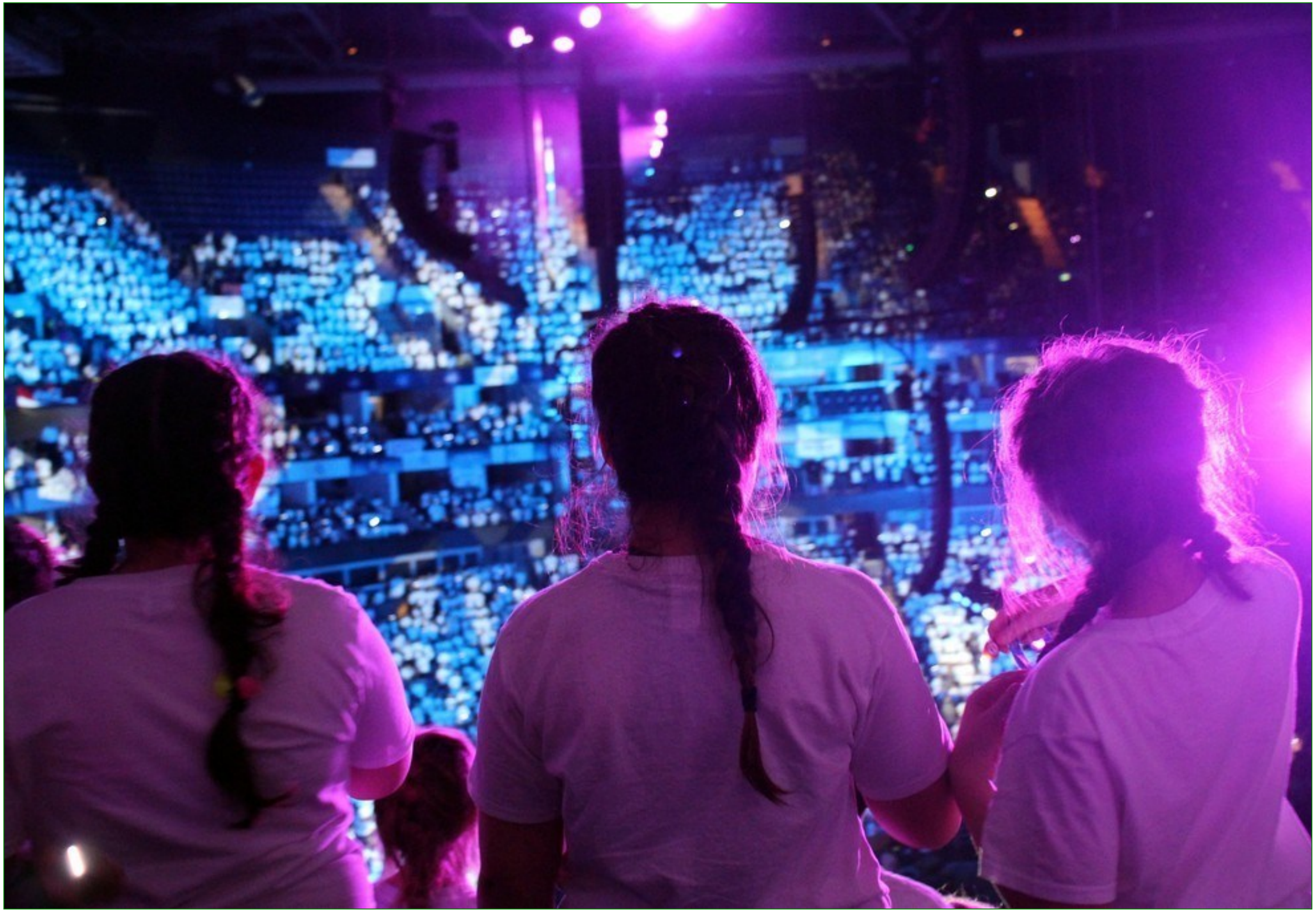
BEDWELL SCHOOL

Our Curriculum

Skills & Knowledge Progressions for Foundation Subjects, Science, RE and PSHE

Bedwell Primary School, Stevenage SG1 1NJ



BEDWELL SCHOOL

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Our Curriculum: Introduction

Aims & purpose of the Skills and Knowledge Progressions we have written for each subject

For teachers

- Provide a clear structure to progression in teaching and learning, so that all staff understand how what is being taught now both builds on what came before and feeds into what comes next
- Make planning easier and more structured, both in the short and long term, without hindering creativity and the ability of individual teachers to follow the interests of their children
- Maximise the potential for cross-curricular links, without letting this get in the way of the teaching of subject-specific skills and knowledge

For subject leaders

- Provide the opportunity in writing and refining these progressions to take ownership of their subject and shape a curriculum that matches the needs and context of our school
- Lay out a clear progression in teaching and learning, so that leaders know what they are looking for, what they expect to see and how their subject develops through the school
- Develop a long-term provision plan that includes all the experiences and opportunities identified

For parents, carers and others in our school community

- Know what children are (or are going to be) taught, and use this to support learning at home
- Have a better understanding of how our teaching and learning is structured and what we believe 'age related' skills and knowledge should look like in each year group
- Be able to make more informed decisions when choosing the right school for their child

Contents:

Learning powers:

We have chosen to build our curriculum around six core Learning Powers: Curiosity, Independence, Empathy, Perseverance, Reflectiveness and Cooperation. These have been developed, refined and agreed by all staff and governors, with input from our children and our wider community.

On the next page, you will find a breakdown of the key elements which we believe need to be developed in order to truly embed these six powers, along with a snapshot of their progression through each phase of the school. The skills and knowledge progression for each subject also includes a section showing where opportunities to use and develop these powers lie.

Cross-curricular links:

Cross-curricular links are a great way to reinforce learning and help our children to apply new skills to a range of contexts - and you will find ideas for doing this listed in each subject area. However, we also recognise that there is a balance to be found between cross-curricular and subject-specific teaching - for instance, a Year 5/6 Design Technology project on bomb shelters could tie in brilliantly with a history topic on World War 2, but teachers would need to ensure that the DT time is still focussed on skills of developing prototypes, using diagrams to communicate ideas and constructing, testing and evaluating their 'product'. As a result, from Year 1 on, learning should always be organised by subject.

Experiences every child should have:

We believe that practical and first-hand experiences are vital for our children. They bring learning to life and make it meaningful. This is particularly true in our local context, where many of our children will not otherwise have access to the experience which others might take for granted (such as visits to farms, zoos, the theatre or London landmarks).

As a result, for each subject you will find a list of key experiences which every child should have on their journey through our school. These include everything from trips to museums and the seaside to the chance to see artwork displayed in an in-school gallery and opportunities to see things go 'bang' in science!

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Our curriculum: Learning Powers

Developing	Curiosity	Independence	Empathy	Perseverance	Reflectiveness	Cooperation
By using the powers of	• Questioning • Risk taking • Exploring • Challenging	• Resourceful • Imaginative • Confident • Responsible	• Concern • Honesty • Understanding • Forgiveness	• Concentration • Determination • Resilience • Ambition	• Planning • Reviewing • Evaluating • Revising	• Listening • Collaboration • Imitation • Respect
So that, by the time our children leave EYFS…	Children enjoy playing and exploring, and seek out new experiences	Children are happy to explore new experiences and can play imaginatively	Children talk about the ways in which we show feelings and how their actions can affect the feelings of others	Children maintain focus on a task and persist with an activity when a challenge occurs	Children plan what they are going to do in Child Initiated Learning, and can talk about what went right or wrong	Children can take turns and are beginning to negotiate when playing
… and then, by the end of Year 2….	Children ask questions to guide their learning, and seek opportunities to develop their own interests	Children confidently share their own ideas and respond imaginatively to open-ended activities	Children understand that different people may have different thoughts and feelings, and show sensitivity towards them	Children will try and find more than one solution when a challenge occurs	Children can talk about why something did or didn't work, and make suggestions about improvements	Children listen to the ideas of others and are able to work collaboratively in pairs
… which means that by the end of Year 4…	Children ask a range of questions to develop their learning and approach new challenges with openness	Children take ownership of resources and their learning, and make sensible decisions about how to stay safe	Children talk honestly about their actions and take responsibility for them and the impact they have on others.	Children sustain focus on projects which are split over several days, overcoming challenges as they arise	Children plan a process to achieve a goal, review how well it worked and make improvements, suggested by themselves or others	Children successfully reach a compromise, taking account of the ideas of others during group tasks
…ensuring that children leave Bedwell being able to…	Children challenge the responses of others in order to refine their thinking and are driven to peruse their own research	Children show confidence in a range of unknown situations, and are equipped with the knowledge needed to keep safe	Children respond empathetically to people in different situations, and know how to manage their emotions in a positive, safe way	Children recover from obstacles and show a determination and desire to achieve personal goals	Children follow a 'plan, do, review' cycle to complete a complex project, using their learning to continually evaluate and revise	Children are respectful of each other during discussions, and successfully delegate roles in a variety of groupings


We listen

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Skills & Knowledge progression: Science

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should e taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. <u>Aims:</u> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • equip pupils with the knowledge required to understand the uses and implications of science, today and for the future	We want our children to have an interest in science and how it impacts our daily lives. We want them to constantly be asking questions, both 'big' and 'small', as they seek to better understand the world they live in and the fundamental scientific laws that govern it, from gravity to evolution to the way light travels. Moreover, we want to ensure that they understand the role that science (and scientists) has played in our past and how it will continue to play a vital role in our future, especially in the areas of healthcare and the environment. By the time that they leave education, we want all children to have become informed, curious, scientifically literate citizens, and our science curriculum is designed to build the broad foundations of that goal. During science lessons, we will ensure that children are given the opportunity to ask ambitious questions and then plan and conduct investigations with the aim of answering these questions. In Years 1 and 2 their natural curiosity should be encouraged and they will be given the opportunity to talk about what they have found out. In Years 3 and 4, children will explore, talk about, test and develop ideas and begin to make some decisions about which types of scientific enquiry would be most effective. In Years 5 and 6, they will encounter more abstract ideas and begin to recognise that scientific ideas change and develop over time. Children will draw conclusions, use evidence to justify their ideas and use their understanding to explain their findings. It is key that knowledge content and practical skills are taught hand-in-hand, with children developing and building on their factual knowledge as they journey through the school, making links between topics applying skills and understanding from previous learning to new areas as they are met. As part of this it is also vital that they are exposed to and specifically taught the essential scientific vocabulary related to each topic in order to demonstrate their knowledge and understanding effectively.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<u>Understanding the World</u> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Looks closely at similarities, differences, patterns and change	• Use of ICT to collect data, analyse results and present findings • History - the lives and impact of famous scientists from the past • Geography - animal habitats from around the world, weather systems, rock formation • Maths - Data handling • English - posing and writing questions, presenting findings both verbally and through written observations and conclusions • Art - using plants and animals in the local and wider environment as a starting point for art • DT building structures using a variety of materials, selected for their properties and effectiveness	• Observing a range of plants and animals first-hand, in the local environment, parks, garden centres, zoos and other animal centres • Growing their own fruits and vegetables all the way through from seed to the plate • Creating electrical circuits and watching something they have constructed respond to their commands • Make things go 'bang', react vigorously and create new substances through chemical reactions • Be surprised by what happens and excited about what they discover when working practically • Make discoveries through trial and error - and not being afraid to get things wrong • Ask 'big questions' about life and the universe

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Skills & Knowledge progression: Science

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Asking topic related questions and using different types of scientific enquiry to answer them • Looking at scientific evidence and using it to support or refute ideas and deepen understanding • Using scientific investigations to try out ideas, adapting the plan when things go wrong and exploring how changing variables can change the outcome • Closely observing the natural world around them using a range of equipment such as magnifying glasses and insect pooters
Isaac Independence 	• Developing basic scientific enquiry skills so that children can undertake investigations with increasing independence • Planning their own scientific investigations, considering which variables to change and which to keep the same • Deciding how to report and present findings from enquiries, both in oral and written forms • Making their own predictions and drawing their own conclusions • Developing their own areas of interest within the science curriculum and finding opportunities to deepen learning through topic related books and websites
Eddy Empathy 	• Considering the needs of all living things in our environment, especially when carrying out field work involving animals • Understanding the importance of the role of science in the future of our planet and how we can make positive contributions at home and at school (eg. through recycling, conserving energy and reducing waste) • Taking the interests of others into account when presenting or sharing work • Supporting peers and team members when enquiries are not going as planned, and helping them to find solutions
Polly Perseverance 	• Coping with setbacks, especially when carrying out scientific investigations • Making repeated small changes to scientific enquiries, persevering until solutions are found and an outcome is reached • Collecting data over extended periods of time eg. when finding out the best conditions for growing plants • Maintaining attention and clarifying information when being introduced to new and complex scientific knowledge such as magnetism, evolution and light
Ralph Reflectiveness 	• Using results gathered as part of enquiries to draw simple conclusions • Suggesting improvements for completed tasks and raising further questions in light of new evidence • Considering the scientific evidence provided by the work of famous scientists and how this might influence their work • Taking feedback from others into account and using this to consider next steps
Chloe Cooperation 	• Planning and carrying out scientific enquiries as a team, working collaboratively and sharing roles fairly • Presenting and sharing work with others, both written and oral • Working collaboratively and patiently when handling scientific equipment and resources which must be shared by the whole class • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions

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Skills Progression : Scientific Enquiry

Year group	Ideas and Questions	Planning	Observing and Presenting
Year 1 & 2	• ask simple questions and recognising that they can be answered in different ways • recognise scientific and technical developments that help us	• perform simple tests or follows teachers' instructions • with guidance, suggest what they will do • with guidance, identify things to measure or observe that are relevant to the question • use resources provided or chosen from a limited range • use simple measurements and equipment to gather data • suggest why a test is unfair	• observe closely (including changes over time), using simple equipment • make measurements using non-standard units • use simple secondary sources to find answers • gather simple data to help answer questions • record findings in a range of ways, eg. simple tables, diagrams, pictograms, sorting circles, bar charts and templates • talk about their findings using everyday terms, text scaffolds or simple scientific language
Year 3 & 4	• ask relevant questions and using different types of scientific enquiries to answer them • explain the purposes of a variety of scientific and technological developments	• set up simple practical enquiries, comparative and fair tests • begin to make decisions about what observations to make and how long to make them for • begin to choose the type of simple equipment that might be used from a reasonable range • use appropriate equipment and measurements with reasonable accuracy • recognises when a simple fair test is needed • with help, decide how to set up a fair test and control variables	• make systematic and careful observations • make accurate measurements using standard units, using a range of equipment • recognise when and how secondary sources might help answer questions that cannot be answered through practical investigations • gather and record data in a variety of ways • make decisions about how to record and analyse the data and prepare own formats for recording • record and presents findings using drawings, labelled diagrams, keys, tally charts, Carroll diagrams, Venn diagrams, bar charts and tables • report on findings from enquiries, in simple scientific language
Year 5 & 6	• use their scientific experiences to explore ideas and raise different types of questions • talk about how scientific ideas have developed over time • recognise the applications of specific scientific ideas	• select and plan different types of scientific enquiries to answer questions • make decisions about what observations to make, what measurements to use, how long to make them for and whether to repeat them • choose the most appropriate equipment to make measurements • explain how to use the equipment accurately • recognise when and how to set up comparative and fair tests • recognise and controls variables where necessary (eg. explains which variables need to be controlled and why)	• take measurements, in standard units, using a range of scientific equipment, with increasing accuracy and precision • take repeat readings when appropriate • recognise which secondary sources will be most useful to research their ideas • begin to separate opinion from fact • record data and results of increasing complexity, making own decisions about how to record • calculate mean value where appropriate • record and present findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • report on findings from enquiries, using relevant scientific language, in oral and written explanations such as displays and other presentations

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Skills Progression : Scientific Enquiry

Year group	Looking For Patterns	Explaining Results	Evaluating
Year 1 & 2	• use simple observable features to compare objects, materials and living things • identify and classify (decides how to sort and group objects) • with guidance, begin to notice changes (ie. cause and effect), patterns and relationships (ie. how one variable affects another)	• talk about what they have found out and how they found it out • use their observations and ideas to suggest answers to questions • use comparative language to describe changes, patterns and relationships	• with support, suggest whether or not what happened was what they expected • with support, suggest different ways they could have done things
Year 3 & 4	• use observable and other criteria to group, sort and classify in different ways (including simple keys and branching databases) • identify differences, similarities or changes related to simple scientific ideas and processes • with help, look for changes, patterns, and relationships in their data	• with help, use results to draw simple conclusions and answers questions using appropriate level of knowledge • use straightforward scientific evidence to answer questions or to support their findings • use relevant scientific language to discuss their ideas and communicate their findings	• with support, use results to suggest improvements to what they have done • with support, raise further questions (eg. arising from the data) • with support, make predictions for new values within or beyond the data collected
Year 5 & 6	• use and develops keys and other information records to identify, classify and describe living things and materials • identify conclusions, causal relationships and patterns	• draw valid conclusions, explains and interprets the results (including the degree of trust) using scientific knowledge and understanding (eg. recognises limitations of data) • identify scientific evidence that has been used to support or refute ideas or arguments • use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas	• make practical suggestions about how their working method could be improved (eg. the effect of sample size on reliability) • use results to identify when further tests and observations might be needed • use test results to make predictions and to set up further comparative and fair tests

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Knowledge Progression: Biology

Year group	Plants	Animals, Including Humans	Living Things & Their Habitats
Year 1	**In the Garden** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. • Identify the leaf, root, stem and flower of a plant. • Identify the trunk, branch, roots and leaves of a tree. • Sequence pictures that show how plants change over time.	**Different Animals** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Seasonal changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. • use descriptive words, photos and pictures to record changes • collect evidence of changes (eg. leaves, seeds, flowers). • observe and name types of weather (eg.rain, sun, wind, clouds).
Year 2	**Growing Plants** • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • identify that seeds and bulbs do not need light to germinate and identify how this is different to the needs of a plant • explain how plants in the desert survive with little water and plants in the rainforest survive with little light.	**Growth and Survival** • notice that animals, including humans, have offspring which grow into adults. • recognise changes that take place as animals get older. • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**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 different habitats provide for the basic needs of different kinds of animals and plants • identify and name a variety of plants and animals in their habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain • identify and name different sources of food.
Year 3/4 Cycle A *(based on Year 3 curriculum)*	**Investigating 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, room to grow) and how they vary 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 dispersal.	**Healthy Eating and Healthy Bodies** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • identify and group animals with and without skeletons, comparing their movement. • compare and contrast the diets of different animals, and decide ways of grouping them according to what they eat.	

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Knowledge Progression: Biology

Year group	Plants	Animals, Including Humans	Living Things & Their Habitats
Year 3/4 Cycle B *(based on Year 4 curriculum)*		**Teeth and Digestion** • 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 • find out what damages teeth and how to look after them. • compare the teeth of carnivores and herbivores and suggest reasons for the differences	**Classification and Interdependence** • 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. • construct and interpret a variety of food chains, identifying producers, predators and prey. • identify the way habitats change over the year. • explore impacts that humans can have on the environment (both positive and negative)
Year 5/6 Cycle A *(based on Y5 curriculum)*		**Human Life Cycles** • describe the changes as humans develop to old age. • recognise stages in growth and development of humans including puberty	**Life Cycles** • 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. • investigate the lives of famous naturalists (eg. David Attenborough or Jane Goodall). • explore different types of reproduction, including sexual and asexual reproduction
Year 5/6 Cycle B *(based on Year 6 curriculum)*	**Classification** *[building on prior learning from plants, animals and living things units]* • 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. • devise own keys to classify organisms and objects • recognise that broad groupings can be subdivided into increasingly specific groups	**Humans and Health** • 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. • understand how to keep bodies healthy, and how their bodies might be damaged, including how some drugs and other substances can be harmful to the body.	**Evolution and Inheritance** • 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 • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • explore the idea that characteristics are passed from parents to offspring (eg. considering different species of dogs).

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Knowledge Progression: Materials & Physics

Year group	Materials	Light and Sound	Forces and Electricity
Year 1	**Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. • perform simple tests to explore which material would be best suited to a specific purpose.		
Year 2	**Uses of Everyday Materials** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • recognise why it is important to recycle and reuse plastic • describe how scientists have invented new materials (eg. Macintosh, Dunlop, McAdam)		
Year 3/4 Cycle A *(based on Year 3 curriculum)*	**Rocks, Fossils and Soils** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • begin to understand how igneous, sedimentary and metamorphic rocks are formed. • relate the simple physical properties of some rocks to their formation. • explore that different rocks react differently to forces (eg. rubbing, water) • describe in simple terms how fossils are formed when things that have lived are trapped in rock. • recognise that soils are made from rocks and organic matter.	**Light and Shadow** • name a number of light sources, including the sun • 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 • explore the way light is reflected from a mirror • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when light is blocked by an opaque object • find patterns in the way that the size of shadows change.	**Forces and Magnets** • understand different types of forces, including pushes, pulls, gravity and friction. • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetism can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together 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, depending on which poles are facing.

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Knowledge Progression: Materials & Physics

Year group	Materials	Light and Sound	Forces and Electricity
Year 3/4 Cycle B *(based on Y4 curriculum)*	**Solids, Liquids and Gasses** • 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 • measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Sound and Vibration** • 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.	**Circuits and Components** • identify appliances that run on electricity and describe some of the dangers of mains electricity • construct a simple series electrical circuit, identifying and naming 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 it is part of a complete loop with a battery • know that a switch can open/close a circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
Year 5/6 Cycle A *(based on Y5 curriculum)*	**Changing 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. • explain how ideas about the solar system have changed over time	**Forces** • recognise that more than one force can act on an object • 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 between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • explore how levers, pulleys and gears are used in everyday life (e.g. describe how having gears can make it easier to pedal a bike)
Year 5/6 Cycle B *(based on Year 6 curriculum)*		**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 • draw diagrams to illustrate how light is travelling from the source to 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. • know that, when sunlight passes through some objects, coloured light is produced (for example in rainbows, soup bubbles and prisms).	**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. • explore the thickness of a wire in a circuit • know how to stay safe when using electricity


CHAD VALLEY
first

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Skills & Knowledge progression: Art

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. <u>Aims:</u> • produce creative work, exploring ideas and recording experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical & cultural development of their forms	Art stimulates imagination and creativity. Art enables us to communicate what we see, think and feel in ways that words alone simply are not capable of. Art provides us with both a universal language of colour, texture, form and pattern, and with limitless opportunities to combine these in new ways. As a result of all this, we believe that it is vital for all children to experience and engage with a range of visual, tactile and sensory experiences - and, as we also know that many of our children do not have access to this outside of school, it is essential that we provide them with a rich diet of art throughout their Bedwell journey. This, in turn, equips our children with both key artistic skills and an enjoyment of the subject that will help them to become expressive, open, curious and independent adults. Our Art and Design curriculum identifies six core strands, which are each returned to, revised and built upon each year. Central to these is the ability to explore and develop ideas - including questioning and observation of the world around us, the use of discussion and analysis to foster creativity and the study of the role of artists, architects and designers. Alongside this, we have also identified two artists to study in each year group. The work of these great painters, sculptors and designers is used to stimulate discussion and an appreciation of their work, as well as inspiring artwork of our own. Their lives and work also provide a platform on which to develop the use of the language and vocabulary of art.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<u>Expressive Arts & Design</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Explore what happens when they mix colours. • Understand that different media can be combined to create new effects. • Create simple representations of events, people and objects. • Choose particular colours to use for a purpose. • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	• Maths - exploring patterns, symmetry and sequences, and recognising how certain numerical strings (eg. the Fibonacci sequence) recur often in nature. • PE - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms • English - discussion and debate around artworks and artists being studied; making and using masks to support drama and storytelling; studying the work of illustrators and creating new illustrations for existing stories • Computing – creating digital art and manipulating images • RE - the role of art, sculpture etc in religious buildings and their symbolic meanings	• Work collaboratively with an artist. • Meet significant artists, discuss their work with them, give honest feedback on their work and be able to comment on their style. • See an artist in action and talk to them about their work, process and inspirations • Visit galleries, both locally and nationally, and have opportunities to learn more about the historical and cultural significance of the artwork they encounter. • Work collaboratively on a large scale piece. • Show their work in a school or local gallery, and receive feedback from their audience. • Experience the process of 'being' an artist, working on canvas, using an easel, organising, using and caring for their tools and seeking out new inspiration.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge progression: Art

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Investigating colour, texture, form and pattern • Developing understanding through questioning - How has that been created? What materials have been used? What effect does that have when you look at it, feel it etc? • Exploring the capabilities, potential and limitations of materials and different artistic mediums • Having opportunities to try things out, go wrong and take risks
Isaac Independence 	• Developing imaginative and innovative ways of creating art • Selecting materials and equipment, and justify choices • Considering how to use different mediums independently, mixing power paints/ combining two mediums, • Understanding how to use tools, adhesives, paints and other medium safely. • Learning skills needed by independent adults (eg. mixing, cutting, gluing)
Eddy Empathy 	• Considering the needs, wants and preferences of others when working • Understanding issues of sustainability, recycling and the environmental impact of items, and recognise how products may have an impact beyond those that were initially intended • Thinking about how particular works of art make the viewer feel and how this can be incorporated into new pieces • Giving honest feedback to others so that they can develop and improve their work
Polly Perseverance 	• Setting ambitious goals for a task - What can we do that will make this better? Can we develop/improve a given technique. Can a different technique be used to create a better finish or final piece. • Maintaining attention on a long-term project (eg. Developing different printing techniques before deciding on a final piece) • Coping with setbacks and demonstrate resourcefulness when tackling practical problems
Ralph Reflectiveness 	• Breaking tasks down into small steps and developing logical thinking • Evaluating pieces of art at several stages and continually revise and improve • Developing own success criteria and ways in which these can be agreed • Using findings from enquiries, investigations, discussions or analysis of existing artworks to support further development • Taking feedback from others and using this to make improvements to a final piece.
Chloe Cooperation 	• Presenting and sharing work with others • Working in teams to complete larger pieces of work (sculptures, pottery, textiles pieces) • Imitating the work of famous artist's style - with an understanding on how it may have shaped different cultures. • Sharing resources, tools and ways of working. • Exploring textiles, patterns, forms and techniques from other cultures.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills Progression: Art & Design

Year group	Exploring and developing ideas	Drawing	Painting	Printing	Textiles	3D Form
Year 1 Artist study: Andy Goldsworthy & Lois Elhert	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	• Use a variety of tools, e.g pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour	• Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades using different types of paint. • Create different textures e.g. use of sawdust.	• Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment.	• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form.
Year 2 Artist study: Henri Rousseau & Claude Monet	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour.	• Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects.	• Use a variety of techniques, e.g carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.	• Use a variety of techniques, e.g weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills.	• Manipulate clay for a variety of purposes, e.g thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills Progression: Art & Design

Year group	Exploring and developing ideas	Drawing	Painting	Printing	Textiles	3D Form
Year 3 Artist study: Pablo Picasso & Giuseppe Archimboldo	• 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.	• Experiment with different grades of pencil and other implements. • Plan, refine and alter drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	• Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures eg. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc.	• Print using a variety of materials, objects and techniques including layering with rubbings. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing.	• Use a variety of techniques, e.g printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc.	• Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models.
Year 4 Artist study: Wassily Kandinsky & Vincent Van Gogh	• 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.	• Make informed choices in drawing, paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.	• Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.	• Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and cold water paste.	• Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiment with paste resist.	• Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.

BEDWELL SCHOOL

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Skills Progression: Art & Design

Year group	Exploring and developing ideas	Drawing	Painting	Printing	Textiles	3D Form
Year 5 Artist study: Georgia O'Keeffe & Andy Warhol	• 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 and processes to use in their work. • Explore the roles and purposes of artists, craftspeople architects and designers working in different times and cultures.	• Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources.	• Explain a few techniques, e.g the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours	• Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely.	• Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work.
Year 6 Artist study: Henry Moore & Banksy	• 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 and processes to use in their work. • Explore the roles and purposes of artists, craftspeople, designers and architects working in different times and cultures.	• Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.	• Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, including those researched independently. • Show an awareness of how paintings are created (composition).	• Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.	• Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work.	• Develop skills in using clay eg. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.


CYCLING

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge progression: Computing

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
Equipping pupils to use computational thinking and creativity to understand and change the world. Pupils are taught the principles of information and computation, how digital systems work, and how to put the knowledge to use. Building on this, pupils are equipped to use IT to create programs and a range of content, and to be digitally literate. <u>Aims:</u> • Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • Are responsible, competent, confidence and creative users of information and communication technology	We want to help our children to become confident, independent users of IT across the curriculum and in their life beyond school. At Bedwell, children in every class and year group will be given opportunities to discover how IT can support them in their learning, and will be encouraged to enthusiastically try out new technologies, apps and software. They will gain the transferable skills needed to adapt to ever-changing software, and be as prepared as they can be for the technologies that they will encounter as they grow up, the vast majority of which probably haven't even been invented yet. Crucial to much of this is the ability to think logically and to break ideas down into discrete steps, as recognised in the National Curriculum, and these computer science skills are therefore a vital strand in our teaching. Our children will also know how to use all of this safely and responsibly, know who to talk to when they come across something that doesn't seem right, fair, acceptable or appropriate, and know when to turn off the technology and walk away. They will be taught to treat others with respect, too, and recognise that behaviour online should be no different to behaviour in 'real life'.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<u>Understanding the World : Technology</u> • Knows how to operate simple equipment • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones • Shows skill in making toys work by pressing parts or lofting flaps to achieve effects such as sound, movements or new images • Knows information can be retrieved from computers • Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software	• Presenting work from across the curriculum (using digital cameras, video, 2Simple software, Word, Publisher, PowerPoint, Excel or similar) • Using online simulations to explore ideas in science or geography • Using the internet as a search tool to support learning across the curriculum (needs to be a taught skill if this is to be effective) • Using spreadsheets & databases to analyse and explore data (particularly in maths and science) • Using apps to support learning (eg. Mathletics) • eSafety aspects have strong PSHE link	• Creating videos and sharing them with friends and family • Seeing something move in response to their commands • Produce something of their own that makes them go 'Wow!' • Chances to try things out, go wrong & discover that the computer doesn't blow-up and the internet doesn't shut down as a result


Hello...
Echo

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge progression: Computing

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Exploring the capabilities, possibilities and limitations of new technologies, apps and software • Having chances to try things out, go wrong and take risks • Using the internet to answer questions and search for new knowledge • Learning to use simulations to explore ideas • Challenging the accuracy of information found online and recognise why different search engines or sites may give different answers
Isaac Independence 	• Learning to use IT safely and responsibly (in all situations & lessons - not just Computing) • Knowing who to talk to when something doesn't seem safe, fair or appropriate • Developing basic IT skills, so that all children can use technology independently • Designing and writing programs independently • Choosing when, where and how to use technology
Eddy Empathy 	• Recognising the consequences of actions in eSafety contexts - what effect might this post, image or comment have on someone else? How is it likely to make them feel? • Designing games with the user in mind - how will they interact with the game? Will it make sense to them (and seem both fun and fair)? Are the controls intuitive? • Taking the interests of others into account when presenting, editing or sharing work
Polly Perseverance 	• Coping with setbacks, particularly when programming - being resilient when code doesn't behave as expected the first time around • Collecting data over extended periods of time • Maintaining attention on a long-term project (eg. designing, programing and revising a game over the course of several weeks) • Setting ambitious goals for a task - what does technology allow us to do that wouldn't have been possible otherwise?
Ralph Reflectiveness 	• Breaking complex problems down into small steps and developing logical thinking • Debugging programs - suggesting how a series of instructions could be changed to correct errors • Evaluating work, using personal or shared criteria • Planning and storyboarding video sequences • Taking feedback into account when developing projects
Chloe Cooperation 	• Treating others with respect, recognising that behaviour online should be no different to behaviour in real life • Presenting and sharing work with others, using video, audio and images • Adding content to a shared class site, wiki or blog • Working in teams to complete complex tasks (eg. film projects, which could not be completed independently) • Discussing and understanding the nature of privacy online

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills Progression: Computing

Year group	Computer Science : Programming & logic	Information Technology : Creating & using content	Using the Internet : Searching & sorting	eSafety : Being careful & considerate
Year 1	• Begin to break problems down into a series of steps (eg. sequence of instructions for Bee Bot to achieve given goal) • Suggest what outcome a given sequence of instructions (algorithm) might have • Suggest how instructions could be changed to correct errors (debugging)	• Log into computer using own name • Open a file in a given location • Save their work • Type names, captions and labels in simple software • Draw pictures using paint software - including changing colours & using fill tools • Begin to combine text and images		• Understand that they need to keep safe when using IT • Know that they should close lid of laptop if they find inappropriate images • Recognise that information found or transmitted online can be seen by others - eg. images found online can be seen by others too & search strings can be seen by those running the search engine
Year 2	• Recognise algorithms as sequences of instructions • Program a sequence of instructions on screen to complete a given task (eg. using Scratch & Bee Bots) • Debug and adapt programs • Begin to explain how a program works (identifying the purpose of different steps)	• Open and save work to a given location independently • Use digital cameras, video cameras and / or microphones to collect and create content • Combine images and text using real-world applications to present and share their work across the wider curriculum • Create and edit simple charts (eg. findings in science)	• Know that the internet is made up of content shared by people and organisations for a variety of reasons • Know that images, video & other content may be shared by adults, older siblings etc - and that they are not yet old enough to do this themselves • Search for images linked to work in the wider curriculum	• Understand that some information is private and should not be shared online • Recognise that images and work found online belongs to the person who created it and should not be copied without permission • Know what to do if they find anything they find upsetting or inappropriate online
Year 3	• Design and write a program using a block language (eg. Scratch). This is likely to include movement and dialogue / sound, and produce an outcome on screen • Explore on-screen simulations of physical systems (eg. car going around a track) and discuss what they have learnt • Use logical reasoning to detect errors in a program	• Use office software (Word, Excel, PowerPoint or similar) independently to share and present work. • Change font, font size, colour, bold, italics, page colour etc to support presentation • Plan and shoot video to present work / ideas to an audience, using 'real' contexts from the wider curriculum	• Understand that email messages are sent and received through the internet. • Send and receive emails (in a controlled environment) • Use Google (or similar) to begin to search for information • Recognise that most searches will produce huge amount of results & begin to determine whether a given page is useful	• Understand that not all information shared online is safe or exists for positive reasons • Know how to use email safely • Begin to be aware of need to show respect for others online - eg. asking before posting images / video of others, giving positive feedback • Discuss what behaviour is / is not acceptable online

BEDWELL SCHOOL

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Skills Progression: Computing

Year group	Computer Science : Programming & logic	Information Technology : Creating & using content	Using the Internet : Searching & sorting	eSafety : Being careful & considerate
Year 4	• Design and write a program using a block language (eg. Scratch) which includes some user interaction (answering questions / controlling sprites etc) • Create simple simulations / prototypes on-screen • Use sequence and repetition in programs • Can detect and correct errors in programs independently	• Use and combine multiple programs / apps to achieve a particular goal (eg. analyse data in a spreadsheet and then create a presentation of their findings; create or record audio and then add this to a video) • Collect and present data digitally (eg. using data loggers, spreadsheets or databases)	• Can form a judgement about whether a web page or other digital content is appropriate or relevant for a given purpose • Work collaboratively to share information through a class wiki / blog • Turn research topics into sensible search strings that produce useful results	• Discuss differences between acceptable and unacceptable behaviour online (including sharing information, commenting on the work of others, an awareness of copyright and ownership of work) • Recognise that people they meet online may not be who they seem, and that information found online may not always be reliable
Year 5	• Write and debug a program using a block language (eg. Scratch) based on their own ideas. • Experiment with computer control / sensing systems (eg. Lego WeDo, Pi2Go, InO-Bot) • Break complex problems down into a series of steps and then plan how each step could be achieved, including the use of repetition and selection	• Choose which software to use to complete a given task (eg. decide whether to use Word, PowerPoint or Publisher to present their work) • Edit images and sound to improve quality or achieve a particular effect. • Take the interests of others into account when presenting, editing and sharing their work	• Begin to have an awareness of how internet searches work, and how they rank results • Decide whether they believe content they come across is reliable and identify the author's viewpoint • Sort pages by their usefulness for a particular task • Plan, add content to and edit a shared website / wiki / class blog	• Act responsibly when using the internet, showing an awareness of both their own safety and the feelings of others • Recognise the importance of strong passwords • Discuss the consequences of particular behaviours when using digital technology • Know how to report concerns in a range of contexts
Year 6	• Design, write and debug a program using a second programming language (eg. Python or TouchDevelop) • Program a control and sensing system (eg. Lego WeDo, Pi2Go, InO-Bot) • Use sequences of commands or blocks, repetition, selection and variables in programs • Take feedback into account when developing projects	• Decide when to use IT in their work, and recognise how it provides advantages over pencil, paper or books in some (but not all) situations • Analyse complex data, eg. providing summary statistics and identifying trends • Edit video to produce short films / adverts or other work linked to the wider curriculum	• Make use of a range of search engines and suggest reasons why they may give different results • Understand that not all questions can be answered using search engines • Explain why different webpages may give different answers to the same question • Summarise findings in their own words	• Think through the consequences of actions when using digital technology (both short- and long-term) • Discuss the nature of privacy online and the potential advantages and disadvantages of handing over personal data to large companies • Know how to report inappropriate content online (eg. to ChildLine or CEOP)


pungent
acrid
putrid
fetid
malodorous

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: DT

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact. <u>Aims:</u> • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate in an increasingly technological world • Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • Critique, evaluate and test their ideas and products and the work of others • Understand the principles of nutrition and learn to cook.	At Bedwell, we want our children to become confident, independent problem solvers, who view challenges with curiosity and a 'what about trying…' mindset - both at school and in their wider life beyond. When presented with practical problems, our children will be able to combine their skills and prior knowledge to come up with a range of possible solutions, and then use their experience and understanding to focus in on what they consider to be the best design choice. They will have the practical and technical skills needed to put that idea into practice - and the wherewithal to overcome whatever barriers may present themselves on the way to a completed solution to their initial problem. To that end, children in every class will be given opportunities to explore new materials, tools, mechanisms and designs, and will be encouraged to explore all of these to find both their potential and their limitations. Each unit of work will have a clear, practical goal as its outcome, accompanied by design criteria against which finished products can be tested and evaluated. Our children will also learn how to use these materials and tools safely and responsibly, and over time will begin to consider the impact that products (and material choices) can have on the wider world.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<u>EAD : Exploring & using media and materials</u> • Manipulates materials to achieve a planned effect • Constructs with a purpose in mind, using a variety of resources • Selects appropriate resources and adapts work where necessary • Selects tools and techniques needed to shape, assemble and join materials they are using. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	• Solving problems linked to materials or contexts being explored in science • Measuring, estimating and interpreting scales, calculating costs or capacities links to maths • Exploring foods from different cultures and festivals links to geography and RE topics • Use of electrical systems or discussion of forces involved in movement ties in with science • Large crossover with art skills when considering finish, choice of materials & product appearance • 'Learning to use equipment safely and independently' elements have strong PSHE link	• Produce something of their own that makes them go, "Wow!" • Have opportunities to use things they have made - recognising that their work really is purposeful and practical • Take things to bits to find out how they're held together and how they work • See something they have constructed move under its own power • Use saws, hammers, hand drills and other 'grown-up' tools (and know how to use them safely) • Build something bigger than them

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: DT

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Investigating machines and mechanisms • Taking things apart to find out how they work • Developing understanding through questioning - How does that work? Why does that happen? • Exploring the capabilities, potential and limitations of materials • Having opportunities to try things out, go wrong and take risks
Isaac Independence 	• Developing imaginative and innovative solutions to problems • Selecting tools, materials and equipment, and justify choices • Considering how to use materials, equipment and electricity safely and responsibly • Understanding how to cook safely and hygienically • Learning skills needed by independent adults (eg. cooking a range of meals, sewing on buttons, making simple repairs)
Eddy Empathy 	• Considering the needs, wants and preferences of others when designing • Understanding issues of sustainability, recycling and the environmental impact of items, and recognise how products may have an impact beyond those that were initially intended • Making products to be used by others, and consider their expectations in terms of functionality and finish • Giving honest feedback to others so that they can develop and improve their work
Polly Perseverance 	• Setting ambitious goals for a task - What can we do that will make this better? Can we come up with a more innovative, interesting solution to this problem? • Showing commitment to finding out answers and solving problems • Maintaining attention on a long-term project (eg. designing, shaping, assembling and testing over the course of several weeks) • Coping with setbacks and demonstrate resourcefulness when tackling practical problems
Ralph Reflectiveness 	• Breaking complex problems down into small steps and developing logical thinking • Evaluating products at several stages during the design and assembly process, and looking to continually revise and improve • Developing own design criteria and ways in which these can be tested • Using findings from enquiries, investigations, discussion or product analysis to draw conclusions • Taking feedback from others and using this to make improvements to a design
Chloe Cooperation 	• Presenting and sharing work with others • Working in teams to complete complex tasks that could not be accomplished independently • Imitating the work and design of others - both peers and 'real world' designers and inventors • Sharing resources, ingredients and tools • Exploring textiles, foods and festivals from other cultures and treating these with respect

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills Progression: Design & Technology

Year group	Structures	Mechanisms	Textiles	Food
Year 1	• Discuss what makes a building 'strong' (eg. with reference to houses built by 3 little pigs) • Select appropriate materials (which can be cut or shaped, eg. cardboard) • Use cutting, gluing, tying, taping to shape and join materials • Test models • Suggest ways they could be strengthened and improved	• Explore and evaluate books and products with moving parts, including those with sliders and levers • Develop understanding of the way sliders and levers can create movement • Develop & share design ideas • Use cutting, gluing & taping to shape and join materials • Use art & design techniques to create a finished product	• Generate ideas for a product by drawing on their own experiences • Say how the product will suit its intended user • Cut, shape and join materials to make a product with a particular purpose (eg. a safety jacket or sun hat for a storybook character) • Say what they like and dislike about finished products	• Know that all food comes from plants or animals • Talk about what foods we should eat to stay healthy • Prepare fruit and vegetables for eating safely and hygienically (without using a heat source) • Compare the taste and texture of different foods • Use mixing to make cakes, pastries or crumbles
Year 2	• Explore existing freestanding structures & identify features that make them strong • Generate design ideas for a given context (eg. chairs for story characters or pet cages) • Agree design criteria • Measure, mark-out, cut and shape materials • Select tools / methods for cutting, joining and assembling	• Explore different vehicles - what is similar and different about them? Identify wheels, axles, chassis etc. • Build models from construction kits / materials (eg. Lego, Knex) • Explore ways of joining wheels to allow movement • Build models and suggest ways they could be tested out	• Design a functional, appealing product for a chosen user • Use templates to mark-out materials for cutting • Choose materials based on their functional and aesthetic properties • Join fabrics using a running stitch (eg. to make a puppet) • Suggest how products could be improved	• Know that food can be farmed, grown elsewhere (eg. at home) or caught • Name and sort foods into the five groups shown in the Eatwell Guide • Use cutting, peeling and grating to prepare ingredients • Use ovens to bake cakes etc • Evaluate through taste-testing and user feedback
Year 3	• Investigate and evaluate shell structures (boxes, packaging, nets of shapes etc) • Develop practical ideas to solve a real-world problem (eg. packaging foods / toys) • Select materials and tools appropriate to the task • Measure, shape, cut and join materials with some accuracy • Use art and design skills to finish the product attractively	• Investigate the use of levers and linkages to create more complex movement (eg. in pop-up books or greetings cards) • Explore the effect of fixed and loose pivots on movement • Develop design ideas linked to a specific purpose • Measure, shape, cut and join materials with some accuracy • Identify strengths and areas for improvement in products	• Develop ideas for a real-world design problem (eg. money containers or shopping bags) by gathering information on the wants and needs of users • Share and model ideas using sketches and diagrams • Justify choice of materials • Measure, shape, cut and join materials with some accuracy • Sew on buttons, handles, tags etc to finish the product	• Use home-grown ingredients in cooking (eg. tomatoes, beans, strawberries) • Make breads using kneading and baking, and compare different breads from around the world • Generate ideas and plan a dish for a specific purpose • Know a range of appropriate ingredients, and whether they are grown, reared or caught

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Skills Progression: Design & Technology

Year group	Structures	Mechanisms	Textiles	Food
Year 4	• Create models to further understanding in other areas of the curriculum (eg. 3d models of river systems) • Use annotated sketches to develop and share ideas • Select materials based on their properties and availability • Use a wider range of techniques to shape and join materials (eg. saws, glue guns)	• Examine and disassemble a simple battery-powered product, identifying key parts of the electrical circuit • Explore and make different types of simple switches • Know how to use electricity safely • Design and make a battery-powered product (eg. a night light or torch) • Evaluate using design criteria	• Analyse items of clothing linked to another area of the curriculum (eg. religious festival or historical period) using annotated sketches • Identify design features & develop design criteria • Use measurement and pattern pieces to create clothing fitted to a specific user • Evaluate finished pieces using agreed design criteria	• Know that, to be active and healthy, food and drink are needed to provide energy for the body • Prepare savoury dishes using peeling, chopping, slicing and mixing • Recognise the steps needed to prepare food safely and hygienically • Plan, carry out and record evaluations of food produced
Year 5	• Combine solid structures with mechanical systems to create movement (eg. electric cars) • Use cross-sectional drawings and exploded diagrams to develop and share ideas • Accurately measure, saw and sand wood and plastic for use in construction • Test, evaluate and improve prototypes before producing final products	• Explore the effect of differently shaped cams on movement (construction kits) • Design a product including a cam mechanism (eg. a moving toy), taking into consideration the needs, wants and preferences of users • Model ideas using diagrams, sketches and prototypes • Accurately apply a range of finishing techniques	• Explore the concept of *sustainability* and the long-term impact of products • Carry out research, using surveys, interviews and questionnaires • Generate innovate ideas (eg. for creating products from recycled materials) • Accurately measure, mark, join and assemble materials • Justify design decisions	• Know that seasons may affect the food that is available • Identify the different substances (nutrients, vitamins, fibre, protein etc) that are needed for health • Use boiling and simmering to cook food (eg. making soups) • Write a step-by-step recipe, including ingredients and equipment needed • Decorate and present food
Year 6	• Produce a large-scale construction (eg. bird hide, bomb shelter etc) • Investigate and analyse existing / historical products based on sustainability, innovation and cost • Generate innovative ideas, based on research • Apply skills learnt across keystage to construct, test evaluate and refine product	• Develop a design for a functional product that responds automatically to changes in the environment (eg. security alarm or lights) • Apply computing skills to program, monitor and control products • Test and evaluate the system to demonstrate its effectiveness • Learn about famous inventors	• Disassemble a real-world textile item (eg. slippers) & use exploded diagrams to identify how it is constructed, materials used etc • Separate design criteria into *functional* and *aesthetic* • Design product for a specific user, considering their needs • Apply skills learnt across keystage to construct, test evaluate and refine product	• Understand the environmental impact of food decisions (eg. 'air miles' on out of season fruits and vegetables) • Plan a meal for a specific occasion / festival, taking into account the needs and expectations of those who will eat it • Prepare this meal using a wide range of skills • Present the meal and evaluate

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Skills & Knowledge progression: Geography

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. **Aims** • Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical & human geographical features, how these are interdependent and how they bring about variation and change over time • Are competent in the geographical skills needed to collect, analyse and communicate data ; interpret a range of sources; communicate geographical information in a variety of ways	We believe that a rounded understanding of the world in which we live is vital if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments. We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. All children should leave our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the countries and regions that they have studied (such as the USA, Caribbean, Amazon rainforest, River Thames and Andes mountains). Finally, children will learn to behave like geographers, collecting information through fieldwork, data analysis, first- and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information, and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
Understanding the World - People and Communities • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **Understanding the World - The World** • Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another.	• Links between understanding of science and geography when discussing habitats and issues around climate change • Using online simulations to explore ideas, using spreadsheets & databases to analyse and explore data and using the internet as a search tool to support learning all link to Computing • Learning about different cultures and religions ties geography and RE closely together • Exploring foods from different cultures and festivals links to DT and RE topics • Understanding the culture and human geography of countries will almost always link to their history - eg. rivers topic in Year 3 links to learning about Ancient Egypt when considering the importance of the Nile	• Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest • Visited a variety of different physical environments, including the seaside, forests and rivers • Had opportunities to compare life in Stevenage first hand with life in a local village and life in London • Seeing nationally recognised landmarks in real life (eg. Buckingham Palace, Westminster or the Tower of London) • Talking to people who have lived and grown-up in different parts of the world • Explored the culture of different countries through in-school themed days, including tasting food from around the world

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Skills & Knowledge progression: Geography

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Exploring a range of maps, atlases, photographs and diagrams. • Having chances to visit sites/landmarks of interest and ask questions about them. • Using the internet, primary and secondary resources to answer questions and search for new knowledge • Challenging the accuracy of information found and recognise why different sources may have different answers
Isaac Independence 	• Learning to independently locate information (eg: in a atlas/map) • Developing a basic understanding of where places are. • Using the correct geographical vocabulary where appropriate. • Describing the key aspects of a given topic • Choosing which resource is best to use, to find out certain information
Eddy Empathy 	• Recognising the differences between regions, nations and continents. • Understand that places will have different meanings and significance to different people. • Being respectful of other peoples beliefs and opinions on places of significance • Taking the interests of others into account when sharing work about places of interest/significance • Understanding that our planet should be protected and everyone can do their bit.
Polly Perseverance 	• Showing determination when trying to locate information (maybe subsequent resources are needed) • Collecting data over extended periods of time • Maintaining attention on a long-term project (eg. Study of a certain place/country over the course of several weeks) • Showing commitment to finding out answers to new and challenging questions.
Ralph Reflectiveness 	• Reflecting on mistakes made when trying to locate information from the most reliable source • Commenting on similarities and differences between places • Discussing changes over time • Beginning to make some links between human and physical geography • Taking feedback into account when developing projects
Chloe Cooperation 	• Recording, present and share work with others using a range of sources and media • Working together in groups to complete a research project • Recognising the strengths of others and utilising them in a group task • Using listening and imitation to develop understanding • Treating other individuals, communities, countries and cultures with respect

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Skills Progression: Geography

Year group	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations
Year 1	• Know where we live (name of town, country). • Name the capital of England • Name Europe and at least one other continent. • Identify the Pacific and Atlantic Oceans.	• Use appropriate physical themed vocabulary (eg. *river, hill, mountain, forest, beach*)	• Use human themed vocabulary (eg. *town, city, house, farm, village*) • Recognise that life is different in different parts of both the UK and the world.	• Describe particular locations, using words such as *quiet, noisy, busy, built-up* etc. • List two similarities and two differences between the UK and one other country.	• Use a map to locate the UK and Stevenage. • Know the difference between North and South	• Recognise photographs and landmarks of the local area. • Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.
Year 2	• Locate and name the four countries and capitals of the UK. • Locate and name the seven continents and five oceans.	• Use a wider range of physical themed vocabulary (*eg. valley, vegetation, ocean).* • Begin to describe and explain the weather.	• Use a wider range of human themed vocabulary to describe places and regions (eg. *port, harbour, factory, motorway, station).*	• List two similarities and two differences between the UK and one non-European other country. • Begin to suggest reasons for these differences in terms of their physical and human geography. • Express preferences about places.	• Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is north of Stevenage). • Begin to use maps, atlases and globes to locate places.	• Recognise and describe the local area. • Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos).
Year 3	• Name and locate cities, counties and regions of the UK. • Name and locate five European countries and five in North/ South America.	• Describe climate zones, using the language of *equator, north and south pole, desert, tropical, polar regions.* • Describe the water cycle using appropriate vocab (*evaporation, rainfall, condensation* etc). • Recognise why the water cycle is vital for life on Earth.	• Describe at least three different types of land use (eg. housing, farms, commercial). • Begin to discuss the reasons why a particular place is suited to a particular use.	• Describe similarities and differences (both physical and human) between one European country and one North / South American country. • Begin to recognise how the environment can change over time.	• Correctly use maps, atlases and globes to locate places being studied and describe their position. • Use the language of position and direction (eg. compass, north, south, east & west). • Begin to have a sense of scale, recognising how much further away some countries are than others.	• Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes). • Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).

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Skills Progression: Geography

Year group	Locations	Physical themes	Human themes	Understanding places	Map and atlas work	Fieldwork and investigations
Year 4	• Name and locate cities, counties and regions of the UK. • Identify human and physical characteristics of the UK. • Name and locate five European countries and five in North/ South America.	• Describe climate zones and vegetation belts (eg. savannah) • Identify longitude, latitude, the equator and hemispheres • Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes).	• Describe different types of land use and settlements, using language such as *urban, rural, arable, commercial, residential.* • Identify reasons why land is used in particular ways and link this to physical features	• Describe similarities and differences between one European country and one North /South American country. • Understand interactions between physical and human geography.	• Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge. • Understand and use keys and symbols to read maps.	• Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts. • Record an observation in several ways (maps, sketches, graphs, photos and digital data)
Year 5	• Identify geographical regions of the UK and key topographical features (hills, rivers etc.) • Name and locate at least six European countries and six in North/South America.	• Describe climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps) • Describe key features of rivers and mountains (eg. *source, tributary, delta, range, peak, summit*).	• Describe the key aspects of economic activity and trade links (as part of a country study). • Discuss the impact of trade on life in a particular area (eg. issues surrounding Fairtrade).	• Describe similarities and differences between countries in Europe, North America and South America. • Understand the way that physical and human geography are related and change over time.	• Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries. • Use the eight points of a compass to describe positions.	• Record an observation in several ways (eg. maps, sketches, graphs, photos and digital data). • Present data from observations and begin to draw conclusions independently.
Year 6	• Identify topographical features of the UK and begin to recognise how they have changed over time. • Name and locate at least seven European countries and seven in North/South America. • Locate major cities and regions in these countries.	• Describe key features of a wide range of physical features (eg. *rivers, mountains, volcanoes, earthquakes, cities, rainforests*). • Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc.	• Describe the key aspects of economic activity and trade links and recognise similarities and differences in these across a range of countries / regions. • Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives.	• Describe similarities and differences between several European, North American and South American countries. • Develop a deeper understanding of interactions between physical and human geography (eg. the impact that humans are having on the planet and the long-term consequences).	• Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place. • Compare different map projections (particularly on maps of the world). • Use four- and six-figure grid references to describe and share locations.	• Plan and carry out fieldwork to answer a given question. • Record observations using maps, sketches, graphs, photos and digital data • Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.

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Knowledge Progression: Geography

Year group	Places	Environments
Year 1	**<u>Sailing the high seas</u>** *[using pirate theme to make links with other countries - specific country chosen can follow children's interests / family links]* • Look at maps of the world - make links between satellite / aerial images, globes and 'flat' maps to support understanding of what maps are and how they work. • Name and locate Europe and at least one other continent. • Locate the Pacific and Atlantic Oceans and the focus country on a map. • Describe the weather of this country. • Know the difference between North and South, and then describe what's in the north and south of the country, using geographical vocabulary. • Make comparisons between this country and our own.	**<u>What is it like where we live?</u>** • Look at maps of UK - match-up satellite / aerial photos with maps to support understanding of what maps are and how they work • Locate and name the place where we live (Stevenage, England, UK) and the capital city of the UK. • Use physical (river, lake, hill) and human (house, town, city, village, farm) vocabulary to describe the local area. • Recognise Stevenage from photographs and talk about how we know that other pictures show different places in the UK. • Sharing first-hand experiences of different areas, linking to family elsewhere in UK, and beginning to discuss preferences. • Which of these features do we find in our local area? Investigate & identify - opportunity for fieldwork.
Year 2	**<u>Incredible India</u>** *[use Bangladesh instead if more relevant to children]* • Locate and name the seven continents and five oceans, using a range of maps, atlases and globes. Begin to understand the difference between oceans and seas, countries and continents. • Find India on a map. Learn the four points of a compass and use these correctly to describe positions. • Describe the weather of the country • Learn about daily life, standards of living and culture. Invite visitors (parents / relatives?) to give first hand accounts. • What do we think it would be like to grow up here? Investigate schools, hobbies, clothes, jobs, weather. Discuss similarities & differences between life in Stevenage & life in India.	**<u>How do we get to school?</u>** • Name and locate the UK on a map, including the four countries and four capital cities. • Recognise the local area (using photographs) and use maps to locate local landmarks, using a simple key to understand symbols. • Describe the local area using human and physical vocabulary. • Explain the weather in the local area. • Carry out a local study. Go out on a local trip and gather information/ photographs that can be brought back to school and presented. • Follow maps to find places / objects / clues around school or local area - opportunity for orienteering in groups around field / Fairlands Park. • Construct simple maps of a familiar area, using symbols and a key.
Year 3/4 Cycle A *(based on Year 3 curriculum)*	**<u>US Road Trip</u>** • Locate the USA on a variety of maps, globes and atlases. • Use photos / video (& first hand accounts if possible), to identify the range of environments, land use, physical features and climate zones that exist within the country. • Study the weather and compare to Britain. • Learn about daily life, standards of living and culture. Note that, as in the UK, life is not the same for everyone and begin to identify differences between rich & poor / urban & rural etc. • Comparing experience of growing-up in UK and growing-up in the USA, expressing preferences and starting to support these with evidence.	**<u>Water</u>** • Recap the five oceans and locate (and name) some of the Earth's seas. • Locate different types of water on the Earth (oceans, rivers, lakes, ice etc) • Identify differences between fresh water and salt water, where these are each found and how they link to life in these places. • Recognise the impact that water has on surrounding environments - particularly farming / vegetation, growth of towns & cities. Identify that most rivers begin in mountainous / hilly areas and flow to sea. • Identify key steps in the water cycle, describing these using diagrams etc and recognising the importance of cycle for all living things.

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Knowledge Progression: Geography

Year group	Places	Environments
Year 3/4 Cycle B *(based on Year 4 curriculum)*	**<u>En France</u>** • Locate France on a variety of maps, atlases and globes. Identify reasons why France is important to the UK (proximity, Channel Tunnel). • What does the location suggest about life in France - link to understanding of weather, climate and land use. Identify ways in which we would expect it to be similar / different to the UK. • Use maps, photos, videos (& first hand accounts if possible) to explore range of environments and climate zones within the country (eg. Alps / cities / farmland / Mediterranean coast). • Learn about daily life, weather, standards of living and culture. • Compare life in UK with life in France, expressing preferences and starting to support these with evidence.	**<u>Disasters!</u>** • What do we know about Natural Disasters - include volcanoes, earthquakes, tsunami, flooding. What examples have we heard of? How might these affect peoples' lives? • What are volcanoes? Where are they? Map volcano locations around the world. Investigating how volcanoes are formed & basic science of eruptions. What is it like to live through a volcanic eruption? • Explore the impact, causes and effects that earthquakes can have. Map major earthquake zones and link these to volcano locations. • Describe the causes and consequences of one other natural disaster (hurricane, tsunami, flood or tornado). • Discuss if / how we can protect ourselves against natural disasters.
Year 5/6 Cycle A *(based on Y5 curriculum)*	**<u>Brilliant Brazil!</u>** • Locate Brazil on maps / atlases / globes and use skills from previous units to investigate physical geography - what does this tell us about the country? Where would we expect most population to live / industry to be etc? What weather would we expect? • Investigate human geography - homes, clothes, food, jobs, trade... Recognise vast differences between people living across this huge country. Why do people live in favelas? What is life like there? • Describe the main ecosystems of Brazil and identify how they have changed over time. • Compare Brazil with the UK - how is life similar / different. Looking at specific parts of Brazil - how are they like specific parts of the UK?	**<u>Rivers and Mountains</u>** • Locate oceans, major seas and rivers using maps, atlases and globes • How do rivers form? How do rivers change over time? Why are rivers significant for the people and environment around them? • Label and describe parts of a river. Focus on one river & investigate the way it changes along its course and the terrain it passes through. • Identify major mountain ranges on maps and globes. Focus on the Alps, Rockies and Andes, identifying key features of each - landscape, plants and animals, what people do there etc. • How are mountains formed? Link to previous work on earthquakes & volcanoes, and introduce concept of plate tectonics. • How do humans use and alter both river and mountain environments?
Year 5/6 Cycle B *(based on Year 6 curriculum)*	**<u>Greek Adventures</u>** • Locate Greece on a wide range of maps, atlases and globes, including maps at a variety of scales (from city and island to global). What can we infer from these maps about landscape, land use, climate etc? • Study the weather and compare to Britain. What does this tell us about what life in Greece is likely to be like (eg. tourism). • Describe the main ecosystems of Greece (urban / rural / islands) and identify how they have changed over time. • Learn about daily life, standards of living and culture (using photographs, data, written accounts, travel guides, video clips etc.) • Research and describe economic activity and trade. • Compare Greece with the UK and other countries studied across KS2 - how is life similar / different. Where would you prefer to live?	**<u>Rainforest</u>** • What are rainforests? Why are they special environments? Identify diversity and density of plants & animals and typical weather conditions. Identify rainforests on a world map and recognise how these areas are linked to the position of the tropics. • Describe the different layers of the rainforest (emergent layer, canopy, understory, forest floor). • Explore one rainforest in detail (eg. the Amazon Rainforest). Describe a range of plants and animals that live there and how they've adapted to survive • Who lives in rainforests - look at examples of tribes living in rainforests and traditions they follow. • Identify the causes and consequences of rainforest deforestation.

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Skills & Knowledge Progression: History

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between groups, as well as the challenges of their time. **Aims** • know and understand the history of these islands as a coherent, chronological narrative • know and understand significant aspects of the history of the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims	We want our children to have a rounded understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. And they need to have had first hand experiences of 'meeting' significant places, objects and artefacts (be that through visits to castles and stately homes, trips to museums and galleries or in-school workshops with experts), so that history can come to life for them. In order to do all of that, our children need access to a rich, carefully structured history curriculum. In Year 1, we explore the core idea of change over time, looking at ways in which life has changed over the last 100 (or so) years. In Year 2, this picture of history widens to include events from more distant times that have had profound impacts on modern life, to support children in beginning to recognise why an understanding of history is so important. Moving through KS2, the focus moves to building-up a picture of the early history of British Isles, from the Bronze and Iron Ages to 1066, via Roman rule, Anglo-Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Egyptians, Greeks and Mayans) and a key turning point in more modern history (the Battle of Britain). Throughout this journey, we are constantly developing a sense of historical order and 'scale' (the idea that history doesn't go 'Iron Age, Bronze Age, Romans, Vikings, Normans, Tudors' in equal steps), as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation needed to be a good historian.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
Communication and language • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. **Understanding the World** • Remember and talk about significant events in their own experience. • Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	• Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work • RE - the history of major religions, the link between their spread / change and global events (eg. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (eg. Egyptians & Mayans). • DT - constructing models and replicas of buildings, vehicles or armour from the past. • Science - the lives and impact of famous scientists. • English - reading for research, particularly original documents & writing to present and share findings. • Understanding the history of countries will almost always link to their human and physical geography - eg. rivers topic in Y3 links to learning about Ancient Egypt when considering the importance of the Nile	• Visit significant national museums (eg. British Museum, Imperial War Museum, RAF Hendon). • Meets and talk to people who have lived through important moments in history (eg. WW2 evacuees) • Explore local museums to develop a stronger link to topics being studied (*'we found this just a mile from where you live' ; 'this is what life was like in our town 100 years ago'*) • Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them. • Experience what life was like in the more distant past through trips, themed days and (where possible) residential visits (eg. Celtic Harmony Camp) • Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.


greater than
increase
minus
less than
subtract
fewer than
difference
multiply
times by
groups of
lots of
divide

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Skills & Knowledge progression: History

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Asking topic related questions and using different types of enquiry to answer them • Looking at historical evidence and using it to support or refute ideas and deepen understanding • Using investigations to try out ideas, adapting plans and thinking when things go wrong • Closely observing artefacts and drawing conclusions from them • Challenging the accuracy of information found and recognise why different sources may have different answers
Isaac Independence 	• Developing basic enquiry and research skills so that children can undertake investigations with increasing independence • Planning investigations and lines of enquiry • Choosing which resource or source is best to use to find out specific information • Deciding how to report and present findings from enquiries, both in oral and written forms • Making predictions and drawing conclusions
Eddy Empathy 	• Understanding what it would have been like to live and grow-up at different points in the past • Imagining what it would be like to be 'in the shoes' of historical figures, and considering whether or not you would have made the same decisions and taken the same actions as them • Recognising why some events or outcomes may have greater significance for certain people, and beginning to consider why some people may feel differently about particular events in the past.
Polly Perseverance 	• Persevering when exploring complex historical texts, images or artefacts, and recognising that it isn't always easy or straightforward to build-up an image of life in the past • Coping with setbacks, especially when carrying out investigations • Maintaining attention and clarifying information when being introduced to new and complex ideas • Showing commitment to finding out answers
Ralph Reflectiveness 	• Using findings from enquiries, investigations, fieldwork or artefact analysis to draw simple conclusions • Suggesting improvements for completed tasks and raising further questions in light of new evidence • Discussing and debating issues, events and conclusions • Considering the evidence provided by the work of other historians and evaluating its value • Taking feedback from others into account and using this to consider next steps
Chloe Cooperation 	• Planning and carrying out enquiries as a team, working collaboratively and sharing roles fairly • Presenting and sharing work with others, both written and oral • Working collaboratively and patiently when handling equipment and resources which must be shared by the whole class • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Exploring the history of other cultures and treating this with respect

BEDWELL SCHOOL

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Skills Progression: History

Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 1	• Recognise the difference between 'old' and 'new' • Know where some basic events fit on a timeline, relating to their topic • Place some basic events onto a timeline and use this to support the retelling of past events.	• Say how something is the same or different in the past. • Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes).	• Show an understanding of some key events. • Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).	• Begin to understand why events being studied are important. • Use phrases such as *now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.*	• Ask and answer some historical questions. • Sort pictures / objects / events into 'old' and 'new'.	• Use pictures and photographs to extract some information about the past. • Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).
Year 2	• Record some events onto a timeline. • Know where some key people fit on a timeline. • Remember a few significant names and dates. • Use common words and phrases related to the passing of time (*now, then, before*).	• Say how lifestyles (work, school, play etc.) were the same or different in the past. • Describe differences between 'then' and 'now'. • Discuss the speed of change - sometimes in slow increments, sometimes in leaps.	• Recount key events from the past in their own words and begin to explain why these events happened. • Begin to think about the impact that historical events have had on modern life.	• Understand why people and events being studied are important. • Begin to express preferences and justify them with evidence / facts (eg. *Who was the greatest explorer?)*	• Ask and answer historically relevant questions. • Use historical vocabulary (eg. *past, present, recently, years, decades, centuries).* • Compare events from different periods in history (eg. different discoveries/voyages).	• Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. • Begin to piece together clues from a variety of different sources.
Year 3	• Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). • Place events of British history on a timeline, using dates. • Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)	• Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. • Explore change at a local level, investigating the impact of national and global events.	• Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) • Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe).	• Ask and answer questions about how and why events and people being studied are significant. • Express preferences and personal responses to topics being studied and back-them up with evidence / facts.	• Construct relevant questions about history and begin to suggest how these might be answered. • Carry out a local history study (how did history shape our area? What evidence can we still find?) • Use phrases such as *before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.*	• Use a range of sources or artefacts (written, visual or oral) to learn more about the past. • Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)

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Skills Progression: History

Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 4	• Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). • Separate out timeline of Britain from global events and recognise that some events are more globally important than others.	• Ask and answer questions about changes, similarities and differences. • Begin to have an understanding of broader trends / themes over time. • Explore differences between different people living at the same time.	• Independently question the reasons behind historical events and changes. • Give increasingly historically accurate answers to these questions. • Describe how events/ people being studied have had an impact on the modern world.	• Can ask and answer questions about how and why events/people are significant. • Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.	• Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between *primary* and *secondary* sources. • Use historical terms correctly.	• Understanding that historical knowledge comes from a range of sources. • Look at two versions of the same events identifying how they are similar/different. • Question the accuracy of modern depictions of historical events.
Year 5	• Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). • Place world history events on a timeline using the correct dates and labels.	• Discuss changes, similarities and differences. • Deepen understanding of trends/themes over time. • Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)	• Ask and answer clear and accurate questions about what happened. • Ask 'why' questions to further historical understanding. • Debate and discuss different opinions about historical causes and effects.	• Deepen their understanding that historical knowledge comes from a range of sources, • Understand that there can be many versions of the same events in history, giving reasons why these may exist.	• Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. • Draw conclusions on what happened based on study a range of sources.	• Accept, reject and comment on how useful sources are when carrying out research. • Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
Year 6	• Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). • Comment on trends that happen over time. • Annotate a timeline with historical terms and facts, showing a sense of historical scale.	• Ask and answer questions about changes, similarities and differences and challenge responses. • Discuss and debate trends and themes over time. • Describe changes across an historical period (considering social, political, cultural and technological changes).	• Independently ask and answer clear and accurate questions about the past. • Discuss and compare a range of plausible causes and effects. • Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.	• Recognise that some events and people are more significant than others, and use evidence to back-up responses. • Understand that historical knowledge comes from a range of sources, • Make links between historical events, changes and cultures across a range of periods studied.	• Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. • Reach conclusions on what happened based on the study of a range of sources. • Reflect on enquiries and identify ways in which they could be improved or extended.	• Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. • Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.

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Knowledge Progression: History

Year group	British & Local History	The Wider World
Year 1	**Our Changing Town** • Discuss how our local area changed since children were born. Identify toys and technology which exist now that didn't exist when they were born. • Sorting objects (or images) into 'new' and 'old'. Identify which are modern and which were made before they were born. • Compare timescales - explore how life changed since their parents / grandparents were young. Invite adults into school to share this first-hand. • Create a timeline of their own lives (or those of their parents). • Explore the local area, looking for evidence / signs / examples of things that have changed since the children were born. • Identify clues which can tell us how old something is. • Explore changes in technology, comparing computers, phones, cars etc from the last ≈ 10 years.	**The First Flight** • Discuss how was life different when the class' parents / grandparents were young. Identify and sort things that did and didn't exist. • Imagine how the world would be different without modern inventions, and use this to begin imagining what it would have been like to live in the past. • Focus on the first aeroplane flight - consider why people had been trying to fly (& risking their lives) for so long. How would life have been different before aeroplanes? • Understand the basic history / dates / facts of the Wright Brothers first aircraft and their first flight. Look at photos and use these as an historical source - what can we learn about their aircraft / lives from these images? • Begin to explore the spread of flight around the world - key first flights in Britain, across the Channel, across the Atlantic etc. and plot timelines.
Year 2	**Fire! Fire!** • Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. • Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time. • Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire. • Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1. • Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes. • Investigate the way the Great Fire is remembered and think about the way that this can change over time.	**Great Explorers** • Discuss the concept of 'explorers', asking questions about their role, the kind of people they might have been and the way exploration might have changed over time. Gather prior knowledge of famous explorers and their journeys. • Look at historical maps and use this to recognise that in the past the entire world was not 'known' or mapped. Consider how discoveries of new places / countries / resources might change the world. • Focus on the life of Christopher Columbus - where did he go (and where did he think he was going), why was his journey significant, what equipment did he use, what was life like aboard one of his ships, how did his journey change the world? • Contrast this with life of Neil Armstrong - how was his voyage of exploration similar / different? How did his journey effect the modern world?
Year 3/4 Cycle A *(based on Year 3 curriculum)*	**Ancient Britain** • Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this timeline - what was earliest life in Britain like? • Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities (eg. flint examples found in Letchworth & Baldock). • Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life? • Consider changes during the Iron Age - particularly the shift to tribal kingdoms & life based around local hill forts. Identify the impact of this on farming, art & culture, and link to the local area (examples of hill forts across North Herts, linked by Icknield Way; Six Hills burial mounds behind Asda).	**Rotten Romans** • Explore life in Britain before the Roman invasion (recapping learning on Iron Age life). • Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful? • Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (eg. Boudica) and the building on Hadrian's Wall. Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religion • Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc.

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Knowledge Progression: History

Year group	British & Local History	The Wider World
Year 3/4 Cycle B *(based on Year 4 curriculum)*	**Invaders!** • Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life? • Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark. • Investigate life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions). • Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'. • Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne).	**Ancient Egypt** • Investigate early civilisations around the world, considering the key features that marked them out from tribal settlements that had gone before (eg. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians). • Plot these on maps & consider why civilisations first developed in these places (typically fertile soils & flood plains), linking to Geography topics. • Focus on Ancient Egypt - what do artefacts tell us? Identify the impact of the landscape on everyday life, and in particular the role of the River Nile. • Explore Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites. Why were these built on such massive scale? • Investigate the lives of the Pharaohs - how did they rule? Which were the most significant? Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.
Year 5/6 Cycle A *(based on Y5 curriculum)*	**Viking Britain** • Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.) • Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why longships were so effective. • Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. • Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. • Plot all of the above on an annotated timeline.	**Groovy Greeks** • Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta. • Understand what made the Greek armies and navies so effective. • Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.) • Research life in Ancient Greece, using artefacts where possible (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?) • Explore the impact of Ancient Greece on modern world (eg. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).
Year 5/6 Cycle B *(based on Year 6 curriculum)*	**The Battle of Britain** • Understand and describe the key facts of World War 2 (eg. who fought in the War, why it is called a "world" war, the reasons why it was fought.) • Explore the way the War was fought, and identify how it was similar / different to what had been used before (eg. in WW1) and modern militaries. • Investigate the lives and role of key leaders, such as Churchill and Hitler. • Identify the impact of the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee. • Focus on The Battle of Britain, looking at key events, a comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side. • Consider The Battle of Britain as a 'turning point' in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings & Victory in Europe. Debate arguments for and against the view that this was a decisive turning point in the War.	**Mysterious Mayans** • Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. • Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. • Describe what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). • Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids). • Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer. • Recognise that much of our knowledge comes from later invaders, and the discuss the reasons why these may be biased or incomplete.

BEDWELL SCHOOL

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Skills & Knowledge Progression: Languages

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. **Aims** • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say • write at varying length, for different purposes and audiences, using a variety of grammatical structures • discover and develop an appreciation of a range of writing in the language studied	Learning a new language opens doors and broadens our outlook on the world. It helps us to move a step closer to understanding what it would like to walk in the shoes of others, and to develop a more rounded view of both the world and our place within it. For our children, in particular, it helps us all to understand the challenges that those in our class and our community for whom English is not the first language face everyday - and to better appreciate those around us who are fluent in multiple languages. Language learning also, of course, has an obvious practical value for 21st century citizens who live in ever-more interlinked world. Whilst it is easy to sit in the UK and believe that 'everyone' speaks English, the process of learning another language and discovering more about other cultures reminds us that around 80% of the world do not speak the same language as us (and only about 5% speak it as their first language). By the time they leave our school, we want our children to be able to sustain simple conversations, to carry out simple tasks and to respond to texts in another language. We have chosen to focus on French, as this is the language most commonly taught in local secondary schools, and therefore provides a solid platform for future learning. Finally, learning another language is invaluable for moving beyond stereotypical views of the culture of a country, and discovering that the similarities are as striking as the differences. It provides opportunities to look at shared values and aspirations, such as personal liberty, democracy and the rule of law, and to discover that, while British Values are not universal, they are mirrored in the ideals and values of many other countries.

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
Foreign languages are not introduced until Year 3. However, an understanding of other cultures - and the idea that not everyone speaks the same language - will have been met throughout EYFS & KS1. This includes: **EYFS - Understanding the World** • Children… know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **KS1 / 2 - PSHE** • Understand the importance of respecting others, even when they are very different from them… or have different preferences or beliefs.	• English - understanding of tense, person and verb conjugation; application of phonological knowledge (and identifying where French follows different rules); use of reading skills to tackle new vocabulary, summarise texts and infer meaning. • Geography - direct link to *En France* unit in Year 3/4, as well as broader links to understanding cultures, languages and ways of life elsewhere in the world. • Art - exploring the life and work of artists such as Monet, Cezanne and Seurat. • Drama - role play should form a significant part of language teaching, with children improvising and developing dialogue based around simple contexts. • Maths - counting and completing simple maths activities in French, telling the time, talking about time, money and shapes in both French and English.	• Meet and talk to fluent French speakers (possibly secondary school language teachers to support transition for Year 6) • Learn about the other languages spoken in their class / year group / phase, with bilingual children given the opportunity to share their language with others • Take part in role-play and drama activities using a foreign language • Learn about life in France and its similarities and differences to the UK as part of their geography learning, to support their understanding • Read foreign translations of books they know and French-language versions of familiar films and TV shows, to both support language acquisition and intercultural understanding.

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Skills & Knowledge Progression: Languages

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Taking risks when reading, speaking and role-playing in an unfamiliar language • Exploring new words, investigating their meaning and spotting patterns that link them to known words and phrases • Developing an interest in language and the curiosity to learn more about other cultures • Building understanding through questioning • Making the most of chances to try things out, go wrong and experiment with new ideas
Isaac Independence 	• Tackling new situations and scenarios with growing confidence • Choosing and using resources to aid learning - such as models, word banks, bilingual dictionaries and the knowledge of native speakers • Speaking, listening, reading and writing in a foreign language independently • Using imagination in role-play situations and to find alternative solutions to a problem - if I don't know the word for 'netball', how else can I describe what I'm talking about and make my meaning clear?
Eddy Empathy 	• Showing an understanding of life in other cultures • Taking the challenges and concerns faced by others into account when speaking and writing in a foreign language, using non-verbal clues to recognise when they do not understand something that has been said or written and need more support • Be respectful of other peoples cultures, beliefs and opinions • Give honest feedback to others so that they can develop and improve their work
Polly Perseverance 	• Working with determination to master a new language, and recognising that this is a challenging and long-term task that needs perseverance • Coping with setbacks, especially when presented with new language or asked to work independently • Setting ambitious but realistic goals for a task • Maintaining attention and clarifying information when being introduced to new words and grammatical structures • Showing commitment to finding out answers and solving problems
Ralph Reflectiveness 	• Breaking challenges down into small steps and thinking problems through logically • Reflecting on mistakes made when speaking, listening, reading and writing, and using this to improve future work • Commenting on similarities and differences between languages, cultures and countries • Evaluating work, using personal or shared criteria • Taking feedback from others into account and using this to consider next steps
Chloe Cooperation 	• Treating both other individuals and other cultures with respect • Presenting and sharing work with others (using drama, video, or IT where appropriate) • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Using listening and imitation to improve spoken language, accent and intonation • Working collaboratively to complete complex tasks

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Skills & Knowledge Progression: Languages

Year group	Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
Year 3	**Listen and respond to familiar spoken words and phrases:** • Recognise numbers 1-20 and begin to understand numbers from 20 – 31. • Understand and respond to simple classroom instructions (*eg. hands up, listen carefully, show me, close your eyes, do an action…*) • Listen carefully and identify familiar words in songs, poems and simple stories. • Know own birthday date (eg. 22 April)	**Communicate with others using simple words, phrases and short sentences:** • Use simple greetings (eg. saying hello and goodbye, saying how you are and asking others how they are.) • Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes and dislikes (eg. about food and drink.) • Pronounce very familiar language with good pronunciation and intonation.	**Recognise and understand some familiar written words and phrases:** • Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives (eg. size, colour and a few high frequency verbs e.g. I like, I play.) • Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. • Read aloud, as a class or group, a chorus or refrain from a familiar text. • Show awareness of sound -spelling links.	**Write some familiar simple words using a model and some from memory:** • Write one or two simple sentences, using a model (eg. name and age to introduce themselves.) • Label an animal they have drawn or made from playdough (eg. a black cat.) • Complete a simple gapped text such as a party invitation or passport. • Begin to write a few familiar words from memory.	**Understand some basic grammar appropriate to the language being studied:** • Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. • Build phrases to show position of a few adjectives of colour (eg. a red dog, a yellow cat.) • Begin to understand how the negative is formed.	• Understand and respect that there are people and places in the world around that are different to the United Kingdom. • Understand that some people speak languages other than English.
Year 4	**Listen for specific phonemes, words and phrases:** • Pick out phonemes, words and phrases in songs, stories and rhymes. • Understand higher numbers including multiples of 10. • Listen to up to 3 simple sentences using familiar vocabulary and answer questions on them. • Respond to a wider range of classroom instructions (eg. *Open the door, you are going to work in groups, I'd like 2 volunteers, put your hand up…)*	**Communicate by asking and answering a wider range of questions and presenting short pieces of information:** • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters etc. • Ask and answer questions using a wider range of question forms (eg. time, date, food, hobbies and to seek help in the classroom.). • Express preference about foods, animals, colours etc.	**Read and understand familiar written words, phrases and short texts made of simple sentence:** • Understand key points in simple texts using familiar language (eg. *How many animals are in the story? What colour is the dog? What is the weather like in Paris?*) • Follow a text such as a song or poem whilst listening to it. • Link phrases to make a sentence (eg. *When it rains, you need an umbrella.*) • Use strategies to work out the meaning of new words.	**Write a short text using a model and write a few simple sentences from memory:** • Write a few simple sentences using a word bank to describe things and people they know, such as clothing, pets, events or sports stars (eg. …… *lives in London. She is 22 years old. She likes dancing.*) • Experiment with writing new words • Begin to use pronouns. • Write 2 or 3 simple sentences from memory and know how to apply strategies to help with memorisation.	**Understand some basic grammar appropriate to the language being studied:** • Understand that the definite article/ indefinite article changes according to the gender of noun and whether it is singular or plural. • Show an understanding of 1st, 2nd and 3rd person when asking and answering questions (eg. *Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.)*	• Identify similarities and differences between cultures. • Discuss celebrations in other cultures and know about aspects of daily life in other countries that are different to those in the UK.

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Skills & Knowledge Progression: Languages

Year group	Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
Year 5	**Listen attentively and understand more complex phrases and sentences:** • Identify key points in a new context (eg. a story, which contains familiar language.) • Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 (eg. shopping, dates, maths activities.) • Follow instructions and directions (eg. a recipe or simple directions.) • Recognise letters of the alphabet when they hear them.	**Take part in short conversations using familiar language and use simple conjunctions to build more complex sentences:** • Seek help and clarification (eg. *I don't understand, can you repeat that.*) • Give simple instructions (eg. recipes, directions.) • Begin to understand and express future intentions (eg. *I am going swimming on Wednesday*) • Express likes and dislikes.	**Read a variety of short simple texts in different formats and in different contexts:** • Practise reading aloud a poem to perform in front of an audience. • Read a variety of short simple texts (eg. stories, poems, online texts, non-fiction texts, emails from a partner school) that contain familiar and new vocabulary. • Work with a partner to work out a short text containing familiar and unfamiliar language. • Apply phonic knowledge when meeting new words.	**Write simple sentences and short texts using a model:** • Write three or four sentences using a word/ phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • Use simple conjunctions such as *and, but, because* to form more complex sentences. • Change elements in a given text (eg. ingredients, colour and size of a planet.) • Use a bilingual dictionary and word banks to check spelling.	**Understand some basic grammar appropriate to the language being studied:** • Begin to know how to form the future tense (eg. *I am going swimming on Monday; tomorrow it is going to rain.*) • Begin to see how possessive articles (eg. *my, his, her*) change according to gender. • Correct conjugate the present tense of commonly used verbs (eg. *to be, to have, to eat, to go.*)	• Respect and understand cultural diversity. • Understand how symbols, objects and pictures can represent a country.
Year 6	**Understand the main points and simple opinions in spoken sources (eg. a story, song or passage):** • Xx • Listen to longer texts (by Year 6, children should be listening to texts read by people other than their teacher.) Identify key points and some detail. • Understand numbers in context (eg. the year, 24 hour clock, quantities.) • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.	**Use spoken language to open and sustain simple conversations, describe incidents or tell stories:** • Understand and begin to use the past tense to describe events • Understand and use numbers in context (eg. saying the year, 24-hour clock, quantities.) • Understand and use transactional language (eg. in a café.) • Give a description (eg. of a town, geographical features in a country.) • Express and justify opinions (eg. *I like netball because…)*	**Read aloud from a text with good expression and understand the main points of a short written passage:** • Read in groups, simple play scripts, poems and own written work (eg; geographical features in a country, description of a town.) • Read and understand the main points and some detail from a short written passage (eg. extract from a story, weather report, poem, instructions, simple newspaper article). • Find the meaning of new words by using a bilingual dictionary.	**Write sentences and construct short texts using a model and write a few descriptive sentences from memory:** • Use adjectives to add interest and detail to a description. • Use some simple adverbs to make sentences more interesting. • Make statements in response to reading (eg about a newspaper report or stories.) • Have some understanding of how to use the past tense. • Write a short text on a familiar topic.	**Understand some basic grammar appropriate to the language being studied:** • Begin to use past tense/future tense in spoken work (eg. when talking about the weather or weekend plans.) • Identify tenses from a selection of sentences written in the present, past and future tense. • Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.	• Talk about, discuss and present information about a particular country's culture. • Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: Music

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. **Aims** • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	We believe that music is an incredibly powerful form of communication that can shape the way we feel, think and act. Quality music teaching helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to discover their musical potential and we aim to nurture and encourage musical development across the school. Our curriculum (which is built around the Charanga Music School programme) ensures that our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. This broad diet of works, covering everything from baroque to Adele, develops an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey. We also believe in the importance of performance, both to give value to music learning and to provide experiences that our children would not otherwise have access to. We therefore take part in a wide range of music projects (such as *Young Voices* at the O2 and the *Hertfordshire Music Gala* at the Royal Albert Hall), as well as producing ambitious, high quality school productions involving every member of Years 3-6.

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
Expressive Arts & Design - Exploring & Using Media • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. • Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Expressive Arts & Design - Being Imaginative** • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Create movement in response to music.	• Phonics - listening carefully to sounds, describing what can be heard and exploring rhyme. • English - summarising, analysing and inferring meaning from a text (in this case the lyrics to a song); writing in response to a musical stimulus. • PE - moving in response to music in dance and gymnastics, and using this to explore the feeling and meaning of a piece. • Geography (and possibly history or French) - exploring the culture, context and time in which a song was written. This might well include songs from a particular country that is being studied. • Science - investigating sound, the way it is made, the way it travels and the science of pitch and volume. • Maths - using songs and rhymes to learn tables and recall number facts.	• Sing on stage to a (large) audience, both through school productions and projects such as *Young Voices* and the *Herts Music Gala*. • Learn to play a musical instrument over an extended period of time, and be given opportunities to develop this further if desired. • Create and perform songs using a variety of instruments and technology. • Perform a large-scale muscial with peers, using microphones, staging, costume etc to produce a high quality production. • Visit large venues (eg. concert theatres) and see professional musicians perform. • Meet professional composers and musicians and talk to them about how they construct new works, learn new instruments, rehearse and perform.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: Music

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Questioning • Risk taking • Exploring • Challenging
Isaac Independence 	• Resourceful • Imaginative • Confident • Responsible
Eddy Empathy 	• Concern • Honesty • Understanding • Forgiveness
Polly Perseverance 	• Concentration • Determination • Resilience • Ambition
Ralph Reflectiveness 	• Planning • Reviewing • Evaluating • Revising
Chloe Cooperation 	• Listening • Collaboration • Imitation • Respect

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: Music

Year group	Playing & Performing	Creating & Composing	Responding & Reviewing	Listening & Understanding	Units to be taught (Charanga Music)
Year 1	• Use voices in different ways such as speaking, singing and chanting • Create and choose sounds • Perform simple rhythmical patterns, beginning to show an awareness of pulse. • Begin to think about others when performing.	• Know about and experiment with sounds • Recognise and explore how sounds can be organised, • Identify and organise sounds using simple criteria (eg. loud, soft, high low.)	• Talk about how music makes you feel or want to move (eg. it makes me want to jump/sleep/ shout etc.) • Think about and make simple suggestions about what could make their own work better (eg. play faster or louder.)	• Begin to identify simple repeated patterns and follow basic musical instructions. • Begin to understand that musical elements can be used to create different moods and effects. • Begin to represent sounds with simple sounds including shapes and marks. • Listen to short, simple pieces of music and talk about when and why they may hear it (eg. a lullaby or Wedding march.)	• Autumn 1 - *Hey You!* • Autumn 2 - *Christmas Production* • Spring 1 - *In The Groove* • Spring 2 - *Round and Round* • Summer 1 - *Your Imagination* • Summer 2 - *Reflect, Rewind and Play 1*
Year 2	• Use voices expressively and creatively. • Sing with the sense of shape of the melody • Create and choose sounds for a specific effect. • Perform rhythmical patterns and accompaniments, keeping a steady pulse • Think about others while performing	• Repeat short rhythmic and melodic patterns • Begin to explore and choose and order sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.)	• Respond to different moods in music and explain thinking about changes in sound. • Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	• Identify and recognise repeated patterns and follow a wider range of musical instructions • Understand how musical elements create different moods and effects. • Confidently represent sounds with a range of symbols, shapes or marks. • Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary (eg. it's quiet and smooth so it would be good for a lullaby.)	• Autumn 1 - *Hands, Feet, Heart* • Autumn 2 - *Christmas Production* • Spring 1 - *I Want to Play In A Band* • Spring 2 - *Zoo Time* • Summer 1 - *Friendship Song* • Summer 2 - *Reflect, Rewind and Play 2*
Year 3	• Sing in unison, becoming aware of pitch. • Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • Consider the needs, feelings and expectations of about others while performing.	• Create simple rhythmical patterns that use a small range of notes. • Begin to join simple layers of sound (eg. a background rhythm and a solo melody.)	• Explore and comment on the ways sounds can be used expressively. • Comment on the effectiveness of own work, identifying and making improvements.	• Listen with attention and begin to recall sounds. • Begin to understand how different musical elements are combined and used to create an effect. • Begin to recognise simple notations to represent music, including pitch and volume. • Listen to and begin to respond to music drawn from different traditions and great composers and musicians.	• Autumn 1 - *Let Your Spirit Fly* • Autumn 2 - *Glockenspiel (Stage 1 Instrumental skills)* • Spring 1 - *Three Little Birds* • Spring 2 - *The Dragon Song* • Summer 1 - *Bring Us Together* • Summer 2 - *Reflect, Rewind and Play 3*

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: Music

Year group	Playing & Performing	Creating & Composing	Responding & Reviewing	Listening & Understanding	Units to be taught (Charanga Music)
Year 4	• Sing in unison maintaining the correct pitch and using increasing expression. • Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. • Consider others while performing.	• Create rhythmical and simple melodic patterns using an increased number of notes. • Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	• Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. • Comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.	• Listen to and recall patterns of sounds with increasing accuracy. • Understand how different musical elements are combined and used expressively. • Understand and begin to use established and invented musical notations to represent music. • Listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	• Autumn 1 - *Mamma Mia* • Autumn 2 - *Glockenspiel (Stage 2 instrumental skills)* • Spring 1 - *Stop!* • Spring 2 - *Lean On Me* • Summer 1 - *Let Your Spirit Fly* • Summer 2 - *Reflect, Rewind and Play 4*
Year 5	• Sing in unison with clear diction, controlled pitch and sense of phrase. • Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • Maintain own part and be aware how the different parts fit together.	• Create increasingly complicated rhythmic and melodic phrases within given structures.	• Describe, compare and evaluate different types of music beginning to use musical words. • Comment on the success of own and others work, suggesting improvements based on intended outcomes.	• Listen to and recall a range of sounds and patterns of sounds confidently. • Begin to identify how music can reflect different meanings. • Recognise and use a range of musical notations including staff notation. • Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	• Autumn 1 - Livin' On a Prayer • Autumn 2 - *Jazz* • Spring 1 - *Make You Feel My Love* • Spring 2 - *Dancing In The Street* • Summer 1 - *Fresh Prince of Bel Air* • Summer 2 - *Reflect, Rewind and Replay 5*
Year 6	• Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase • Play and perform with accuracy, fluency, control and expression • Think about the audience when performing and how to create a specific effect.	• Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	• Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.) • Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	• Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. • Identify and explore the relationship between sounds and how music can reflect different meanings. • Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. • Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.	• Autumn 1 - *Happy* • Autumn 2 - *Classroom Jazz* • Spring 1 - *A New Year Carol* • Spring 2 - *You've Got A Friend* • Summer 1 - *Reflect, Rewind and Replay 6* • Summer 2 - *End-of-year Production*

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: PE

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. **Aims** • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.	Sport, exercise, dance and gymnastics provide a fantastic platform on which to build a huge range of skills. We want our children to: • Know how to stay fit and healthy, understand the importance of exercise and live healthy lives • Enjoy being active, and as a result choose to engage in sport, exercise, dance and gymnastics in their free time, both in and out of school • Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes • Be introduced to a broad range of sports, primarily through the taught curriculum, but also through lunchtime activities and after-school clubs (all of which are free to join), so that they can find the one that will become their passion • Play competitively, taking pride in their accomplishments and relishing the opportunity to represent their class, house, school or town • Learn about winning and losing in a safe environment • Develop a sense of fair play, respecting players, officials and the rules of a game • Have the chance to take sport further, through introductions to local clubs, and with our more talented children supported in taking part in opportunities such as the Herts Schools Games and District Football. • Recognise that sport should be, above all else, fun

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
Physical Development - Moving & handling • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing. **Physical Development - Health & self-care** • Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. **Expressive Arts & Design - Exploring and using media** • Sing songs, make music and dance, and experiment with ways of changing them.	• Music - moving in response to music in dance, and identifying how similar feelings and meanings are represented in both forms. • Geography, history & RE - the role of dance in other cultures, time periods and religions. • PSHE - understanding the principles of self-care and the importance of fitness for general health. • Science - the effect of physical activity on the body and the function of the heart and lungs in particular. • Art - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms. • English - writing match reports and recounts of sporting events, instructions for newly created games or biographies of sporting heroes.	• Take part in a regular diet of competitive intra-school events across a range of sports from Year 2 upwards; as children progress through the school, this expands to include officiating and organising events through our *Sports Crew* • Represent the school in a Level 2 competition *[our goal is that all children should represent the school at least once during Year 5/6; many children will take part in far more events than this]* • Play sport in front of spectators (through inter-school events and our Sports Days) • Take part in adventurous, outdoor activities, such as climbing, abseiling, raft building or orienteering • Be introduced to local clubs and training centres through in-school taster sessions and longer-term projects (such as *Chance to Shine* cricket)

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: PE

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Exploring the capabilities, possibilities and limitations in your body movements, fitness levels and skill • Taking chances to try things out, go wrong and take risks • Showing curiosity about new equipment, sports and activities • Developing understanding through questioning (eg. How are you going to move from a to b without losing control? • Challenging each other through 1:1 and small group games.
Isaac Independence 	• Tackling new situations and scenarios with growing confidence • Choosing and using resources and equipment independently, caring for it and returning it to the correct place once an activity is complete • Using imagination to find alternative solutions to a problem or new tactics to apply to a challenging situation • Playing and performing with confidence, in both competitive and non-competitive situations • Taking responsibility for actions, and accepting (and learning from) both success and failure
Eddy Empathy 	• Considering the needs, wants and preferences of others when working together as a team • Offering honest, non-critical feedback to others, so they can improve • Designing games with the players in mind - how will they interact with the game? Will it make sense to them (and seem both fun and fair)? • Recognising the impact that actions and comments have on those around us • Forgiving the mistakes of others, particularly in team games - if a teammate is doing their best to score, it's not their fault that they missed
Polly Perseverance 	• Working with determination to master a new activity, and recognising that this is a challenging and long-term task that needs perseverance • Coping with setbacks and demonstrating ways to overcome a problem practically • Setting ambitious but realistic goals • Maintaining attention and clarifying information when being introduced to new skills and techniques • Showing commitment to finding out answers and solving problems
Ralph Reflectiveness 	• Breaking challenges down into small steps and thinking problems through logically • Reflecting on the causes of both success and failure, and using this to improve future work • Understanding how to move a skill or game forward by applying tactics. • Evaluating work, using personal or shared criteria • Taking feedback from others into account and using this to consider next steps
Chloe Cooperation 	• Treating other individuals and teams with respect, particularly in victory or defeat • Presenting and sharing work with others (particularly in dance and gymnastics) • Working in teams to achieve a common goal, not always to win. • Discussing and understanding the rules of a game. • Using listening and imitation to learn from peers, teachers and experts alike

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: PE

Year group	Dance	Gymnastics	Locomotion	Ball skills (hands)	Ball skills (feet)	Games for understanding
Year 1	• Responding to rhythm. • Introducing and creating motifs. • Creating movement sequences, exploring relationships (how the body link to space and music) and performance. • Explore expression • Add movements together. • Introduce partner work. • Start to perform smaller motifs.	• Introduce 'Wide', 'Narrow' and 'Curled'. • Explore differences between wide, narrow and curled. • Introduce 'big' and 'small' body parts. • Combine big and small with wide, narrow and curled. • Transition between wide, narrow and curled using big and small body parts. • Add (link) movements together. • Create ways of adding (linking) movements together.	• Explore running, using the language of speed and acceleration. • Apply running into a game where changes of speed are needed. • Explore running in a team. • Develop jumping - one foot, two feet, skip, distance. • Explore jumping combinations. • Explore how jumping affects our body. • Apply skipping and jumping in a game.	• Develop bouncing: introduce sending with control, aiming with accuracy, power and speed. • Develop sending (rolling) skills. • Introduce stopping a ball and develop stopping, combining sending skills. • Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags). • Consolidate sending and stopping skills to win a game.	• Recap and develop moving with a ball using feet. • Apply dribbling into games. • Consolidate dribbling. • Explore kicking (passing) and apply this to simple games.	• Understanding the principles of attack. • Apply attacking principles into a game. • Understand the principles of defence. • Apply defending principles into a game. • Consolidate attacking. • Consolidate defending.
Year 2	• Respond to stimuli. • Develop whole group movement. • Create sequences, including contrasting movements. • Continue to explore relationships (how the body links to space and music) and performance. • Explore sequences, relationships and performance. • Develop a motif with expression and emotion. • Apply choreography to a motif.	• Explore and develop zig-zag pathways. • Explore curved pathways, developing curved pathways on apparatus. • Create, complete and perform pathway sequences. • Develop 'linking', including the use of apparatus • Introduce and develop jump, roll, balance sequences • Complete jump, roll, balance sequences on apparatus.	• Explore and develop dodging. • Apply dodging to a small game, exploring attacking and defending. • Apply and consolidate dodging in teams. • Understand the range of different ways of jumping. • Explore sequence jumping (eg. hop / skip / 2 footed jump.) • Develop jumping combinations.	• Keep possession when passing and receiving or dribbling. • Combine dribbling, passing and receiving, keeping possession • Combine dribbling, passing and receiving to score a point • Develop application and understanding of underarm throwing. • Introduce overarm throwing. • Apply underarm and overarm throwing to game situations.	• Develop dribbling, keeping possession. • Develop passing and receiving to maintain possession. • Combine dribbling, passing and receiving to score a point. • Apply dribbling, passing and receiving as a team to game situations.	• Attack and defend as a team. • Understand the transition between defence and attack. • Create and apply attacking tactics. • Create and apply defensive tactics.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: PE

Year group	Dance	Gymnastics	Invasion Games	Striking & Fielding Games	Net & Wall Games	Athletics
Year 3	• Respond to stimuli. • Develop character dance into a motif or develop thematic dance. • Extend sequences with a partner in character. • Develop sequences with a partner in character that show relationships. • Extend dance skills in choreography.	• Introduction to symmetry and asymmetry. • Application of learning onto apparatus. • Sequence formation. • Sequence completion.	**Hockey / Basketball / Netball / Rugby / Football** • Introduce moving with the ball, passing and receiving. • Introduce tagging. • Create space when attacking. • Develop passing and moving. • Combine passing and moving to create space/ attacking opportunities. • Introduce dribbling, keeping control. • Develop dribbling, keeping control. • Introduce shooting. • Combine passing and shooting.	**Cricket / Rounders** • Understand the concept of batting and fielding. • Introduce throwing overarm. • Develop throwing underarm. • Introduce catching. • Explore striking with intent. • Apply overarm and underarm throwing. • Introduce stopping the ball. • Application of stopping the ball in simple game situations.	**Tennis** • Introduce tennis and the concept of outwitting an opponent. • Introduce use of rackets and the forehand shot. • Create space to win a point. • Consolidate how to win a game.	**Running** • Explore and develop running for speed. • Introduce the relay - running for speed in a team. • Develop relay running for speed in a team. • Explore running for distance. • Understand and apply tactics when running for distance.
Year 4	• Responding to stimuli, working together. • Develop sequences with a partner in character that show relationships and interlinking dance moves. • Extend sequences with a partner in character. • Explore two contrasting relationships and interlinking dance moves. • Combine sequences, relationships, choreography in performance.	• Introduction to bridges. • Application of bridge learning onto apparatus. • Develop sequences with bridges. • Sequence formation. • Sequence completion.	**Hockey / Basketball / Netball / Rugby / Football** • Develop passing, receiving, moving and creating space. • Refine dribbling, turning and footwork. • Develop shooting; combine passing and dribbling to create shooting opportunities. • Develop passing and dribbling, creating space for attacking opportunities. • Develop defending - marking, blocking and tackling. • Develop defending in game situations. • Apply learning to small sided games.	**Cricket / Rounders** • Develop an understanding of batting and fielding • Introduce bowling underarm • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angles and speeds - how, where and why? • Introduce and apply basic fielding tactics	**Tennis** • Develop forehand. • Create space to win a point using a racket. • Introduce the backhand. • Apply the forehand and backhand in game situations. • Apply the forehand and backhand to create space and win a point.	**Jumping** • Jumping for distance - focus on standing long jump, using consistent arm movements and knee bends to generate power. • Develop use of 'Personal challenge' - challenging yourself to beat a personal best. • Jumping for distance - introduce standing triple jump.

BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: PE

Year group	Dance	Gymnastics	Invasion Games	Striking & Fielding Games	Net & Wall Games	Athletics
Year 5	• Extend sequences with a partner using compositional principles linked to a subject area. • Create movement using improvisation, where movement is reactive. • Develop sequences showing interlinking dance moves.	• Introduce counter balance. • Apply counter balance learning onto apparatus. • Explore counter tension. • Develop and refine sequence formation and completion.	**Hockey / Basketball / Netball / Rugby / Football** • Refine passing, dribbling and moving to create attacking opportunities. • Explore different passes that can be used to outwit defenders. • Refine shooting. • Develop defending - using marking, blocking and tackling. • Create tactics for defending as a team. • Apply defending tactics, developing transition from defence to attack . • Develop officiating. • Apply skills to game situations.	**Cricket / Rounders** • Refine batting, understanding and developing tactics. • Refine bowling, developing tactics. • Refine fielding - stooping, catching and throwing. • Develop and refine fielding tactics, considering which players to use in which positions. • Combine bowling and fielding, creating and applying tactics. • Introduce umpiring and scoring in order to play full games.	**Tennis** • Introduce the volley. • Develop the volley. • Refine forehand and backhand shots. • Develop tactics to control the game from the serve. • Develop movement around the court to control space. • Apply understanding to doubles games, showing an awareness of tactics.	**Throwing** • Review techniques for throwing, considering the idea of accuracy vs distance. • Explore different ways to throw objects for distance, identify which are more successful and look for common themes (eg. angle of release, use of legs, arm position at release). • Combine this understanding with discipline-specific skills to throw javelin, shot put and discus.
Year 6	• Perform with technical control and rhythm in a group. • Create rhythmic patterns using the body. • Extend choreography through controlled movements, character emotion and expression. • Explore the relationships between characters, applying emotion and expression. • Experience dance from a different culture.	• Introduce matching. • Apply matching learning onto apparatus. • Introduce mirroring. • Apply mirroring learning onto apparatus. • Consolidate sequence development, taking into account feedback from others when refining and practising movements.	**Hockey / Basketball / Netball / Rugby / Football** • Consolidate passing, receiving, moving and dribbling to maintain possession. • Consolidate defending and defensive tactics. • Create, understand and apply attacking tactics in game situations. • Create, understand and apply defending tactics in game situations. • Consolidate attacking and defending in games. • Develop officiating. • Organise formations decide tactics, manage teams and officiate games.	**Cricket / Rounders** • Consolidate batting • Consolidate fielding • Consolidate bowling • Create, understand and apply attacking tactics in game situations • Create, understand and apply defensive tactics in game situations	**Tennis** • Consolidate prior learning - forehand, backhand and volley shots. • Apply skills to game situations (eg. round robin games, mixed ability doubles, tag team tennis.) • Review and refine skills and tactics based on game performance and feedback from others, and use this to identify areas for personal development.	**Competitions** • Level 1 Running • Level 1 Throwing • Level 1 Jumping *[Level 1 competitions are those carried out in school during PE lessons. Children record their performance in each event, set a 'personal challenge' for improvement, identify ways in which they can develop further and regularly review outcomes, so that they can take responsibility for their development.]*


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BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Skills & Knowledge Progression: PSHE

PSHE Association aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
Personal, Social, Health and Economic (PSHE) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life in modern Britain. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions… Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. **Aims** • Secure accurate and relevant knowledge , and have opportunities to turn that knowledge into personal understanding • Have opportunities to explore, clarify and if necessary challenge, own and others' values, attitudes, beliefs and responsibilities • Develop the skills, language and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives.	We want our children to develop the skills and understanding needed to become open, principled and engaged citizens in contemporary society. We want them to know how to stay safe and make good decisions; how to protect their own rights and stand up for the rights of others; how to live a healthy lifestyle; and how to be ready for life and work beyond school. Moreover, they need to leave our school understanding and embracing the values of liberty, equality, democracy, the rule of law and a sense of right and wrong. To that end, we have built on both guidance from the PSHE Association and, in particular, the *One Decision* programme of study to provide an education that reflects the needs of our diverse community. We know that many of our children are vulnerable and that parts of Stevenage are not the safest places in which to grow up, and as a result we put a strong focus on the themes of *Keeping & Staying Safe* and *Being Responsible*. We also know that our town has high rates of smoking, obesity and teenage pregnancy, and therefore the themes of *Keeping Healthy* and *Relationships* are important to us, too. We further support our Relationship and Sex Education through a programme run each year by *Big Talk Education*, providing age-appropriate sessions to all children from Nursery to Year 6. Finally, we want out children to be engaged and active members of society, keen to share their ideas, become leaders in their community and pursue ambitious goals. To support this, we encourage open discussions in lessons, learn about money and the world of work and offer children opportunities to take on leadership roles.

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
Personal, Social and Emotional Development • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations.	• RE - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics. • Geography & history - learning about values, public services, jobs, relationships and issues of equality in other countries and other times. • Science - learning about food groups, healthy living, digestion, the heart and lungs and the impact of substances on our body. • PE - keeping healthy and the importance of fitness for general health. • Computing - eSafety is taught in both subject areas and needs to be considered whenever working online. • Maths - working with money (particularly when using shopping as a context), calculating a budget.	• Have opportunities to develop their skills and knowledge in safe, real-life contexts (eg. *Hazard Alley, Kidzania, Crucial Crew*). • Take on positions of responsibility and leadership within school (*School Council, Prefects, Sports Crew*). • Participate in democracy, through annual School Council elections in Years 1-6 (with speeches, voting papers, a secret ballot and all votes counted.) • Meet local leaders in a range of fields (councillors, faith leaders, business people etc.) and learn about their role and the skills they need to be successful. • Participate in fundraising and other charity events (such as Race for Life, NSPCC Dance-a-thon, bake sales and food bank collections). • Have regular opportunities to discuss personal views, ideas and beliefs in an open, trusting environment.


Bedwell School
Reverse advent calendar
Please pop your
items in here.
Merry Christmas!
Toffifee
Cheerios

BEDWELL SCHOOL

Skills & Knowledge Progression: PSHE

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Showing curiosity when learning about complex issues • Asking questions about issues such as equality, fairness, 'good' and 'bad' decisions and the values which we should all live by • Exploring personal values, ideas and opinions • Taking risks to express individual responses to an issue • Challenging stereotypes, pre-conceived ideas and prejudices
Isaac Independence 	• Understanding how to analyse risks, recognise warning signs and make good decisions • Independently responding to issues • Taking responsibility for actions, and accepting (and learning from) their consequences • Tackling new situations and scenarios with growing confidence • Developing the decision making skills and sense of right and wrong needed by independent adults
Eddy Empathy 	• Being respectful of differences and valuing those things that make us all unique • Recognising emotions, the physical and mental effects that they have on us, and developing strategies for coping with these • Expressing ideas with honesty, and listening to the responses of others with tolerance and an open mind • Understanding the impact that actions and comments have on those around us • Taking the challenges and concerns faced by others into account when discussing issues
Polly Perseverance 	• Understanding that 'easy' choices are not always the best ones, and that long-term commitment is often needed to find success • Coping with setbacks and demonstrating ways to overcome problems • Setting ambitious but realistic goals, both for a given task and for life beyond school • Maintaining attention and clarifying information when being introduced to new ideas • Showing commitment to finding out answers and solving problems
Ralph Reflectiveness 	• Reflecting on the causes and effects of both our actions and those of others • Breaking challenges down into small steps and thinking problems through logically • Evaluating decisions, considering their implications and differentiating between appropriate and inappropriate, considerate and inconsiderate • Using findings from enquiries, investigations, discussion or artefact analysis to draw simple conclusions • Taking feedback from others into account and using this to consider next steps
Chloe Cooperation 	• Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Agreeing shared rules or principles through discussion, debate and compromise • Using listening and imitation to develop understanding • Working collaboratively to complete complex tasks • Treating both other individuals and other ideas with respect

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Skills & Knowledge Progression: PSHE

Year group	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazard Watch
Year 1	• Understand road safety. • Develop road sense. • Explore real-life scenarios.	• Understand germs and how they spread. • Know how to prevent the spread of germs.	• Recognise and name a range of feelings. • Care about others. • Know how to be a good friend.	• Understand the importance of preventing accidents. • Recognise responsible and irresponsible actions.	• Be able to recognise and name emotions. • Describe how emotions make us feel, both physically and mentally.	• Understand how online activity can affect others. • Be able to recognise negative aspects of using technology.		•
Year 2	• Develop understanding of safe and unsafe scenarios.	• Understand how and why to brush teeth. • Know the difference between healthy and unhealthy choices.	• Recognise and understand bullying behaviours. • Know how to cope with bullying behaviours,. • Understand that feelings can be shown without words. • Understand why it is important to care about other people's feelings.	• Name ways to improve at an activity/sport. • Recognise the benefits of practising an activity/sport. • Know how you can help other people. • Understand the risks of talking to people you don't know well in the community.	• Learn a range of skills for coping with unpleasant / uncomfortable emotions. • Be able to recognise and name emotions and their physical effects.	• Understand how online actions can affect others. • Know the risks of sharing images without permission.	• Understand different ways we can receive money. • Know how to keep money safe. • Understand the importance of saving money.	•
Year 3	• Recognise people who keep us safe. • Know how to stay safe in a range of scenarios. • Understand hazards in the home and outside. • Recognise warning signs for hazards.	• Know, describe and be able to practise simple safety rules about medicine. • Know who we can accept medicine from. • Combine understanding across Y1-3 to discuss healthy and unhealthy choices.	• Understand the difference between appropriate and inappropriate touch. • Understand personal boundaries. • Know who to talk to about worries (including NSPCC.)	• Describe what it feels like if something is borrowed and not returned. • Know why it is wrong to steal.	• Recognise and name emotions and their physical effects, including the feeling of grief. • Know a range of coping skills. • Use learning from Y1-3 to discuss feelings and how to manage them.	• Identify possible dangers and consequences of talking to strangers online. • Know how to keep safe in online chatrooms. • Explore real-life scenarios.		• Know when and why should we call 999. • Know what a hoax call is. • Understand the danger of fire. • Recognise the danger of texting while driving. • Understand safe and unsafe choices.

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Skills & Knowledge Progression: PSHE

Year group	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Judgement & Values
Year 4	• Identify strategies to keep ourselves and others safe. • Identify a risky choice.	• Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older.	• Know that relationships change as we grow. • Be able to identify how relationships can be healthy and unhealthy. • Know strategies for asking for help if needed.	• Understand the importance of being responsible in a range of situations. • Discuss a range of situations where being on time is important.	• Understand how we can support others who feel lonely, jealous or upset. • Understand and use a range of strategies for managing unpleasant emotions.	• Identify cyber-bullying and its consequences. • Develop coping strategies to use if we or someone we know is being bullied online. • Know how to ask for help.	• Know who pays for the services that keep us safe and healthy. • Identify ways we can help those who look after us. • Understand how education is funded.	• Understand that being different is OK. • Describe the positive attributes of others. • Understand how our judgements and opinions can affect others.
Year 5	• Understand the potential outcome of taking risks. • Recognise peer pressure and its dangers. • Explore a range of scenarios to develop strategies to deal with peer pressure.	• Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. • Know how smoking can affect future health.	• Know what puberty means, understand the changes that boys and girls may go through and the reasons for this. • Develop coping strategies to help with the different stages of puberty/	• Develop skills needed to speak out when someone is being unkind. • Describe caring or considerate behaviour. • Understand the importance of standing up to people who behave inconsiderately.	• Understand the concept of healthy and unhealthy anger. • Understand it is natural to feel angry, but how it is expressed is important. • Develop debate and discussion skills.	• Understand the potential consequences of sharing images online and the laws around this. • Create a set of rules to follow when online. • Know how to overcome pressure to share images.	• Understand the basics of saving money and identify how to help with this at home. • Understand how to budget for items that you would like to buy.	• Discuss what makes us different and unique. • Describe what makes the community diverse. • Describe strategies to overcome barriers and promote inclusion.
Year 6	• Recognise the dangers of water, how to keep safe around it and the meaning of warning signs. • Draw on learning through the school to guide others on how to stay safe.	• Predict and assess the level of risk in different situations. • Understand and describe risks associated with alcohol. • Draw on prior learning to describe the principles of a healthy life.	• Know and understand the terms conception and reproduction. • Understand the function of the male and female reproductive systems. • Learn about the different stages of pregnancy.	• Understand the importance of not stealing. • Discuss and describe what it means to act considerately. • Explore a range of real-life scenarios and consider responsible and irresponsible behaviour.	• Recognise thoughts, feelings and emotions and understand the difference between those that make us feel good and those that feel otherwise. • Apply skills to real-life scenarios.	• Know and understand the potential dangers of talking to people online. • Understand that fake online profiles exist. • Design and share a range of ways to stay safe online.	• Understand the impact of spending money without permission. • Recognise how to be responsible while using online games and apps. • Discuss how to help a family save money.	• Understand that there are a wide range of religions and beliefs in the UK. • Describe and explain British values. • Discuss what is meant by equality, diversity and cohesion.

BEDWELL SCHOOL

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Skills & Knowledge Progression: RE

Hertfordshire Agreed Syllabus for Religious Education aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. **Aims** • know, understand and explore the significance and impact of sacred texts, sources of wisdom and ways of expressing meaning • express ideas and insights about the nature of beliefs, values and practices and their impact upon individuals and communities • recognise and explore the diversity which exists within and between religious traditions • express with increasing discernment their personal reflections, critical responses and connections to faith and belief • engage with the questions and answers offered by religions and worldviews concerning ultimate questions and responsibility	We want our children to develop their individual knowledge and understanding of religions and beliefs in order to become open, principled and respectful citizens in contemporary society. In order to do this, it is vital that our children build-up both a rounded understanding of major faiths and the confidence and curiosity needed to form their own personal opinions. To that end, we have built on the Hertfordshire Agreed Syllabus for RE to provide an education that reflects the beliefs and needs of our diverse community. At Bedwell, children in every class are given opportunities to ask and answer provoking, challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. We want to develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. Our children also have opportunities for their own personal development and wellbeing, by being taught to have mutual respect and tolerance for the diverse society we live in. This is also reflected in other parts of the curriculum such as Personal, Social, Health and Economic education (PSHE), geography and history. Children are given opportunities for personal reflection and spiritual development which allow them to deepen their understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
Hertfordshire Agreed Syllabus for RE: • Share their own beliefs, ideas and values. • Listen and respond to a range of stories that engage them, including faith stories. • Directly experience religion, its symbols and actions. • Engage with artefacts, people and places. • Explore local places of importance, including at least one place of significance, for a religious family. • Learn about key figures in their own lives and key members of a local religious group. • Listen and respond to visitors from faith communities. • Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. • Understand what is right and wrong.	• Geography - learning about different cultures and the major religions in countries being studied. • Art - the role of art, sculpture etc. in religious buildings and their symbolic meanings, all of which could then be used to inspire children's own work. • History - the history of major faiths, significance and practices of religious communities at different points in history (eg. Ancient Greeks, Mayans). • English - exploring, summarising, analysing and making inferences from religious texts. • Music - listening to music that is important in different religions and identifying its meaning/role. • PSHE - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics.	• Visit a broad range of places of worship, both in the local area and beyond, including churches, temples, synagogues and mosques - our target is for children to visit one place of worship each year, linked to the religions they are exploring. • Meet religious leaders in local community and have the opportunity to discuss their faith and practices. • Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them. • Share photos, stories, food and clothing from faith ceremonies that they have taken part in with others in their class. • Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment.

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Skills & Knowledge Progression: RE

Opportunities to develop and use Learning Powers in our curriculum	
Claudia Curiosity 	• Showing curiosity when learning about other religions, cultures and ways of life • Asking 'big' questions about the meaning of life, issues of right and wrong and the values which we should all live by • Exploring personal beliefs, ideas and opinions • Taking risks to express individual responses to an issue • Challenging stereotypes, pre-conceived ideas and prejudices
Isaac Independence 	• Choosing and using resources to aid learning - such as artefacts, texts, word banks, dictionaries and the knowledge of members of a given faith • Independently responding to issues • Responding to miraculous, magical and extraordinary stories with imagination and understanding • Tackling new situations and scenarios with growing confidence • Developing the decision making skills and sense of right and wrong needed by independent adults
Eddy Empathy 	• Being respectful of other peoples cultures, beliefs and opinions • Taking the challenges and concerns faced by others into account when discussing issues of faith • Expressing ideas and personal beliefs with honesty, and listen to the responses of others with tolerance and an open mind • Showing an understanding of life in a particular faith community • Exploring the concept of 'forgiveness' and its key place in many religions
Polly Perseverance 	• Working with determination to fully understand what it 'means' to be a member of a particular faith, not just skimming the surface • Coping with setbacks, especially when carrying out investigations • Setting ambitious but realistic goals for a task • Maintaining attention and clarifying information when being introduced to new ideas • Showing commitment to finding out answers and solving problems
Ralph Reflectiveness 	• Breaking challenges down into small steps and thinking problems through logically • Commenting on similarities and differences between faiths, belief systems and values • Evaluating work, using personal or shared criteria • Using findings from enquiries, investigations, discussion or artefact analysis to draw simple conclusions • Taking feedback from others into account and using this to consider next steps
Chloe Cooperation 	• Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Using listening and imitation to develop understanding • Working collaboratively to complete complex tasks • Treating both other individuals and other faiths with respect • Presenting and sharing work with others (using drama, video, or IT where appropriate)

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Skills & Knowledge Progression: RE

Year group	Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness
Year 1	• Give at least one example of beliefs and practices, including festival, worship, ritual and share meaning behind them.	• Respond to religious and moral stories. • Begin to raise questions about sources of wisdom and their origins.	• Give at least one example of symbol or action and explain how it is used.	• Talk about how and where some worshippers pray. • Respond to periods of stillness and reflection.	• Talk about things and people that matter to them and how they belong to groups including faith groups.	• Demonstrate curiosity about the wonder of world, asking and beginning to respond to questions.	• Respond to faith stories and examples of showing care and concern for humanity and world.	• Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.
Year 2	• Give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meaning behind them.	• Retell and suggest meanings to some religious and moral stories. • Think, talk and ask questions about sacred writings, sources of wisdom and traditions from where they come.	• Give at least 3 examples of symbols and actions explaining how and why they express religious leaning • Notice similarities between communities.	• Explore how and where worshippers connect to prayer and worship. • Participate in periods of stillness and reflection.	• Talk with others how groups express who they are and how individuals belong to communities including faith groups. • Describe what a leader does and why.	• Ask and answer range of how and why questions about belonging, meaning and truth, expressing own ideas and opinions.	• Tell stories and share real life experiences of how people care and concern for humanity and world. • Think; talk and ask questions and why they do this.	• Explain the influence of rules. • Explore moral stories and consider what is right and wrong, just and fair.
Year 3	• Describe using specific religious vocab the impact of celebrations and key moments in life in religious communities.	• Raise questions and suggest meanings to 3 examples of either religious & moral stories, sources of wisdom, sacred writings and their impacts.	• Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. • Describe similarities between two faith communities.	• Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.	• Give two examples of how individuals show they belong to a faith community. • Recognise how some religious people are guided by their religious leaders.	• Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer.	• Recognise importance of showing care and responsibility of the world, identifying the shared values in two communities.	• Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

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Skills & Knowledge Progression: RE

Year group	Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness
Year 4	• Describe, make connections and reflect on some religious and non-religious worldviews studied • Use specific religious vocab to describe how celebrations and key moments in life are marked by communities.	• Show awareness, respond, describe and interpret a range of stories, sacred writings, psalms, poems hymns, prayers and artefacts. • Develop an impact of different communities and on individual believers.	• Explain a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. • Describe some similarities between communities.	• Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet though and where appropriate express personal reflections.	• Show an understanding of some of the challenges individuals face in a faith community. • Demonstrate how it may help them. • Explore how some religious people are guided by their religious leaders.	• Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	• Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	• Consider and discuss questions on matters that are important in the world including choices about what is right or wrong.
Year 5	• Use religious vocabulary to compare two examples of celebrations marking key points in life's journey including pilgrimage.	• Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.	• Describe how a range of beliefs, symbolic expression and actions can communicate meaning. • Identify some similarities and differences between and within two communities.	• Explain why, where and how, worshippers connect to prayer and worship. • Actively engage in periods of stillness; describe their reflective experiences.	• Recognise the challenge of commitment for individuals belonging to a living faith. • Raise questions on how faith today is shaped by identity; religious guidance and leadership.	• Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.	• Describe the diversity of local and national communities. • Identify some shared communal values and responsibilities.	• Identify and describe how people with religious worldviews make choices about what is right and wrong.
Year 6	• Describe, make connections and reflect on some religious and worldviews studied. • Use specific religious vocab to describe how celebrations and key moments in life are marked by communities.	• Show awareness, respond and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact on different communities and individuals.	• Compare how and why a range of beliefs, actions and expressions communicate meaning. • Identify and describe similarities and differences between and within communities.	• Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.	• Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership n their own and others' lives.	• Present a range of views and answers to challenging questions about belonging, meaning and truth.	• Explain how communities can live together, identifying common values , justice, respect and shared responsibility. • Use personal responses to challenge how responsibility is shaped by faith.	• Evaluate and ask challenging questions applying their won and others ideas bout responsibility and what is right or wrong, consider possible effects of different moral choices.