the weather is like, naming classroom objects, colours of objects
Join in with simple nursery rhymes and songs.
Pronounce some single letter sounds e.g. vowels and some common consonants.
Imitate correct pronunciation with some success.
Recognise and read a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date.
Use visual clues to help with reading.
Make links between some phonemes, rhymes and spellings.
Experiment with the writing of simple words.
Write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects.
Select appropriate words to complete short phrases or sentences.

Science
Working scientifically
Ask relevant questions and using different types of scientific enquiries
Set up simple practical enquiries, comparative and fair tests
Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
Gather, record, classify and present data in a variety of ways to answer questions
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Identify differences, similarities or changes related to simple scientific ideas and processes
Use straightforward scientific evidence to answer questions or to support findings.
Plants
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Animals, including humans
Identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Describe in simple terms how fossils are formed when things that have lived are trapped within rock
Recognise that soils are made from rocks and organic matter.
Light
Recognise that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change.
Forces and magnets
Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not others
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing
ICT MR P D.A.R.E.S

St Mary's Cockerton Curriculum
Long Term Planning Intent

Asia

Year Three

Geography

Location and Place Knowledge

Study maps to make assumptions about the different areas of Asia e.g mountainous areas, urban areas, hilliest, flattest, rivers

Study some pictures of different parts of Asia - make reasoned judgements about where the pictures are taken

Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc). Relate to UK landmarks.

Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.

Using maps, locate the Equator, the Tropics of Cancer and Capricorn.

Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs – do they think these were taken close to the Equator or further away.

Look at maps, pictures and other sources to identify similarities and differences between a UK region and an area in an Asian country which includes a volcano.

Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.

Describe the causes of issues around access to clean, fresh water in parts of Asia (e.g. India)

Identify main trade and economy in the area and compare to region of the UK.

Human & Physical Geography

Locate places in the world where volcanoes occur.

Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.

Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.

Ask and answer questions about the effects of volcanoes.

Discuss how volcanoes affect human life e.g. settlements

Geographical Skills & Enquiry

Use locational language to describe the location of points on a map of the school/local area.

Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.

Take digital photo of the main features of the school and plot them on a map to show the route round school, using coordinates to show where the key features are.

Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement

Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.

Music (Charanga Musical School)

Controlling sounds through singing

Sing simple songs with others or individually, remembering the melody and keeping in time. Perform in tune and with expression.

Controlling sounds by playing

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response) within a group using 1 or 2 notes.

Creating and developing musical ideas (composing)

Compose and perform melodies using two or three notes.

Use sound to create abstract effects (including using ICT).

Create/ improvise repeated patterns (ostinati) with a range of instruments.

Effectively choose, order, combine and control sounds (texture/ structure).

Responding and reviewing (appraising)

Internalise pulse in music and know the difference to rhythm.

Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.

Listening and applying knowledge and understanding

Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).

Play with a sound-then-symbol approach.

Use silence for effect and know symbol for a rest (duration).

Describe different purposes of music in history/ other cultures.

History – 14th – 18th Centuries / An Ancient Chinese Dynasty

Chronological Understanding

Use timelines to place events in order. Understand that timeline can be divided into BC and AD.

Use historical vocabulary e.g. century, decade

Knowledge and Understanding of past events, peoples and changes in the past

Use evidence to describe past e.g. Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, Things of importance to people

Differences between lives of rich and poor

Use evidence to find out how any of these may have changed during a time period.

Describe similarities and differences between people, events and objects

Show changes on a timeline

Historical Interpretation

Look at 2 versions of same event and identify differences in the accounts.

Historical Enquiry

Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Ask questions such as 'how did people ….? What did people do for….?'

Suggest sources of evidence to use to help answer questions

Art

Generic skills

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Also refer to skills progression for drawing, painting, printing, textiles, 3D/sculpture, collage and digital media

Design Technology

Technical Knowledge

Know how to use learning from science and mathematics to help design and make products that work.

Understand that materials have functional and aesthetic qualities.

Recognise materials can be combined/mixed to create more useful characteristics.

Know how mechanical systems such as levers and linkages create movement.

Know that simple electrical circuits and components can be used to create functional products.

Program a computer to control their products.

Make strong, stiff shell structures.

Know that a single fabric shape can be used to make a 3D textile product.

Recognise several fresh, pre- cooked and processed foods.

Also refer to progression for design, making, evaluating, cooking and nutrition

St Mary's Cockerton Curriculum
Long Term Planning Intent

Year Four

Christian Values

	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours *(theme for assembly for parents/carers)*
25th April – World Malaria Day
Christian Aid resources
Raising awareness of malaria as a curable and preventable disease
UN Sustainable Development Goals *(Family Learning)*

Autumn 2	Spring 1	Summer 2
Human Rights	Environment	Justice
1,2,4,6	7,11,12,13	5,10,16

R.E.
Understanding Christianity
Diocesan syllabus

PSHE / British Values
Go-Givers units
CORE Year A: The Two Brothers Year B: Microorganisms

Relationship Education / Health Education – *see RSHE Policy*

P.E. (GET SET 4 PE)

Autumn	Spring	Summer
Invasion Games (Netball/Basketball) Invasion Games (Rugby/Football) Balance, Agility and Co-ordination (Gymnastics, Dance) Running and Jumping (Cross Country)	Net/Wall Games (Tennis/Badminton) Running and Jumping (Orienteering) Dance and Movement Patterns (Gymnastics/Dance)	Running and Jumping (Athletics) Throwing and Catching (Athletics) Striking and Fielding Games (Rounders/Cricket) Swimming

Modern Foreign Languages – French (Language Angels)
Listen and recognise specific words and phrases e.g. basic instructions.
Understand a range of familiar spoken phrases – e.g. basic phrases concerning self, family and school.
Respond to a clear model of language.
Memorise and present a short spoken text containing basic information e.g. about family, pets, age, colour, common classroom objects.
Ask and answer simple questions and give basic information – e.g. about the weather, family, age, pets, colours, numbers.
Pronounce all single letter sounds.
Demonstrate an awareness of sound patterns.
Be clearly understood.
Read some familiar words and phrases aloud and pronounce them accurately.
Understand some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects, references to family and pets.
Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list, holiday greetings by email / postcard.
Begin to spell some commonly used words correctly e.g colours, common objects, numbers.
Identify similarities and differences in their culture to that of another.
Discuss celebrations in other cultures and identify aspects of daily life in other countries that are different to their own.
Compare these aspects of daily life to my own.
Begin to compare traditional stories, songs and nursery rhymes.

Science
<u>Working scientifically</u>
Ask relevant questions and using different types of scientific enquiries
Set up simple practical enquiries, comparative and fair tests
Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
Gather, record, classify and present data in a variety of ways to answer questions
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Identify differences, similarities or changes related to simple scientific ideas and processes
Use straightforward scientific evidence to answer questions or to support findings.
<u>Living things and their habitats</u>
Recognise that living things can be grouped in a variety of ways
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Recognise that environments can change and that this can sometimes pose dangers to living things.
<u>Animals, including humans</u>
Describe the simple functions of the basic parts of the digestive system in humans
Identify the different types of teeth in humans and their simple functions
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Identify how disease can be spread by different animals / insects
<u>States of matter</u>
Compare and group materials together, according to whether they are solids, liquids or gases
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<u>Sound</u>
Identify how sounds are made, associating some of them with something vibrating
Recognise that vibrations from sounds travel through a medium to the ear
Find patterns between the pitch of a sound and features of the object that produced it
Find patterns between the volume of a sound and the strength of the vibrations that produced it
Recognise that sounds get fainter as the distance from the sound source increases.
<u>Electricity</u>
Identify common appliances that run on electricity
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
Recognise some common conductors and insulators, and associate metals with being good conductors.

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St Mary's Cockerton Curriculum
Long Term Planning Intent

Year Four

Geography

Location and Place Knowledge

Identify the different hemispheres and countries, use compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.

Use and explain the term 'climate zone'. Identify the different climate zones.

Discover the cause of global warming and research the implications.

Reach reasoned and informed solutions and discuss the consequences for the future.

Use knowledge of this term 'biome' to make suggestions for places in the world which may be biomes; tundra, desert, grassland and rain forest. Focus on an African desert – identify the climate, the habitats, the plant and animal types and how people live in the rainforest.

Examine the impact of climate on disease

Study life in a desert area of Africa through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.

Locate other deserts using Google earth and maps, identifying patterns in their location.

Whilst studying the area within Africa, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.

Make comparisons between this biome and others

Develop informed opinions about global warming in relation to the area of Africa and develop reasoned arguments about our role on the planet.

Human & Physical Geography

Look at pictures and labelled diagrams of different historical settlements over time.

Produce own pictures and labelled diagrams.

Ask and answer questions through own knowledge and self- conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?

Geographical Skills & Enquiry

Design questions and studies to conduct in the local area.

Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.

Undertake surveys. Conduct investigations. Classify buildings.

Use recognised symbols to mark out local areas of interest on own maps.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

Music (Charanga Musical School)

Controlling sounds through singing

Sing a range of songs in tune with expression, as part of a group or individually.

Listen to a second part and know that ostinato is a repeating pattern in singing.

Perform with an awareness of tempo and dynamic.

Evaluate their own singing and make improvements.

Controlling sounds by playing

Perform with control and awareness of what others are playing.

Improvise (including call and response) within a group using 3 or 4 notes.

Creating and developing musical ideas (composing)

Compose and perform melodies using three or four notes.

Make creative use of the way sounds can be changed, organised and controlled (including ICT).

Create accompaniments for tunes using drones or melodic ostinati (riffs).

Create (dotted) rhythmic patterns with awareness of timbre and duration.

Responding and reviewing (appraising)

Know how pulse stays the same but rhythm changes in a piece of music.

Listen to several layers of sound (texture) and talk about the effect on mood and feelings.

Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.

Identify orchestral family timbres. Identify cyclic patterns.

Listening and applying knowledge and understanding

Combine sounds expressively (all dimensions).

Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).

Know that sense of occasion affects performance.

Describe different purposes of music in history/ other cultures.

History – Middle Ages / Ancient Egyptians

Chronological Understanding

Name and place dates of significant events from past on a timeline

Use historical vocabulary e.g. century, decade, BC, AD, after, before, during.

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Note connections, contrasts and trends over time.

Knowledge and Understanding of past events, peoples and changes in the past

Show knowledge and understanding by describing features of past societies and periods.

Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.

Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.

Describe how some of the past events/people affect life today.

Historical Interpretation

Give reasons why there may be different accounts of history.

Historical Enquiry

Understand the difference between primary and secondary sources of evidence.

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Ask questions such as 'what was it like for a …… during ……?'

Suggest sources of evidence from a selection provided to use to help answer questions.

Art

Generic skills

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Also refer to skills progression for drawing, painting, printing, textiles, 3D/sculpture, collage and digital media

Design Technology

Technical Knowledge

Use learning from science, mathematics and other subjects to help design and make products that work.

Understand that materials have functional and aesthetic qualities.

Apply this thinking successfully to their own products.

Recognise that materials can be combined and mixed to create more useful characteristics.

Know that mechanical and electrical systems have an input, process and output.

Know how mechanical systems such as levers and linkages create movement.

Know that simple electrical circuits and components can be used to create functional products.

Program a computer to control their products.

Make strong, stiff shell structures for a purpose.

Know that a single fabric shape can be used to make a 3D textile product.

Recognise a range of fresh, pre- cooked and processed foods.

Also refer to progression for design, making, evaluating, cooking and nutrition

St Mary's Cockerton Curriculum
Long Term Planning Intent

Year Five

Christian Values

	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours *(theme for assembly for parents/carers)*
Late February / early March – Fairtrade Fortnight
schools.fairtrade.org.uk
Promoting the principles and products of fair trade
UN Sustainable Development Goals *(Family Learning)*

Autumn 2	Spring 1	Summer 2
Human Rights	Environment	Justice
1,2,4,6	7,11,12,13	5,10,16

R.E.
Understanding Christianity
Diocesan syllabus

PSHE / British Values
Go-Givers units
CORE Year A: Climate and Farming Year B: Saving the Rainforest

Relationship Education / Health Education – *see RSHE Policy*

P.E. (GET SET 4 PE)

Autumn	Spring	Summer
Invasion Games (Rugby/Football) Swimming Running and Jumping (Cross Country) Balance, Agility and Co-ordination (Gymnastics, Dance)	Net/Wall Games (Tennis/Badminton) Swimming Dance and Movement Patterns (Gymnastics/Dance) Invasion Games (Netball/Basketball)	Striking and Fielding Games (Rounders/Cricket) Running and Jumping (Athletics) Throwing and Catching (Athletics)

Modern Foreign Languages – French (Language Angels)
Understand basic opinions.
Understand the main points from a spoken passage made up of familiar language – e.g. short rhyme or song, basic telephone message, weather forecast.
Understand and express simple opinions e.g. like, do not like.
Ask and answer simple questions– e.g. asking part in an interview/survey about pets/favourite food, talking to a friend about hobbies.
Participate in a simple conversation, re-using familiar vocabulary.
Discuss personal interests.
Pronounce some letter strings.
Understand the main points from a short written text e.g. simple messages on a postcard / in an email.
Match sound to print by reading aloud familiar words and phrases.
Use a book or glossary to find out the meanings of new words.
Write a few short sentences with support using words already learnt – e.g. postcard, simple note or message, identity card.
Spell words that are readily understandable.
Respect and understand cultural diversity.
Understand how symbols, objects and pictures can represent a country.
Recognise similarities and differences between two or more cultures/countries.
Compare symbols, objects or products which represent their own culture with those of another country

Science
Working scientifically
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Use test results to make predictions to set up further comparative and fair tests
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Identify scientific evidence that has been used to support or refute ideas or arguments.
Living things and their habitats
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
Describe the life process of reproduction in some plants and animals.
Animals, including humans
Describe the changes as humans develop to old age.
Properties and changes of materials
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
Demonstrate that dissolving, mixing and changes of state are reversible changes
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Earth and space
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
Describe the movement of the Moon relative to the Earth
Describe the Sun, Earth and Moon as approximately spherical bodies
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Forces
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.

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St Mary's Cockerton Curriculum
Long Term Planning Intent

Year Five

Geography

Location and Place Knowledge

Confidently use maps, globes and Google Earth.
Use atlases/maps to describe and locate places using 4 figure grid references.
Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.
Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.
Ask questions e.g. what is this landscape like? What is life like there?
Study photos/pictures/maps to make comparisons between locations.
Identify and explain different views of people including themselves.
Use maps to locate features of the UK e.g. rivers, mountains, large cities.
Explain and defend which are physical and which are human features.
Label counties, cities, mountains and rivers.
Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?

Human & Physical Geography

Use the language of rivers e.g. erosion, deposition, transportation.
Explain and present the process of rivers.
Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability.
Identify trade links around the world based on a few chosen items
e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion.
Generate solutions and promote ethically sound trade.

Geographical Skills & Enquiry

Look for evidence of past river use by visiting a local area
Make field notes/observational notes about land features.
Visit a local river, locate and explain the features.

Music (Charanga Musical School)

Controlling sounds through singing

Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round.
Perform with an awareness of tempo, dynamic and musical style.
Evaluate different types of singing (gospel choir, rock band, solo voices) and give their preferences.

Controlling sounds by playing

Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.
Lead a call and response pattern involving 3 notes.

Creating and developing musical ideas (composing)

Compose and perform melodies using four or five notes.
Use a variety of different musical devices including melody, rhythms and chords.
Record own compositions. Create own songs (raps- structure).
Identify where to place emphasis and accents in a song to create effects.

Responding and reviewing (appraising)

Know how pulse, rhythm and pitch fit together.
Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).
Use these words to identify strengths and weaknesses in own and others' music.

Listening and applying knowledge and understanding

Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively pitch/texture/ structure).
Read/ work out the musical stave (notes as Year 4).
Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.
Describe different purposes of music in history/ other cultures.

History – Iron Age / Aztecs or Mayans

Chronological Understanding

Use timelines to place and sequence local, national and international events. Sequence historical periods.
Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, era, period.
Identifies changes within and across historical periods.
Describe the main changes in a period in history using historical vocabulary such as 'social', 'religious', 'political', 'technological' and 'cultural'.

Knowledge and Understanding of past events, peoples and changes in the past

Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
Give some causes and consequences of the main events, situations and changes in the periods studied.
Identify changes and links within and across the time periods studied.

Historical Interpretation

Look at different versions of the same event and identify differences in the accounts.
Give clear reasons why there may be different accounts of history.
Know that people (now and in past) can represent events or ideas in ways that persuade others

Historical Enquiry

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
Ask a range of questions about the past.
Choose reliable sources of evidence to answer questions.
Realise that there is often not a single answer to historical questions.

Art

Generic skills

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Question and make thoughtful observations about starting points and select ideas to use in their work.
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Adapt their work according to their views and describe how they might develop it further.
Annotate work in sketchbook.
Also refer to skills progression for drawing, painting, printing, textiles, 3D/sculpture, collage and digital media

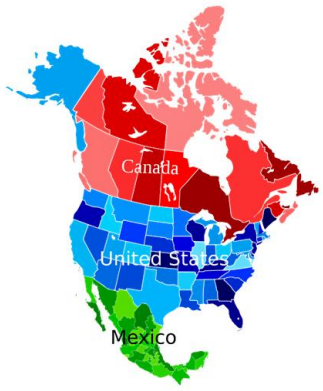
Design Technology

Technical Knowledge

Recognise that materials can be combined and mixed to create more useful characteristics.
Know that mechanical and electrical systems have an input, process and output.
Know how mechanical systems such as levers and linkages create movement.
Know that simple electrical circuits and components can be used to create functional products.
Program a computer to control their products.
Make strong, stiff shell structures for a purpose.
Know that a single fabric shape can be used to make a 3D textile product.
Recognise a range of fresh, pre- cooked and processed foods.
Know that mechanical systems e.g. cams, pulleys or gears create movement.
Explore more complex electrical circuits and components.
Program a computer to monitor changes in the environment and control their products.
Reinforce and strengthen a 3D framework.
Know that 3D textile products can be made from a combination of fabric shapes.
Adapt recipes by adding or substituting one or more ingredients.
Also refer to progression for design, making, evaluating, cooking and nutrition

St Mary's Cockerton Curriculum
Long Term Planning Intent

North America



Year Six

Christian Values

	Year A	Year B
Autumn	Compassion	Thankfulness
Spring	Forgiveness	Wisdom
Summer	Hope	Trust

Global Neighbours *(theme for assembly for parents/carers)*
15th January – Martin Luther King Day
caid.org.uk/schools
Marking the life of the civil rights campaigner
UN Sustainable Development Goals *(Family Learning)*

Autumn 2	Spring 1	Summer 2
Human Rights	Environment	Justice
1,2,4,6	7,11,12,13	5,10,16

R.E.
Understanding Christianity
Diocesan syllabus

PSHE / British Values
Go-Givers units
CORE Year A: Respect Year B: Moral Values: When is Enough Enough

Relationship Education / Health Education – *see RSHE Policy*

P.E. (GET SET 4 PE)

Autumn	Spring	Summer
Invasion Games (Netball/Basketball) Invasion Games (Rugby/Football) Balance, Agility and Co-ordination (Gymnastics, Dance) Running and Jumping (Athletics, Cross Country)	Net/Wall Games (Tennis/Badminton) Running and Jumping (OAA/Orienteering) Swimming Dance and Movement Patterns (Gymnastics/Dance)	Striking and Fielding Games (Rounders/Cricket) Running and Jumping (Athletics) Throwing and Catching (Athletics)

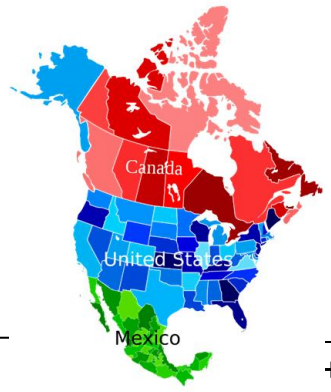
Modern Foreign Languages – French (Language Angels)
Understand the main points and simple opinions in a spoken stories, songs and passages.
Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing; an announcement; sentences describing opinions.
Participate in a simple conversation.
Express an opinion e.g. like, love, enjoy.
Pronounce a range of letter strings.
Understand how accents change letter sounds.
Substitute items of vocabulary to vary questions or statements.
Pronounce words accurately and begin to develop intonation.
Understand the main points and some of the detail from a short written text.
Begin to read independently.
Match sound to print by reading aloud sentences.
Identify different text types.
Use a bilingual dictionary to look up new words.
Write a short text on a familiar topic, adapting language already learnt e.g. self, hobbies, interests, basic descriptions.
Spell commonly used words correctly.

Science
Working scientifically
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Use test results to make predictions to set up further comparative and fair tests
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Identify scientific evidence that has been used to support or refute ideas or arguments
Living things and their habitats
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
Give reasons for classifying plants and animals based on specific characteristics.
Animals, including humans
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Describe the ways in which nutrients and water are transported within animals, including humans.
Evolution and inheritance
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Light
Recognise that light appears to travel in straight lines
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Electricity
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
Use recognised symbols when representing a simple circuit in a diagram.

Computing
ICT MR P D.A.R.E.S

St Mary's Cockerton Curriculum
Long Term Planning Intent

North America



Year Six

Geography

Location and Place Knowledge

Use 6 figure grid references to identify countries and cities in the world, the m
and the longest rivers.
Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.
Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.
Locate the major cities of the world and draw conclusions as to their similarities and differences.
Use maps to identify longitude and latitude.
Study maps of the USA to identify environmental regions. Compare and contrast these regions.
Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.
Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.

Human & Physical Geography

Describe and explain the processes that cause natural disasters.
Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.
Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most?
What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?

Geographical Skills & Enquiry

Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses
Collate the data collected and record it.
Form and develop opinions e.g. Do the pupils like/ dislike the road/ street. Compare road with another busier/ quieter street/ road. Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?
Be aware of own responsibility in the world

History – Bronze Age / The New World / American Civil War

Chronological Understanding

Use timelines to place events, periods and cultural movements from around the world.
Use timelines to demonstrate changes and developments in culture, technology, religion and society.
Use key periods as reference points
Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.
Recall the date of any significant event studied from past and place it correctly on a timeline.

Knowledge and Understanding of past events, peoples and changes in the past

Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.
Identify how any of above may have changed during a time period.
Give own reasons why changes may have occurred, backed up with evidence.
Show identified changes on a timeline – attitudes towards civil rights
Describe similarities and differences between some people, events and objects studied.
Describe how some changes affect life today.
Make links between some features of past societies.

Historical Interpretation

Understand that the past has been represented in different ways.
Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Historical Enquiry

Identify and use different sources of information and artefacts.
Evaluate the usefulness and accurateness of different sources of evidence.
Select the most appropriate source of evidence for particular tasks.
Form own opinion about historical events from a range of sources.

Music (Charanga Musical School)

Controlling sounds through singing

Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group.
Perform own part in a round or other split part.
Maintain a harmony(singing higher or lower than the main melody) in a song.
Evaluate different types of singing from different cultures and heritages.

Controlling sounds by playing

Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.
Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.

Creating and developing musical ideas (composing)

Compose and perform melodies using five or more notes.
Show confidence, thoughtfulness and imagination in selecting sounds and structures.
Create music reflecting given intentions and record using standard notation.

Responding and reviewing (appraising)

Know how the other dimensions of music are sprinkled through songs and pieces of music.
Use musical vocabulary confidently to describe music.
Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.
Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work.

Listening and applying knowledge and understanding

Use increased aural memory to recall sounds accurately.
Use knowledge of musical dimensions to know how to best combine them.
Know and use standard musical notation to perform and record own music
Use different venues and occasions to vary performances.
Describe different purposes of music in history/ other cultures.

Art

Generic skills

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Question and make thoughtful observations about starting points and select ideas to use in their work.
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Adapt their work according to their views and describe how they might develop it further.
Annotate work in sketchbook.
Also refer to skills progression for drawing, painting, printing, textiles, 3D/sculpture, collage and digital media

Design Technology

Technical Knowledge

Recognise that materials can be combined and mixed to create more useful characteristics.
Know that mechanical and electrical systems have an input, process and output.
Know how mechanical systems such as levers and linkages create movement.
Know that simple electrical circuits and components can be used to create functional products.
Program computer systems and devices to control their products.
Make strong, stiff shell structures for a purpose.
Know that a single fabric shape can be used to make a 3D textile product.
Recognise a wide range of fresh, pre-cooked and processed foods.
Know that mechanical systems e.g. cams, pulleys or gears create movement.
Explore more complex electrical circuits and components.
Program computers and devices to monitor changes in the environment and control their products.
Reinforce and strengthen a 3D framework.
Know that 3D textile products can be made from a combination of fabric shapes.
Recreate and adapt existing and new recipes by adding or substituting a range of ingredients.
Also refer to progression for design, making, evaluating, cooking and nutrition

St Mary's Cockerton Curriculum
Long Term Planning Intent