

Subject Progression Framework:

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Human form	AOL: PDAOL: Exp A&D Skill Represent different parts of the human body from observation, imagination or memory with attention to some detail. Core knowledge A human face has two eyes, a nose and a mouth. Covered x 9	Skill Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features. Core knowledge - A portrait is a drawing, photograph or painting of a face. - A self-portrait is a portrait that someone makes of themselves. - A collage is a picture or pattern made by sticking paper onto another surface. Covered x 4	Skill Represent the human form, including face and features, from observation, imagination or memory. Core knowledge - A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests. - A drawing of a portrait can be created using line only. It is called a line drawing. - Photographs and sketches can be used to prepare for a portrait. Covered x 3	Skill Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Core knowledge - Artists can draw figures using simple, fluid lines and shapes. - A pose is a position a figure takes in order to be photographed, painted or drawn. Covered	Skill Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. Core knowledge - A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media. - Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil. - Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form. - The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past. Covered x 3	Skill Explore and create expression in portraiture. Core knowledge Expressionism is a style of art aims to express the emotions of the subject rather than physical reality. Covered x 3	Skill Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Core knowledge - Distortion is an alteration to an original shape. - Abstraction refers to art that doesn't depict the world realistically. - Exaggeration is the depiction of something that is larger than in real life. Covered
Creativity	Creation	AOL: PDAOL: Exp A&D Skill Create art in different ways on a theme, to express their ideas and feelings. Core knowledge Art can be made using lots of different resources.	Skill Design and make art to express ideas. Core knowledge - Observation means looking closely at something. - Ideas can be created through observation (looking closely),	Skill Select the best materials and techniques to develop an idea. Broad knowledge Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for	Skill Use and combine a range of visual elements in artwork. Core knowledge - A motif is a decorative image or design. - Artists focus to one or more visual elements as they create their artwork. Not all artworks need to emphasise every element, every time.	Skill Develop techniques through experimentation to create different types of art. Core knowledge - Weaving is a crafting technique used to make decorative and functional fabrics and artworks. - The visual elements of line, pattern and colour are an important part of the weaving process.	Skill Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Core knowledge Sketches that are made with one line that remains on the paper throughout the whole drawing is called a	Skill Create innovative art that has personal, historic or conceptual meaning. Core knowledge Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues.

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		Artwork can be made in different ways using different resources. Covered x 20	imagination (creating pictures in the mind) and memory (remembering experiences from the past). - A print is a shape or pattern made by pressing paint or ink from one surface to another. - A collagraph is a textured block that can be used to make a print. - Observational drawing is when you look closely at something and draw what you see.	large, vibrant paintings and clay, clay tools and slip for sculpting. Covered x 7	- Tesserae are small blocks of stone, tile, glass, or other materials used in the construction of a mosaic. - The visual elements are colour, line, shape, form, pattern and tone. - Artists can focus on one or more visual elements as they create their artwork, however, not all artworks need to emphasise every element every time. - Watercolour paints can create interesting effects including translucency and colour washes. Bolder areas of colour can be created using layering. Covered x 5	- Islamic art uses geometric shapes to make patterns. - The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah. - Composition is a term used to describe the arrangement of the visual elements in a painting. Covered x 8	continuous line drawing. - Land art or earth art is art that is made directly in the landscape, by sculpting materials or making structures in the landscape using natural materials such as rocks, twigs and other natural materials. - When drawing a sketch of a landscape, features can be simplified into basic lines and shapes rather than drawn in detail. Covered x 4	- Orphism was an artistic movement started by artists Robert and Sonia Delaunay. - Orphism was recognised as an abstract art form inspired by Cubism. Orphism focused on pure abstraction and bright colours. - In conceptual art the idea or concept presented by the artist is considered more important than its appearance or execution. Covered x 5
			Covered x 3					
	Generation of ideas	AOL: Exp A&D Skill Communicate their ideas as they are creating artwork. Covered x 8	Skill Communicate their ideas simply before creating artwork. Broad knowledge Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Covered x 2	Skill Make simple sketches to explore and develop ideas. Core knowledge - A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern. - The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features. - A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern. - The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features. - Ideas and sketches can help an artist to create	Skill Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Core knowledge Artists often annotate their sketches to record information about important visual elements. Covered x 4	Skill Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Core knowledge A sketch, drawing or model can be developed over time. This is a normal part of the artistic process. Covered	Skill Review and revisit ideas and sketches to improve and develop ideas. Core knowledge - An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums. - Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece. Covered	Skill Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art. Core knowledge - Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others. - Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art. - Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork.

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				a final, detailed piece of artwork. Covered x 3				A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing. Covered x 9
	Evaluation	AOL: Exp A&D Skill Share their creations with others, explaining their intentions and the techniques and tools they used. Covered x 6	Skill Say what they like about their own or others' work using simple artistic vocabulary. Broad knowledge Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Covered x 4	Skill Analyse and evaluate their own and others' work using artistic vocabulary. Broad knowledge Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Covered x 5	Skill Make suggestions for ways to adapt and improve a piece of artwork. Broad knowledge Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Covered x 7	Skill Give constructive feedback to others about ways to improve a piece of artwork. Broad knowledge Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Covered x 6	Skill Compare and comment on the ideas, methods and approaches in their own and others' work. Broad knowledge Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Covered x 6	Skill Adapt and refine artwork in light of constructive feedback and reflection. Broad knowledge Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Covered x 5
Materials	Malleable materials	AOL: PDAOL: Exp A&D Skill Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Broad knowledge Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Covered x 53	Skill Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Core knowledge - Clay, dough and plasticine are soft materials and can be rolled, pinched, squashed and flattened. - An imprint is made by pressing an object into a soft material like clay or dough. Covered x 2 Skill Manipulate paper and card to create a simple form by cutting, layering and overlapping. Core knowledge - Card and paper can be layered to	Skill Press objects into a malleable material to make textures, patterns and imprints. Core knowledge Soft materials such as clay, dough and plasticine can be used to create a block for printmaking. Covered	Skill Create a 3-D form using malleable or rigid materials, or a combination of materials. Core knowledge - A coil is made by rolling clay to make long rolls which are placed one on top of another. - Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay. - Clay is a malleable material which has been used for century's in a range of different cultures to make functional and decorative objects. - A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger. Covered x 3	Skill Use clay to create a detailed or experimental 3-D form. Core knowledge - An armature is an open framework on which a sculpture is moulded with clay or similar material. - Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins. Covered x 6	Skill Create a relief form using a range of tools, techniques and materials. Core knowledge - Casting is an ancient method to create a sculpture which usually involves melting down a substance such as metal and then pouring it into a mould. The mould is allowed to cool, hardening the metal. Which is then removed from th mould to create a form. - Clay and plaster can be used to replicate the casting technique. - A relief sculpture projects out from a flat surface. - A high-relief sculpture projects significantly from the surface and can sometimes resemble a free standing form.	Skill Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Broad knowledge A 3-D form is a sculpture made by carving, modelling, casting or constructing. Covered

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			create a 3-dimensional effect. 3-dimensional art is not flat like 2-dimensional art. Covered				- A low-relief sculpture does not project far from its surface and is visibly attached to a surface. - A relief sculpture can be created by cutting or carving pieces of clay away from a clay tile. Covered x 3	
	Paper, fabric, metal and plastic	AOL: PDAOL: Exp A&D Skill Cut, tear, fold and stick a range of papers and fabrics. Core knowledge Henri Matisse is a famous French artist. Covered x 11	Skill Use textural materials, including paper and fabric, to create a simple collage. Core knowledge - Collages are made by sticking or joining one material to another. Covered x 3 Skill Manipulate paper and card to create a simple form by cutting, layering and overlapping. Core knowledge - Card and paper can be layered to create a 3-dimensional effect. 3-dimensional art is not flat like 2-dimensional art. Covered x 4	Skill Create a range of forms, shapes and textures using the properties of different types of paper and other materials. Core knowledge - Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. - Textures can be made using materials such as tissue paper, fabric and string. - Forms are created as a three-dimensional object in space. Form is also one of the seven elements of art. Covered x 4	Skill Weave natural or human-made materials on cardboard looms, making woven pictures or patterns. Core knowledge - A loom is a piece of equipment that is used for making fabric by weaving wool or thread or other materials. - An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow. - A warp thread runs vertically in a fabric. - A weft thread runs horizontally in a fabric. Covered	Skill Use a range of stitches to add detail and texture to fabric or mixed-media collages. Core knowledge - Stitches include running stitch, cross stitch and blanket stitch. - Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric. Covered	Skill Make and use paper to explore traditional crafting techniques. Core knowledge - Techniques used in paper craft include, folding, quilling, marbling and decoupage. - Papermaking is the manufacture of paper. Almost all paper today, is made using industrial machinery; however, handmade paper remains a specialised craft. - Hand crafted paper is often made using re-cycled paper. Other items such as seeds, flowers and lettering can be added for decoration. Covered x 2	Skill Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Core knowledge - Materials can be joined by tying, gluing, knotting, twisting and threading. - Re-cycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new art works. - Materials can be joined by tying, gluing, knotting, twisting and threading. - Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks. - Embellishments such as stitching, glitter, felt and pen work can be added to a mixed media collage to add details and create interesting effects. Covered x 2
	Paint and colour	AOL: Exp A&D Skill Use primary and other coloured paint and a range of methods of application. Core knowledge	Skill Identify and use paints in the primary and secondary colours. Core knowledge	Skill Name and mix secondary colours. Core knowledge The secondary colours are orange, purple and green.	Skill Identify, mix and use contrasting coloured paints. Core knowledge Contrasting colours, also called complementary colours are colours found on the opposite	Skill Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Core knowledge Warm colours are made using mostly reds and	Skill Mix and use tints and shades of colours using a range of different materials, including paint. Core knowledge A tint is a colour mixed with white. A tint adds	Skill Use knowledge of colour and colour theory to create art. Core knowledge The Enchanted Owl by Inuit artist uses striking

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		- Mixing two colours together will make a new colour. - Mixing white paint to a colour makes a lighter colour. - Mixing black paint to a colour make the colour darker. - When two colour mix they create a new colour. - When two colours mix together they make a new colour.	- The primary colours are red, yellow and blue. - Secondary colours are made by mixing primary colours. - The secondary colours are purple, green and orange. - A colour wheel has three primary colours on it-red, yellow and blue. - A colour wheel has three secondary colours on it- purple, orange and green. - The secondary colours are between the two primary colours which make it.	- A hue is a variation of a colour. - Colours can be used to make patterns. Pattern is one of the visual elements of art. - Patterns can be stripy, dotty or zig-zagged. - The colour wheel is a diagram that organises colours and shows their relationships. - A primary colour wheel has three segments to show the primary colours red, blue and yellow. - A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green. - The secondary colours sit between the primary colours from which they are made.	- sides of the colour wheel. They provide maximum contrast to each other. - Contrasting/complementary colours are, red and green, yellow and purple and orange and blue. - Analogous colours are groups of colours that are next to each other on the colour wheel. - Warm colours include red, yellow and orange. - Tertiary colours are made by mixing equal amounts of a primary and secondary colour. - Cool colours include blues, greens and some purples. - Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. - Artists and art movements use different approaches to colour in their artworks. This is often to reflect a mood or feeling, create an effect, or reflect a particular art movement, for example Pop art.	yellows although some warm colours such as a warm green are made using yellow and a small amount of blue. Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.	creates a lighter version of the colour. An example of a tint is pink. - A shade is a colour mixed with black. A shade creates a darker version of the colour. When mixing a shade, begin with the colour itself then add black one drop at a time. - A tint is made by mixing a colour with white. - A tone is made by mixing a colour with grey. - A shade is made by mixing as colour with black.	pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black. - In abstract art, colour itself can be the focus of the artwork. - Artist Mark Rothko, used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling. - In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form. - Lucy Arnold is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold. - The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks. - The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras. - Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue. - The Realism movement painted scenes from everyday life using a naturalistic colour palette. - The Expressionism movement distorted images using non-
		Covered x 18	Covered x 4	Covered x 3 Skill Make, describe and use a range of hues.	Covered x 3	Covered x 4	Covered x 3	
				Core knowledge - A hue is a variation of a colour. - Hues are made by mixing varying amounts of the primary colours. For example, more red than yellow will make a red-orange and more yellow than red will make a yellow-orange.				
			Covered x 2					

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								naturalistic blocks of colour.
								Covered x 5
	Printing	AOL: PDAOL: Exp A&D Skill Make simple prints using a variety of tools, including print blocks and rollers. Covered x 12	Skill Make simple prints and patterns using a range of liquids including ink and paint. Core knowledge - A print is a shape or pattern made by pressing paint or ink from one surface to another. - Colours can be mixed directly on a surface by pressing, folding and printmaking. - A collagraph is a textured block that can be used to make a print. Covered x 3	Skill Use the properties of various materials, such as clay or polystyrene, to develop a block print. Core knowledge - A block is any flat surface used to make a print. - A two colour print is a print which layers two different colours. Covered	Skill Make a two-colour print. Core knowledge - A relief print is a print made by cutting away the print surface so that the image alone appears raised on the surface. The raised area of the printing surface are inked and printed, meaning the areas that have been cut away do not pick up the ink. - Lino printing is a technique used to create a relief print and involves carving away the surface so that the remaining raised alone picks up the ink. - A unit print is when an object is inked and is pressed on a surface to leave an impression. Covered x 2	Skill Combine a variety of printmaking techniques and materials to create a print on a theme. Core knowledge - Methods of printing include lino printing, block printing, lino printing and collography. - A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes. Covered x 2	Skill Add text or printed materials to a photographic background. Core knowledge - A surreal artwork is characterisitcally bizarre and unreal. - A photo collage can include images, words and letters. - Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork. Covered x 2	Skill Use the work of a significant printmaker or printmaking technique to influence artwork. Core knowledge - A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print. - Stencils can be reused if made from a durable material such as card or acetate. Each print will vary slightly due to factors such as colour fade, colour merging and pressure applied to either surface. Covered x 2
	Pencil, ink, charcoal and pen	AOL: PDAOL: Exp A&D Skill Select appropriate tools and media to draw with. Broad knowledge Different types of line include thick, thin, straight, zigzag, curvy and dotted. Covered x 14	Skill Use soft and hard pencils to create different types of line and shape. Core knowledge - Soft pencils make dark lines. - Hard pencils make light lines. - Different types of line include zigzag, wavy, curved, thick and thin. Covered x 2	Skill Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Core knowledge Shapes are created using a line to create an enclosed two-dimensional space. Shape is one of the seven elements of art. Covered	Skill Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Core knowledge - Hatching is an artistic technique of drawing closely spaced paralell lines to create tonal or shading effects. - Cross hatching is when lines are placed at an angle to one another. - Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading. Covered x 2	Skill Use the properties of pen, ink and charcoal to create a range of effects in drawing. Core knowledge - Atmospheric perspective in art creates the illusion of space. - It emphasises the distance between objects. As objects recede into the distance, they become less detailed, lighter in tone, and more blurry. - Objects such as animals can be drawn using simple shapes. The simple shapes help the artist to focus on proportions and the relationships between its features. Covered x 2	Skill Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model. Core knowledge - Techniques for creating areas of light and shade with a pen or pencil include cross hatching, hatching, contour lines and smudging. - White chalk on black paper can be used to create areas of light and shade. - Rembrandt (1606–1669) was one of the world's most accomplished artists. In his drawings Rembrandt used pens, chalks, ink and brushes to capture light and shade, form, and shadow. Covered x 2	Skill Use line, tone or shape to draw observational detail or perspective. Core knowledge - Abstraction can be created using basic shapes. - Line is a visual element that can be used to create shapes, shade, detail and texture to a drawing. - In observational drawing, line is the key visual element.

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							Ink wash, white chalk, or pencil can be used to create light and shade.	
Nature	Natural art	AOL: Exp A&D Skill Use natural materials and loose parts to make 2-D and 3-D art.	Skill Make transient art and pattern work using a range or combination of human-made and natural materials.	Skill Draw, paint and sculpt natural forms from observation, imagination and memory.	Skill Use nature and natural forms as a starting point for artwork.	Skill Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.	Skill Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	Skill Create art inspired by or giving an environmental message.
		Broad knowledge Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.	Core knowledge - Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds and flowers, can be used to make transient art. - Transient art is art that can be moved, changed and cleared away. - The best way to record transient art is by taking a photograph. - Natural materials, such as twigs, moss, pebbles, sand and water can be used to make art.	Core knowledge - Natural materials including sand, clay, soil, pebbles and rocks can be used for modelling. - Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned. - Natural objects for drawing can include insects. Insects patterns, shape and colours are often symmetrical.	Core knowledge Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines.	Core knowledge - William Morris’ designs consisted mainly of natural forms such as leaves, flowers, fruits and birds. - Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore.	Core knowledge - A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones. - Photographs can be converted to line drawings using graphics software.	Core knowledge - Environmental artists use recycled materials to create their art. - The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world. - Environmental art addresses social and political issues relating to natural and urban environments.
Place and space	Landscapes	AOL: PDAOL: Exp A&D Skill Draw or paint a place from observation or imagination.	Skill Draw or paint a place from memory, imagination or observation.	Skill Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.	Skill Draw, collage, paint or photograph an urban landscape.	Skill Choose an interesting or unusual perspective or viewpoint for a landscape.	Skill Use a range of materials to create imaginative and fantasy landscapes.	Skill Create landscape art with or without typical perspective.
		Core knowledge Animals live in lots of different habitats.	Core knowledge - A sketch or drawing of a place or space is called a landscape. - Landscape art can include things that are natural and things that are human made. - Stephen Wiltshire, is an artist that makes detailed drawings of places	Core knowledge - A seascape is a piece of artwork that shows a scenic view. - Seascape paintings include <i>Great Wave Off Kanagawa</i> and <i>Stormy Sea in Étretat</i> by Claude Monet.	Core knowledge An urban landscape is a picture of a town or city.	Core knowledge - A viewfinder is a tool an artist uses to frame a view. - A viewfinder is a tool an artist uses to frame a view. - Composition is a term used to describe the arrangement of the visual elements in a painting. - Examples of landscape paintings include <i>Road before the Mountains: Sainte-Victoire</i>, by Paul Cézanne; <i>A Meadow in the Mountains: Le Mas de Saint-</i>	Core knowledge - Landscape paintings have a foreground, a middle ground and a background. - The foreground shows features that are close. The middle ground and background show features in the distance. - When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth’s surface.	Core knowledge Perspective is the art of representing 3-D objects on a 2-D surface. Skill Create landscape art without typical perspective.

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			and spaces by memory. A sketch or drawing of a place or space is called a landscape. Covered x 4			<i>Paul</i> , by Vincent van Gogh; <i>Tahitian Mountains</i> , by Paul Gauguin; and <i>Mountains at Collioure</i> , by Andre Derain. Covered x 2	Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance. Covered x 2	
Comparison	Compare and contrast	AOL: Exp A&D Skill Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. Covered x 2	Skill Identify similarities and differences between two or more pieces of art. Core knowledge - Art on a similar theme can be different because of the colours or style the artist uses. - Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork. Covered x 3 Skill Identify and compare different textures. Core knowledge - A texture is the feel or appearance of a surface. Covered x 2	Skill Describe similarities and differences between artwork on a common theme. Core knowledge - Differences in still life art can include style, composition and use of colour. - Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different. - An artist's use of colour is one way to compare and contrast works of art. - Piet Mondrian is a significant artist who created artwork using blocks of primary colours. - Wassily Kandinsky is a significant artist who created artwork using a range of hues. Covered x 4	Skill Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. Core knowledge - Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images. Some mosaics, such as Islamic mosaics are made to portray geometrical patterns. - Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style. - Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can include more simplified graphic or digital representations. - A botanical artist is someone who draws and paints plants and flowers in a realistic style. - Artists and art movement use different approaches to colour in their artworks. This is often to reflect a mood, or feeling, create an effect or reflect a particular art movement, for example Pop art. Covered x 6	Skill Compare and contrast artwork from different times and cultures. Core knowledge - Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere. - The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics - Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms. - Aboriginal art uses warmer, earthy colours such as chocolate browns, oranges, deep rich reds and some lighter, brighter colours including yellows	Skill Describe and discuss how different artists and cultures have used a range of visual elements in their work. Core knowledge - Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style. - Different types of architectual design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (1100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990). - The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years. - A Taotie is an ancient Chinese motif often found on objects such as masks and ritual vessels called dings. - The forms were made with bronze using an ancient technique of piece mould casting. - The Taotie is easily recognised by its characteristic use of	Skill Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Core knowledge - Art works can be compared by mood, emotional response and meaning as well as more obvious visual elements. - Horizon is the line where the sky meets the land or water within a painting. The height of the horizon will affect the placement of the vanishing point as well as the scene's eye level. - The vanishing point is the place where parallel lines appear to come together in the distance. - Abstract art rejects of three-dimensional perspective, often representing objects on a single, flat plane. Covered x 2

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						and creams. These colours represent both the climate and the resources available from the local environment. Covered x 4	lines, patterns and forms. - When making land art, most artists will use materials from the local environment. Some artists will enhance a natural material by adding colour while some artists will use the natural textural or patterned qualities of the original material. - The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes. - In expressionist art, colour is highly intense and non-naturalistic. The artist's use of brushwork is usually textured. Covered x 6	
Significance	Significant people, artwork and movements	AOL: Exp A&D Skill Explore artwork by famous artists and talk about their likes and dislikes. Core knowledge - An artist is a person who creates artwork including paintings and sculptures. - An artist is a person who creates artwork. - Henri Matisse was a famous artist.	Skill Describe and explore the work of a significant artist. Core knowledge - James Rizzi was a significant American artist and illustrator. - Significant portrait paintings include: Portrait of Dora Maar by Pablo Picasso, Blue Marilyn by Andy Warhol, My Parents and Me by Frida Kahlo and Portrait of Gerda by Ernst Ludwig. Covered x 2	Skill Explain why a painting, piece of artwork, body of work or artist is important. Core knowledge - Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life. - Hans Holbein the Younger was a significant portrait artist of the Tudor period. - A still life is a composition made up of everyday or unusual objects.	Skill Work in the style of a significant artist, architect, culture or designer. Core knowledge - LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form. <i>Coming Out of School</i> is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day. - Katie Scott is an important contemporary printmaker and botanical artist.	Skill Explain the significance of art, architecture or design from history and create work inspired by it. Core knowledge - Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet. - A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses. - Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.	Skill Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre. Core knowledge - Pablo Picasso pioneered the use of continuous line drawing. - Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging. - The artistic genre of collage uses cut, torn, folded, crumpled, layered and glued paper	Skill Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks. Core knowledge - Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things. - Significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Covered x 4		- Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse. - Two important floral paintings are Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.	Covered x 3	- The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals. - Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture.	to create different visual effects. - Mixed media collage combines paper, fabric and other materials. An artist might also use 3-D objects, such as cogs, buttons, blocks and coins. - Mixed media collage uses a range of different joining methods, including gluing, stitching and tying. - Edvard Munch is a significant Expressionism artist. <i>The Scream</i> is one of his most familiar works and depicts the artist's feelings of anxiety. - The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.	- The Enchanted Owl is a significant example of an Inuit print, created by Inuit artist Kenojuak Ashevak in 1960. - Kenojuak Ashevak was An important Canadian Inuit artist. Her drawings and prints used of simple, stylized motifs and Inuit culture and folklore. - Significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues. - Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley. - Abstraction by shape is a technique artists use to represent objects using shape only. - The Woodcutter by Kazimir Malevich, uses simple shapes to represent the woodcutter. - Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley. - Abstraction by shape is a technique artists use to represent objects using shape only. - Guernica (1937) is a large oil painting by

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
								Spanish artist Pablo Picasso. Guernica is one of his best-known art works. It is regarded by many art critics as the most powerful anti-war painting in history.
								Covered x 5

Big Idea Progression:

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art and design	Human form		Skill Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features. Core knowledge - A portrait is a drawing, photograph or painting of a face. - A self-portrait is a portrait that someone makes of themselves. - A collage is a picture or pattern made by sticking paper onto another surface.	Skill Represent the human form, including face and features, from observation, imagination or memory. Core knowledge - A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests. - A drawing of a portrait can be created using line only. It is called a line drawing. - Photographs and sketches can be used to prepare for a portrait.	Skill Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Core knowledge - Artists can draw figures using simple, fluid lines and shapes. - A pose is a position a figure takes in order to be photographed, painted or drawn.	Skill Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. Core knowledge - A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media. - Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil. - Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form. - The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which	Skill Explore and create expression in portraiture. Core knowledge Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.	Skill Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Core knowledge - Distortion is an alteration to an original shape. - Abstraction refers to art that doesn't depict the world realistically. - Exaggeration is the depiction of something that is larger than in real life.
			Covered x 4	Covered x 3	Covered		Covered x 3	Covered

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						can tell us about the past.		
						Covered x 3		
Expressive arts and design	Human form	AOL: Exp A&D Skill Represent different parts of the human body from observation, imagination or memory with attention to some detail. Core knowledge A human face has two eyes, a nose and a mouth. Covered x 9						
	Everyday products	AOL: Exp A&D Skill Name and explore a range of everyday products and begin to talk about how they are used. Broad knowledge Everyday products are objects that we use every day. These objects have a specific use. Covered x 3						
Physical development	Human form	AOL: PD Skill Represent different parts of the human body from observation, imagination or memory with attention to some detail. Core knowledge A human face has two eyes, a nose and a mouth. Covered x 9						
	Staying safe	AOL: PD Skill Follow rules and instructions to keep safe. Core knowledge						

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Rules keep us safe when using equipment.						
		Covered x 2						
Computing	Communication		Skill Explain simply that digital technology can be used to connect with others locally and globally.	Skill Use digital technology appropriately to communicate and connect with others locally and globally.	Skill Explain the advantages and disadvantages of communicating electronically and strategies for preventing issues.	Skill Explain actions to report and prevent cyberbullying.	Skill Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying.	Skill Recognise that sending intimate images and content and using offensive language online is a risk, has a permanent online trail (digital footprint) and is not appropriate behaviour.
			Broad knowledge Digital technology is used in all parts of everyday life, such as using a tablet to play a game or a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas.	Broad knowledge Digital technology, such as email, social media platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy.	Core knowledge Advantages of communicating electronically are that it is available at any time, instant and global. Disadvantages include easier misunderstandings, people pretending to be someone they are not, lack of privacy (once something is published online, it cannot be removed) and a threat to personal safety (access to personal information). Concerns should be reported to a trusted adult.	Broad knowledge Cyberbullying is bullying using technology, such as social media or gaming networks and can involve teasing, name calling, harassment, deliberate exclusion, threatening or being undermined. A trusted adult or child safety organisation should be contacted if there are any concerns or worries. A trusted adult can provide help and support or contact the police if needed.	Core knowledge Working online requires a level of responsibility and strategies to stay safe, including protecting private information and accounts. This enables people to protect themselves and others from potential online dangers, inappropriate behaviour and bullying. Any concerns should be reported to a trusted adult, the police or child protection organisations.	Broad knowledge Knowing someone online is not the same as knowing them face to face. People online are not always who they say they are and may use intimate images or content inappropriately. Once something is online, it is not under the user's control and can be made public. Using offensive language can affect others negatively and is a form of bullying called 'trolling'. Privacy and personal boundaries are important when communicating with others online.
					Covered x 3			
	Digital citizenship		Skill Recognise that work they have created belongs to them.	Skill Recognise that information put online leaves a digital footprint.	Skill Compose clear and appropriate messages in online communities.	Skill Identify appropriate behaviour when contributing to collaborative online projects for learning.	Skill Cite all sources when researching and explain why sources should be provided.	Skill Recognise that digital content can be edited online.
			Broad knowledge When work is saved electronically, it needs to have a name that identifies it and is easily remembered.	Broad knowledge A digital footprint is the information that exists on the internet, following a user's online activity.	Broad knowledge As with face to face communication, online communication should be done respectfully and responsibly, considering the impact on others.	Core knowledge Appropriate behaviour when contributing to collaborative online projects includes consideration towards others, awareness of copyright and keeping personal data safe.	Broad knowledge Citing sources is giving credit to the person or website that created the information. Using someone else's work without citing it is called plagiarism and is a form of cheating.	Broad knowledge Digital content may have been edited online by anyone, and so it is important to verify content against other independent or reputable sources.
	Staying safe		Skill Recognise that some websites ask for private information and discuss how to handle these	Skill Stay safe online by choosing websites that are appropriate to visit (based on the confidence you have in the author(s) of the website) and know where to go	Skill Describe simple rules for sharing images and data safely.	Skill Identify the positive and negative influences of technology on health and the	Skill Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult.	Skill Identify the benefits and risks of devices broadcasting the user's location and of giving personal
					Broad knowledge			

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships and health education			requests and where to go for help and support. Core knowledge Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be reported to a trusted adult. Covered	for help and support when they have concerns about content or contact on the internet and other online technologies. Core knowledge Some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries. Covered	Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should not be shared online.	environment and how to protect themselves. Broad knowledge Technology can have positive influences on health, such as enabling people to hear using a hearing aid or helping doctors to diagnose or treat illnesses using special machines. Both mental and physical health can be negatively influenced by technology. Technology can have positive influences on the environment, such as using systems to monitor and control energy usage. Negative influences on the environment include contributing to pollution by travelling and using a lot of power.	Broad knowledge Digital content can affect others and be available to anyone. Digital content is traceable, which means it can be tracked to the person who created it. To stay safe, it is important to discuss technology use with a trusted adult.	information to different organisations. Core knowledge The benefits of devices broadcasting the user's location and passing on personal information include improved customer service, allowing organisations to analyse data and improving the quality of applications. Risks include identity theft, cyberstalking, victimisation and threat to privacy. Covered
	Communication		Skill Explain simply that digital technology can be used to connect with others locally and globally. Broad knowledge Digital technology is used in all parts of everyday life, such as using a tablet to play a game or a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas.	Skill Use digital technology appropriately to communicate and connect with others locally and globally. Broad knowledge Digital technology, such as email, social media platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy.	Skill Explain the advantages and disadvantages of communicating electronically and strategies for preventing issues. Core knowledge Advantages of communicating electronically are that it is available at any time, instant and global. Disadvantages include easier misunderstandings, people pretending to be someone they are not, lack of privacy (once something is published online, it cannot be removed) and a threat to personal safety (access to personal information). Concerns should be reported to a trusted adult. Covered x 3	Skill Explain actions to report and prevent cyberbullying. Broad knowledge Cyberbullying is bullying using technology, such as social media or gaming networks and can involve teasing, name calling, harassment, deliberate exclusion, threatening or being undermined. A trusted adult or child safety organisation should be contacted if there are any concerns or worries. A trusted adult can provide help and support or contact the police if needed.	Skill Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying. Core knowledge Working online requires a level of responsibility and strategies to stay safe, including protecting private information and accounts. This enables people to protect themselves and others from potential online dangers, inappropriate behaviour and bullying. Any concerns should be reported to a trusted adult, the police or child protection organisations. Covered	Skill Recognise that sending intimate images and content and using offensive language online is a risk, has a permanent online trail (digital footprint) and is not appropriate behaviour. Broad knowledge Knowing someone online is not the same as knowing them face to face. People online are not always who they say they are and may use intimate images or content inappropriately. Once something is online, it is not under the user's control and can be made public. Using offensive language can affect others negatively and is a form of bullying called 'trolling'. Privacy and personal boundaries are important when communicating with others online.
	Digital citizenship			Skill Recognise that information put online leaves a digital footprint. Broad knowledge A digital footprint is the information that exists on the internet, following a user's online activity.	Skill Compose clear and appropriate messages in online communities. Broad knowledge As with face to face communication, online communication should be done respectfully and responsibly, considering the impact on others.	Skill Compose clear and appropriate messages in online communities. Broad knowledge As with face to face communication, online communication should be done respectfully and responsibly, considering the impact on others.	Skill Identify appropriate behaviour when contributing to collaborative online projects for learning. Core knowledge	

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Appropriate behaviour when contributing to collaborative online projects includes consideration towards others, awareness of copyright and keeping personal data safe.		against other independent or reputable sources.
						Covered		
	Staying safe		Skill Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support. Core knowledge - Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be reported to a trusted adult. Covered Skill Identify that some aspects of life should be kept private. Broad knowledge Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place that they like to go. Everyone has the right to privacy, which should be respected by others. Parts of the body are also private. Skill Describe ways to stay safe in some familiar situations. Core knowledge - Ways to stay safe include: using sun cream and wearing and hat in the Sun;	Skill Stay safe online by choosing websites that are appropriate to visit (based on the confidence you have in the author(s) of the website) and know where to go for help and support when they have concerns about content or contact on the internet and other online technologies. Core knowledge - Some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries. Covered Skill Work safely and hygienically in construction and cooking activities. Core knowledge - Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. Covered Skill Recall rules for keeping physically and emotionally safe. Core knowledge - There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between	Skill Describe simple rules for sharing images and data safely. Broad knowledge Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should not be shared online. Skill Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment. Broad knowledge There are strategies that people can use to keep themselves and others physically and emotionally safe. These strategies include blocking online users, using pedestrian crossings correctly, taking medicines correctly, using household products safely and sharing worries with a trusted adult or organisation. Skill Explain why light from the Sun can be dangerous. Core knowledge - Light from the Sun is damaging for vision and the skin. - People can protect themselves from the Sun by using sun cream, wearing sun hats and sunglasses and by staying indoors or in the shade. Covered x 2 Skill Explain what is meant by first aid. Discuss or role play first aid	Skill Identify the positive and negative influences of technology on health and the environment and how to protect themselves. Broad knowledge Technology can have positive influences on health, such as enabling people to hear using a hearing aid or helping doctors to diagnose or treat illnesses using special machines. Both mental and physical health can be negatively influenced by technology. Technology can have positive influences on the environment, such as using systems to monitor and control energy usage. Negative influences on the environment include contributing to pollution by travelling and using a lot of power. Skill Explain the importance of protecting personal information when online. Broad knowledge Personal information includes a person's full name, password, address, phone number and photographs. It is important not to share these online as it can make it easier for someone to steal someone's identity. Knowing someone online is different from knowing someone face to face. Skill Discuss or role play first aid concepts for head injuries and asthma attacks.	Skill Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult. Broad knowledge Digital content can affect others and be available to anyone. Digital content is traceable, which means it can be tracked to the person who created it. To stay safe, it is important to discuss technology use with a trusted adult. Skill Discuss the responsible use of mobile phones and other mobile devices. Broad knowledge Responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages. Skill Understand when they should give first aid, and discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say. Broad knowledge When an accident has happened, it is important to alert an adult; children should only give first aid treatment if they cannot be hurt themselves and no adult is	Skill Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations. Core knowledge The benefits of devices broadcasting the user's location and passing on personal information include improved customer service, allowing organisations to analyse data and improving the quality of applications. Risks include identity theft, cyberstalking, victimisation and threat to privacy. Covered Skill Recognise and manage dares. Broad knowledge A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental wellbeing. Skill Explain or role play concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking. Explain what to do in an emergency situation and the steps required

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			stopping, looking and listening when crossing the road; not touching sharp or hot objects; only eating or drinking what you know or have been given by an adult you trust. Using sun cream and wearing a hat helps you to stay safe in the Sun. Covered x 2 Skill Recognise that there are basic techniques for resisting pressure from others. Broad knowledge They do not have to do things that may make them unsafe or worried for themselves or others. There are people they can ask for help and should keep trying until they are heard.	secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety). Covered Skill Identify situations when they should ask for permission and also when their permission should be sought. Broad knowledge There are occasions when they should seek permission from another, as well as when others should ask for their permission, such as physical contact, using belongings and going to places.	concepts, such as allergies, bites and stings. Broad knowledge First aid is the help and treatment given after an accident has happened. An allergy is a reaction the body has to a particular food or substance. An allergic reaction can occur from a bite or sting. Most allergic reactions can be controlled with antihistamines. Severe reactions can occur and need urgent treatment and the emergency services should be contacted by ringing 999 or 112.	Broad knowledge The signs of an asthma attack are coughing and wheezing, difficulty breathing or speaking, blue lips and panic. The treatment for a mild asthma attack includes taking slow breaths and using an inhaler. The signs of a head injury are a wound or swelling on the head, headache, sickness, dizziness, drowsiness and loss of memory. The treatment for a mild head injury includes a cold compress to the injured area. In severe cases of an asthma attack or head injury, the emergency services should be contacted by ringing 999 or 112.	available to take charge of the situation. Severe bleeding can be a medical emergency, needing urgent treatment so 999 or 112 should be called. During an emergency call, it is important to speak clearly and not too fast, providing the location of the incident so the emergency services can attend as quickly as possible.	to make an emergency call to 999 or 112. Broad knowledge In an emergency situation when someone is hurt, unresponsive or has become ill it is important to make sure you and others are safe, find out how the injured person feels and what condition they are in, comfort and reassure the injured person and give necessary first aid and seek medical help if required. A 999 or 112 call involves telling the call handler which emergency service is needed, the address or location of the incident and phone number, staying calm, speaking clearly and staying on the line, remembering that the call handler is there to help so there is no need to be afraid.
	Healthy lifestyle	Skill State what constitutes a healthy lifestyle. Broad knowledge A healthy lifestyle includes doing things to maintain both physical and mental health, such as a balanced diet, regular exercise, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Skill Explain why hand washing and cleanliness are important. Core knowledge Hand washing and good hygiene prevent the spread of germs. Covered Skill Recognise the importance of staying safe in the sun.	Skill Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle. Broad knowledge A healthy lifestyle includes doing things to maintain both physical and mental health. These include eating a balanced diet, building regular exercise and physical activity into their routines, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Inactive lifestyles can increase the risk of obesity and obesity-related illnesses. Skill Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. Core knowledge	Skill Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet. Broad knowledge Eating a balanced diet has many health benefits. Short term benefits include maintaining a healthy weight and having more energy. Long term benefits include living a longer life and reducing the risk of diseases and other health conditions, such as tooth decay, obesity, cancer, diabetes and cardiovascular disease. Skill Explain the importance and characteristics of a healthy, balanced diet. Core knowledge - Humans get nutrition from what they eat. - It is important to have a balanced diet made up of the main food groups,	Skill Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health. Broad knowledge A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences. These contribute towards having good physical and mental health. Recognising early signs of physical illness can include changes in appetite, weight loss or gain, tiredness or weakness, consistent pain or changes to mental health. Skill Describe what damages teeth and how to look after them. Core knowledge Regular teeth brushing, limiting sugary foods and	Skill Explain how lifestyle choices can have a positive, neutral or negative impact on physical and mental health. Broad knowledge Lifestyle choices, such as what diet to eat, whether to take regular exercise, good quality sleep and what activities and pastimes to engage in, can have a positive, neutral or negative impact on physical and mental health. There can be short or long term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long term problems include lung cancer and heart disease. Skill Explain why personal hygiene is important during puberty. Core knowledge Good personal hygiene (washing, wearing clean	Skill Explain comprehensively all aspects of a well balanced, healthy lifestyle. Broad knowledge There are a wide range of good habits that support a healthy lifestyle for physical and mental wellbeing. These include a healthy diet with nutritionally rich foods, physical activity, good quality sleep, good bodily and oral hygiene, time spent outdoors (considering the risk of overexposure to the sun), hobbies and interests, spending time with friends and family and managing time spent online. Skill Explain the impact of positive and negative lifestyle choices on the body. Core knowledge Exercise benefits your heart by lowering blood pressure, reducing	

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			Broad knowledge Wearing sunscreen, a sun hat and sunglasses can protect the skin and eyes from sun damage. Too much sun can cause sunburn and lead to skin damage and skin cancer.	- A healthy lifestyle includes exercise, a balanced diet, good quality sleep and personal hygiene. - Germs spread from person to person through direct or indirect contact. - Risks associated with an unhealthy lifestyle include illness, obesity, tooth decay and mental health problems. - Germs are microorganisms that can cause illness in humans. - Germs get into the body through the eyes, nose or mouth. - Washing hands with soap and clean running water helps humans avoid getting ill and spreading germs to others.	Covered x 2 Skill Explain the benefits of sun exposure and the risks of overexposure. Broad knowledge Short sun exposure helps our bodies to produce vitamin D, which helps the body to build stronger, healthier bones. Overexposure causes skin damage, eye damage and health problems, such as heat stroke and skin cancer.	Covered Skill Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines. Broad knowledge Regular exercise benefits both physical and mental health. Regular activity can include walking to the shops or cycling to school.	visiting the dentist are important for good oral hygiene. Covered Skill Understand the importance of how sleep contributes to a healthy lifestyle. Broad knowledge Good quality sleep is important for a healthy and productive lifestyle. A regular bedtime routine can support good sleep and includes going to bed and getting up at the same time, clearing the mind of distractions, having no access to digital devices in bed, relaxation exercises and taking a warm bath. Lack of or poor quality sleep can impact on the body, feelings, behaviour and the ability to learn.	clothes and brushing teeth) can prevent disease or illness. weight, strengthening muscles and lowering stress. - The Eatwell guide presents the foods and drinks that contribute to a healthy balanced diet. - The five food groups are: fruit and vegetables, carbohydrates, dairy and alternatives, proteins and oils and spreads. - Some foods, especially highly processed ones, are high in sugar, salt and fat are not necessary for a healthy, balanced diet. - Eating more than the recommended daily amounts of saturated fat, sugar and salt can have a harmful effect on the circulatory system, such as causing high blood pressure and an increased risk of heart disease. - Nutrition labels on pre-packaged food help us to know what is in the food we eat. - Nutrition labels are often displayed using a traffic light system, so consumers can easily see whether the food contains high (red), medium (orange) or low (green) amounts of sugar, salt and saturated fat. - Smoking, drugs and alcohol can have a negative impact on the circulatory system. - Smoking can result in cancer and heart disease. - Alcohol can cause high blood pressure and increased stroke risk. - Drugs can cause collapsed veins and cardiac arrest.

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								Covered x 3 Skill Describe the use of medicines, vaccinations and immunisation for supporting good health. Broad knowledge Medicines (legal drugs), vaccinations and immunisation, when used responsibly, contribute to health. For example, some diseases can be controlled through vaccination (seasonal flu vaccine), and others can be controlled through medication, such as antihistamines for allergic reactions.
	Personal hygiene		Skill Recognise the importance of personal hygiene and how to maintain it. Broad knowledge Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks.	Skill Demonstrate how some diseases are spread and can be controlled. Broad knowledge Many diseases, such as colds and flu, are caused by germs spreading from one person to another. Germs can spread to other people via surfaces, such as door handles and tabletops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet. Some diseases can be controlled by medicines, including vaccinations and immunisation.	Skill Recognise that simple hygiene routines can reduce the spread of bacteria and viruses. Broad knowledge Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly.	Skill Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene. Broad knowledge Personal hygiene involves keeping yourself clean and preserving health. This can include showering or bathing regularly, using deodorant, flossing and brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in poor dental hygiene, unpleasant body odour and the spread of diseases.	Skill Understand the increased importance of personal hygiene during puberty. Broad knowledge Puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty. There are places to get more information, help and advice about growing up and changing.	Skill Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways. Broad knowledge Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful or harmful. Simple hygiene routines can limit the spread of microorganisms, such as hand washing and sneezing into a tissue before disposal. Some vaccines and medicines can help manage microorganism infections.
	Well-being		Skill Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online. Broad knowledge People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People can feel different things and their feelings can be hurt by others saying unkind things. It is important to talk to a trusted	Skill Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. Broad knowledge Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult. Skill	Skill Relate appropriately to a wide range of positive and negative feelings in others. Broad knowledge People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. Skill Recognise the importance of positive friendships on wellbeing. Core knowledge There are strategies for building positive relationships, including	Skill Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self respect and what kind of physical contact is acceptable. Broad knowledge Self respect is having pride and confidence in oneself and behaving in a way that doesn't damage this. It is important to say no to anything that feels uncomfortable or unsafe, including physical contact, and talk to a trusted adult for help. Skill	Skill Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including peers. Broad knowledge Pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may impact on a person's self respect and damage short and long term physical, mental and emotional health. Skill Recognise that mental health, just like physical health, is part of	Skill Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes. Broad knowledge Unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline and the FGM National Clinical Group. Skill

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			adult if hurting, either physically or emotionally. Skill Recognise that there are things that they can do to help when finding things difficult. Broad knowledge If something is proving difficult, there are things that can be done, such as trying a different approach, breaking the problem down into smaller steps, or asking for help.	Recognise that there are different ways to help people feel good. Broad knowledge Improving wellbeing can make us feel good, such as playing outside, doing things that are enjoyable or that help others, spending time with family or sleeping well.	mutual respect, trust, truthfulness, loyalty, kindness, generosity, shared interests and experiences, support with problems and difficulties. Covered	Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing. Broad knowledge The internet has many benefits, including research, communication and sharing information. It is important to balance time online with other activities for mental wellbeing and there are strategies for managing time online.	daily life, and anyone can experience physical or mental ill health. Broad knowledge Taking care of our mental health is just as important as our physical health. Strategies include good quality sleep, physical exercise or time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends.	Recognise that anyone can experience mental ill health. Broad knowledge Warning signs about mental health and wellbeing can include changes in behaviour, physical appearance, appetite or sleeping patterns. Difficulties with mental health can be resolved with help and support but it is important to discuss feelings with a trusted adult.
	Setting goals		Skill Identify strengths and set simple but challenging goals. Broad knowledge Strengths are things that we are good at, such as football, art or dancing. Goals are things that we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show.				Skill Demonstrate how people can work collaboratively to achieve shared goals. Broad knowledge People can work collaboratively by modelling respectful behaviour; listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions.	
	Unacceptable behaviour		Skill Recognise different types of teasing and bullying and that both types of behaviour are unacceptable. Broad knowledge Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying (including cyberbullying) is hurting or frightening someone over a period of time and perhaps forcing them to do something that they do not want to do. Teasing and bullying can have a lasting impact on a person's mental wellbeing and are unacceptable ways to behave.	Skill Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help. Broad knowledge Teasing and bullying are wrong and can have a lasting impact on mental wellbeing. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult.	Skill Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome. Broad knowledge People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people to make good decisions.	Skill Describe how teasing and bullying can lead to trust issues, low self esteem and self worth, and that these feelings may persist over long periods of time. Broad knowledge The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended.	Skill Discuss bullying and abuse in all their forms and ways to ask for help. Broad knowledge There are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, racial, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline.	Skill Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Core knowledge Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self esteem and self worth. Victims can suffer long term

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								consequences, such as damage to their physical, mental and emotional health and reputation.
	Human body			Skill Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). Core knowledge Humans grow from baby to toddler to child to teenager to adult to elderly. Covered x 3				Covered
Understanding the world	Communication	AOL: World Skill Explain that digital technology is used in the home and at school for communication. Core knowledge - Tablets and smartphones can be used for lots of different purposes including talking with others, playing games, taking photographs and videos and watching video clips. - Digital technology is used in all parts of everyday life. Some technology is used to communicate with others. Covered						
	Digital citizenship	AOL: World Skill Ask to use digital devices to create work in a safe and responsible way.						

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	Staying safe	AOL: World Skill Describe what they would do if they saw something online that made them sad, scared or worried. Core knowledge - It is essential to tell an adult if they accidentally see something online that upsets, scares or worries them. - Know that if they see something online that makes that sad, scared or worried, they should tell an adult straight away. Covered						
	Human features and landmarks	AOL: World Skill Name and talk about human-made features in the local environment, including shops, houses, streets and parks. Core knowledge Maps and plans are pictures or drawings of a place or journey. Covered						
	Settlements and land use	AOL: World Skill Describe a contrasting environment to their own. Covered x 2						
	Everyday life	AOL: World Skill Talk about past and present events in their own lives and those who are important to them. Core knowledge						

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		- Memories are things we remember from the past. - All families are special and different. They are different sizes and have different family members and different life experiences. - All families are special and different. They celebrate events in different ways. - The past only includes things that have already taken place. Covered x 5						
	Hierarchy and power	AOL: World Skill Explore and talk about pictures, stories and information books on the theme of royalty. Core knowledge - Kings and queens are rulers of a country. - In the past kings and queens made rules to decide how people should behave. Covered x 2						
	Human body	AOL: World Skill Draw pictures of the human body and name some of the different body parts. Broad knowledge The basic body parts are the head, arms, legs, nose,						

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		eyes, ears, mouth, hands and feet. Different body parts are used for different things, such as the eyes are used to see.						
Design and technology	Staying safe		Skill Follow the rules to keep safe during a practical task. Core knowledge - Rules are made to keep people safe from danger. - Safety rules include always listening carefully, following instructions and using equipment only when told to.	Skill Work safely and hygienically in construction and cooking activities. Core knowledge Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.	Skill Use appliances safely with adult supervision. Core knowledge Safety rules must be followed when using electricity. Fingers and other objects must not be put into electrical outlets, anything with a cord or plug should never be used around water and a plug should never be pulled out by its cord.	Skill Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray. Core knowledge - Chemicals are used in the home every day. They include cleaning products, such as bleach and disinfectant, but also paints, glues, oils, pesticides and medicines. - Chemicals should only be used under adult supervision.	Skill Explain the functionality and purpose of safety features on a range of products. Broad knowledge Safety features are often incorporated into products that might cause harm. Some examples include the child-safety caps on medicine bottles, seatbelts in cars, covers for electrical sockets and finger guards on doors.	Skill Demonstrate how their products take into account the safety of the user. Core knowledge The safety of the user has to be taken into account when designing a new product.
			Covered x 2	Covered	Covered	Covered	Covered	Covered
	Everyday products		Skill Name and explore a range of everyday products and describe how they are used. Core knowledge - An axle is a rod that is connected to the centre of a wheel, which allows it to turn. - A chassis is the frame of a vehicle. - A shelter is a structure designed to give protection from weather or danger.	Skill Explain how an everyday product could be improved. Core knowledge - There are many home products made from fabric. - Examples of fabric based products in the home include cushions, curtains, blinds and carpets. - Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.	Skill Explain how an existing product benefits the user. Core knowledge Particular products are designed for specific tasks. For example designing a product to help grow plants will require certain materials.	Skill Investigate and identify the design features of a familiar product. Core knowledge - Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable. - A switch makes or breaks a circuit. - When a switch is closed or 'on', the circuit is complete. - When a switch is open or 'off', the circuit is incomplete. - A programmable device is a machine that is provided with coded instructions for	Skill Explain how the design of a product has been influenced by the culture or society in which it was designed or made. Core knowledge - The design of products needs to take into account the culture of the target audience. - The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.	Skill Analyse how an invention or product has significantly changed or improved people's lives. Core knowledge - Make Do and Mend was a campaign run by the Ministry of Information during the Second World War to encourage people to recycle and repurpose their old clothes rather than buy new. - The Make Do and Mend campaigns aimed to limit the amount of labour and materials used in clothes production, so that it could be used to support the greater war effort. - A processed food is changed during preparation and includes processes, such as cooking, freezing, pasteurising, or the addition of ingredients.
			Covered x 2	Covered x 2	Covered x 2		Covered x 2	

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						the automatic performance of a task. Covered x 6		- Processed foods can be convenient and increase availability, but often lack of nutrients and contain unhealthy ingredients when compared to whole foods. - Sliced bread is processed. It can contain many more ingredients than homemade bread, including preservatives and artificial ingredients. - Bridge structures have changed over time. This is due to factors such as technology, design innovation and new and better access to materials.
Personal, social and health education	Staying safe		Skill Identify that some aspects of life should be kept private. Broad knowledge Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place that they like to go. Everyone has the right to privacy, which should be respected by others. Parts of the body are also private. Skill Recognise that there are basic techniques for resisting pressure from others. Broad knowledge They do not have to do things that may make them unsafe or worried for themselves or others. There are people they can ask for help and should keep trying until they are heard.	Skill Recall rules for keeping physically and emotionally safe. Core knowledge There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety). Covered Skill Identify situations when they should ask for permission and also when their permission should be sought. Broad knowledge There are occasions when they should seek permission from	Skill Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment. Broad knowledge There are strategies that people can use to keep themselves and others physically and emotionally safe. These strategies include blocking online users, using pedestrian crossings correctly, taking medicines correctly, using household products safely and sharing worries with a trusted adult or organisation. Skill Explain what is meant by first aid. Discuss or role play first aid concepts, such as allergies, bites and stings. Broad knowledge First aid is the help and treatment given after an accident has happened. An allergy is a reaction the body has to a particular food or substance. An allergic reaction can occur from a bite or sting. Most allergic reactions can be controlled with antihistamines. Severe	Skill Explain the importance of protecting personal information when online. Broad knowledge Personal information includes a person's full name, password, address, phone number and photographs. It is important not to share these online as it can make it easier for someone to steal someone's identity. Knowing someone online is different from knowing someone face to face. Skill Discuss or role play first aid concepts for head injuries and asthma attacks. Broad knowledge The signs of an asthma attack are coughing and wheezing, difficulty breathing or speaking, blue lips and panic. The treatment for a mild asthma attack includes taking slow breaths and using an inhaler. The signs of a head injury are a wound or swelling on the head,	Skill Discuss the responsible use of mobile phones and other mobile devices. Broad knowledge Responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages. Skill Understand when they should give first aid, and discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say. Broad knowledge When an accident has happened, it is important to alert an adult; children should only give first aid treatment if they cannot be hurt themselves and no adult is available to take charge of the	Covered x 4 Skill Recognise and manage dares. Broad knowledge A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental wellbeing. Skill Explain or role play concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking. Explain what to do in an emergency situation and the steps required to make an emergency call to 999 or 112. Broad knowledge In an emergency situation when someone is hurt, unresponsive or has become ill it is important to make sure you and others are safe, find out how the injured person feels and what condition

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				another, as well as when others should ask for their permission, such as physical contact, using belongings and going to places.	reactions can occur and need urgent treatment and the emergency services should be contacted by ringing 999 or 112.	headache, sickness, dizziness, drowsiness and loss of memory. The treatment for a mild head injury includes a cold compress to the injured area. In severe cases of an asthma attack or head injury, the emergency services should be contacted by ringing 999 or 112.	situation. Severe bleeding can be a medical emergency, needing urgent treatment so 999 or 112 should be called. During an emergency call, it is important to speak clearly and not too fast, providing the location of the incident so the emergency services can attend as quickly as possible.	they are in, comfort and reassure the injured person and give necessary first aid and seek medical help if required. A 999 or 112 call involves telling the call handler which emergency service is needed, the address or location of the incident and phone number, staying calm, speaking clearly and staying on the line, remembering that the call handler is there to help so there is no need to be afraid.
	Healthy lifestyle	Skill State what constitutes a healthy lifestyle. Broad knowledge A healthy lifestyle includes doing things to maintain both physical and mental health, such as a balanced diet, regular exercise, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Skill Recognise the importance of staying safe in the sun. Broad knowledge Wearing sunscreen, a sun hat and sunglasses can protect the skin and eyes from sun damage. Too much sun can cause sunburn and lead to skin damage and skin cancer.	Skill Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle. Broad knowledge A healthy lifestyle includes doing things to maintain both physical and mental health. These include eating a balanced diet, building regular exercise and physical activity into their routines, good bodily and oral hygiene, limiting screen time, recognising and talking about emotions and good quality rest and sleep. Inactive lifestyles can increase the risk of obesity and obesity-related illnesses. Skill Explain the importance of good dental hygiene. Broad knowledge It is important to care for our mouths and teeth. We can do this by visiting the dentist, brushing our teeth correctly and regularly and eating food and drink that support dental health.	Skill Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet. Broad knowledge Eating a balanced diet has many health benefits. Short term benefits include maintaining a healthy weight and having more energy. Long term benefits include living a longer life and reducing the risk of diseases and other health conditions, such as tooth decay, obesity, cancer, diabetes and cardiovascular disease. Skill Explain the benefits of sun exposure and the risks of overexposure. Broad knowledge Short sun exposure helps our bodies to produce vitamin D, which helps the body to build stronger, healthier bones. Overexposure causes skin damage, eye damage and health problems, such as heat stroke and skin cancer.	Skill Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health. Broad knowledge A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences. These contribute towards having good physical and mental health. Recognising early signs of physical illness can include changes in appetite, weight loss or gain, tiredness or weakness, consistent pain or changes to mental health. Skill Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines. Broad knowledge Regular exercise benefits both physical and mental health. Regular activity can include walking to the shops or cycling to school.	Skill Explain how lifestyle choices can have a positive, neutral or negative impact on physical and mental health. Broad knowledge Lifestyle choices, such as what diet to eat, whether to take regular exercise, good quality sleep and what activities and pastimes to engage in, can have a positive, neutral or negative impact on physical and mental health. There can be short or long term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long term problems include lung cancer and heart disease. Skill Understand the importance of how sleep contributes to a healthy lifestyle. Broad knowledge Good quality sleep is important for a healthy and productive lifestyle. A regular bedtime routine can support good sleep and includes going to bed and getting up at the same time, clearing the mind of distractions, having no access to digital devices in bed, relaxation exercises and taking a warm bath. Lack of or poor quality sleep can impact on the body, feelings, behaviour and the ability to learn.	Skill Explain comprehensively all aspects of a well balanced, healthy lifestyle. Broad knowledge There are a wide range of good habits that support a healthy lifestyle for physical and mental wellbeing. These include a healthy diet with nutritionally rich foods, physical activity, good quality sleep, good bodily and oral hygiene, time spent outdoors (considering the risk of overexposure to the sun), hobbies and interests, spending time with friends and family and managing time spent online. Skill Describe the use of medicines, vaccinations and immunisation for supporting good health. Broad knowledge Medicines (legal drugs), vaccinations and immunisation, when used responsibly, contribute to health. For example, some diseases can be controlled through vaccination (seasonal flu vaccine), and others can be controlled through medication, such as antihistamines for allergic reactions.	
	Personal hygiene	Skill Recognise the importance of personal hygiene and how to maintain it.	Skill Demonstrate how some diseases are spread and can be controlled.	Skill Recognise that simple hygiene routines can reduce the spread of bacteria and viruses.	Skill Discuss how individuals can become responsible for their personal hygiene and the	Skill Understand the increased importance of personal hygiene during puberty.	Skill Understand that bacteria, viruses and fungi are types of microorganism that are found	

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			Broad knowledge Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks.	Broad knowledge Many diseases, such as colds and flu, are caused by germs spreading from one person to another. Germs can spread to other people via surfaces, such as door handles and tabletops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet. Some diseases can be controlled by medicines, including vaccinations and immunisation.	Broad knowledge Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly.	consequences of neglecting personal hygiene. Broad knowledge Personal hygiene involves keeping yourself clean and preserving health. This can include showering or bathing regularly, using deodorant, flossing and brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in poor dental hygiene, unpleasant body odour and the spread of diseases.	Broad knowledge Puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty. There are places to get more information, help and advice about growing up and changing.	everywhere and can affect health in positive and negative ways. Broad knowledge Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful or harmful. Simple hygiene routines can limit the spread of microorganisms, such as hand washing and sneezing into a tissue before disposal. Some vaccines and medicines can help manage microorganism infections.
	Well-being		Skill Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online. Broad knowledge People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People can feel different things and their feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if hurting, either physically or emotionally. Skill Recognise that there are things that they can do to help when finding things difficult. Broad knowledge If something is proving difficult, there are things that can be done, such as trying a different approach, breaking the problem down into smaller steps, or asking for help.	Skill Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. Broad knowledge Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult. Skill Recognise that there are different ways to help people feel good. Broad knowledge Improving wellbeing can make us feel good, such as playing outside, doing things that are enjoyable or that help others, spending time with family or sleeping well.	Skill Relate appropriately to a wide range of positive and negative feelings in others. Broad knowledge People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. Skill Recognise the importance of positive friendships on wellbeing. Core knowledge There are strategies for building positive relationships, including mutual respect, trust, truthfulness, loyalty, kindness, generosity, shared interests and experiences, support with problems and difficulties. Covered	Skill Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self respect and what kind of physical contact is acceptable. Broad knowledge Self respect is having pride and confidence in oneself and behaving in a way that doesn't damage this. It is important to say no to anything that feels uncomfortable or unsafe, including physical contact, and talk to a trusted adult for help. Skill Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing. Broad knowledge The internet has many benefits, including research, communication and sharing information. It is important to balance time online with other activities for mental wellbeing and there are strategies for managing time online.	Skill Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including peers. Broad knowledge Pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may impact on a person's self respect and damage short and long term physical, mental and emotional health. Skill Recognise that mental health, just like physical health, is part of daily life, and anyone can experience physical or mental ill health. Broad knowledge Taking care of our mental health is just as important as our physical health. Strategies include good quality sleep, physical exercise or time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends.	Skill Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes. Broad knowledge Unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline and the FGM National Clinical Group. Skill Recognise that anyone can experience mental ill health. Broad knowledge Warning signs about mental health and wellbeing can include changes in behaviour, physical appearance, appetite or sleeping patterns. Difficulties with mental health can be resolved with help and support but it is important to discuss feelings with a trusted adult.
	Setting goals		Skill Identify strengths and set simple but challenging goals. Broad knowledge Strengths are things that we are good at, such as football,	Skill Recognise that people have different strengths, but can also reflect upon and learn from their experiences. Core knowledge	Skill Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals. Broad knowledge	Skill Outline aspirations and ways to achieve them, including how to manage setbacks. Broad knowledge	Skill Demonstrate how people can work collaboratively to achieve shared goals. Broad knowledge	Skill Understand the importance of facing new challenges to achieve a goal or an aspiration and how to manage setbacks and reframe unhelpful thinking. Core knowledge

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			art or dancing. Goals are things that we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show.	Everyone has different strengths. However, it is important to learn from experiences to develop new strengths and strategies.	Each person has strengths, skills and qualities. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction.	Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet.	People can work collaboratively by modelling respectful behaviour; listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions.	Facing new challenges is a positive choice and can help individuals to achieve a goal or an aspiration. New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity.
	Unacceptable behaviour		Skill Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.	Skill Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.	Skill Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.	Skill Describe how teasing and bullying can lead to trust issues, low self esteem and self worth, and that these feelings may persist over long periods of time.	Skill Discuss bullying and abuse in all their forms and ways to ask for help.	Skill Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
			Broad knowledge Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying (including cyberbullying) is hurting or frightening someone over a period of time and perhaps forcing them to do something that they do not want to do. Teasing and bullying can have a lasting impact on a person's mental wellbeing and are unacceptable ways to behave.	Broad knowledge Teasing and bullying are wrong and can have a lasting impact on mental wellbeing. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult.	Broad knowledge People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people to make good decisions.	Broad knowledge The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended.	Broad knowledge There are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, racial, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline.	Core knowledge Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self esteem and self worth. Victims can suffer long term consequences, such as damage to their physical, mental and emotional health and reputation.
Science	Staying safe		Skill Describe ways to stay safe in some familiar situations.	Skill Describe what humans need to survive.	Skill Explain why light from the Sun can be dangerous.	Skill Explain the precautions needed for working safely with electrical circuits.	Skill Explain the precautions needed for working safely when heating, burning, cooling and mixing materials.	Skill Explain the dangers of using lasers and ways to use them safely.
			Core knowledge	Core knowledge	Core knowledge	Core knowledge		Core knowledge

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			- Ways to stay safe include: using sun cream and wearing hat in the Sun; stopping, looking and listening when crossing the road; not touching sharp or hot objects; only eating or drinking what you know or have been given by an adult you trust. - Using sun cream and wearing a hat helps you to stay safe in the Sun.	Humans need water, food, air and shelter to survive.	- Light from the Sun is damaging for vision and the skin. - People can protect themselves from the Sun by using sun cream, wearing sun hats and sunglasses and by staying indoors or in the shade.	Working with electrical circuits can be dangerous.	Very hot and very cold materials can burn skin.	Lasers are intense beams of light and they should never be pointed at people's faces or aircraft.
			Covered x 2		Covered x 2			
			Covered x 2					
	Healthy lifestyle		Skill Explain why hand washing and cleanliness are important. Core knowledge Hand washing and good hygiene prevent the spread of germs. Covered	Skill Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. Core knowledge - A healthy lifestyle includes exercise, a balanced diet, good quality sleep and personal hygiene. - Germs spread from person to person through direct or indirect contact. - Risks associated with an unhealthy lifestyle include illness, obesity, tooth decay and mental health problems. - Germs are microorganisms that can cause illness in humans. - Germs get into the body through the eyes, nose or mouth. - Washing hands with soap and clean running water helps humans avoid getting ill and	Skill Explain the importance and characteristics of a healthy, balanced diet. Core knowledge - Humans get nutrition from what they eat. - It is important to have a balanced diet made up of the main food groups, including: proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. - Humans stay hydrated by drinking water. Covered x 2	Skill Describe what damages teeth and how to look after them. Core knowledge Regular teeth brushing, limiting sugary foods and visiting the dentist are important for good oral hygiene. Covered	Skill Explain why personal hygiene is important during puberty. Core knowledge Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Covered	Skill Explain the impact of positive and negative lifestyle choices on the body. Core knowledge - Exercise benefits your heart by lowering blood pressure, reducing weight, strengthening muscles and lowering stress. - The Eatwell guide presents the foods and drinks that contribute to a healthy balanced diet. - The five food groups are: fruit and vegetables, carbohydrates, dairy and alternatives, proteins and oils and spreads. - Some foods, especially highly processed ones, are high in sugar, salt and fat are not necessary for a healthy, balanced diet. - Eating more than the recommended daily amounts of saturated fat, sugar and salt can have a harmful effect on the circulatory system, such as causing high blood pressure and

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				spreading germs to others. Covered x 9				an increased risk of heart disease. - Nutrition labels on pre-packaged food help us to know what is in the food we eat. - Nutrition labels are often displayed using a traffic light system, so consumers can easily see whether the food contains high (red), medium (orange) or low (green) amounts of sugar, salt and saturated fat. - Smoking, drugs and alcohol can have a negative impact on the circulatory system. - Smoking can result in cancer and heart disease. - Alcohol can cause high blood pressure and increased stroke risk. - Drugs can cause collapsed veins and cardiac arrest.
	Human body		Skill Draw and label the main parts of the human body and say which body part is associated with which sense. Core knowledge - The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Covered x 2 Skill Explore the five senses and the body parts associated with them. Core knowledge - The five senses are hearing, sight, smell, taste and touch. - Ears are used for hearing. - Eyes are used to see.	Skill Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). Core knowledge Humans grow from baby to toddler to child to teenager to adult to elderly. Covered x 3	Skill Describe how humans need the skeleton and muscles for support, protection and movement. Core knowledge - Humans have a skeleton and muscles for movement, support and protecting organs. - Muscles are soft tissue made up of many stretchy fibres. - Muscles allow us to move, breathe and digest food. - The three main types of muscle in the human body are skeletal, cardiac and smooth. - A joint is where two or more bones meet and connect. - Parts of the human body can bend easily because	Skill Describe the purpose of the digestive system, its main parts and each of their functions. Core knowledge - The digestive system is responsible for digesting food and absorbing nutrients and water. - The mouth, oesophagus, small intestine and large intestine are organs of the digestive system. Covered	Skill Describe the process of human reproduction. Core knowledge Humans reproduce sexually when a female egg is fertilised by a male sperm producing offspring that are different from the parents. Covered	Covered x 3 Skill Name and describe the purpose of the circulatory system and the functions of the heart, blood vessels and blood. Core knowledge - The heart, blood and blood vessels make up the circulatory system. - The circulatory system moves blood around the body. - The heart is a muscular organ that pumps blood around the body through the blood vessels. - Blood vessels are tubes inside the body. - The three types of blood vessels are arteries, capillaries and veins.

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			- The nose is used to smell. - The tongue is used to taste. - The skin gives the sense of touch.		the skeleton has lots of small bones and joints. Covered x 3			- Arteries carry blood from the heart to the rest of the body. - Capillaries connect arteries to veins. They allow oxygen and other nutrients to pass from the blood to the tissues, and carbon dioxide and other waste materials to pass from the tissues to the blood. - Veins carry blood from around the body back to the heart. - Blood is a substance that carries oxygen, other nutrients and hormones around the body. It also carries carbon dioxide and other waste products so they can be excreted. - Blood is made up of plasma, platelets, red blood cells and white blood cells. - Plasma is a yellowish liquid, mainly water. It carries red blood cells, white blood cells and platelets around the body. - Red blood cells carry oxygen and carbon dioxide around the body. - White blood cells fight infection and other diseases. - Platelets are small cell fragments that clump together to stop bleeding from a cut in a blood vessel. Covered x 4
Personal, social and emotional development	Staying safe	AOL: PSED Skill Follow rules and instructions to keep safe. Core knowledge Rules keep us safe when using equipment. Covered x 2						

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		AOL: PSED Skill Know that there are things that they don't need to tell or show anyone else. Broad knowledge Private means something that doesn't need to be told or shown to anyone else. AOL: PSED Skill Follow instructions when in different environments and when handling simple equipment, such as scissors. Core knowledge Plants need air, sunlight, warmth, water and nutrients from soil to grow. Covered						
	Healthy lifestyle	AOL: PSED Skill Talk about what constitutes a healthy lifestyle. Core knowledge - Eating fruit and vegetables helps keep us healthy. - Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. - Fruit and vegetables are healthy food.						

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		- Regular exercise, lots of sleep and a balanced diet are needed to keep our bodies healthy. Covered x 6 AOL: PSED Skill Wash and dry hands regularly and say why this is important. Core knowledge - It is important to wash and dry our hands after using the toilet and before eating to stop the spread of harmful germs. - It is important to wash our hands to stop the spread of germs. Covered x 3 AOL: PSED Skill Talk about why it is important to stay safe in the sun. Core knowledge - To stay safe in the sun wear sun cream and a sun hat, find shady places to play and keep hydrated. - Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. Covered x 4						
	Personal hygiene	AOL: PSED Skill Look after basic hygiene and personal needs and						

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		talks about the importance of good oral health. Core knowledge - Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. - Brushing teeth before bed and avoiding sugary drinks and snacks help keeps teeth healthy. - It is important to keep hydrated on a hot day. - Sugar can cause tooth decay. - It is important to brush your teeth twice a day. Covered x 6						
	Well-being	AOL: PSED Skill Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. Core knowledge - It is important to listen to adults and follow rules to keep them safe. - Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or						

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		feel sad, scared or worried.						
		Covered x 4						
	Setting goals	AOL: PSED Skill Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. Core knowledge - Everyone is different and special. There are things we can do well and things we need to get better at. - Everybody is an individual and has things that they can do well and things that they need to get better at. - Someone who is brave shows no fear of dangerous or difficult things. Covered x 2						
	Unacceptable behaviour	AOL: PSED Skill Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends. Core knowledge - Our words and actions can affect others. - Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do,						

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		they need to find a way to make things better.						
		Covered						
Geography	Human features and landmarks		Skill Name and describe the purpose of human features and landmarks.	Skill Use geographical vocabulary to describe how and why people use a range of human features.	Skill Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Skill Describe a range of human features and their location and explain how they are interconnected.	Skill Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	Skill Explain how humans function in the place they live.
			Core knowledge - Human features have been made by people and include houses, bridges and roads. - A landmark can be made by humans or nature. They mark important places and can often be seen from far away. - A landmark can help you find your location. - Some landmarks, such as places of worship, provide a service for the community. Some landmarks tell us something about the past such as statues and monuments. - Buckingham Palace, London Eye and Big Ben are examples of significant landmarks in London.	Core knowledge - Human features have been made by people and include houses, bridges and roads. - People use human features for work, travel, entertainment and living in.	Core knowledge - Ancient human features include standing stones, henges, Cursus monuments and long barrows. - Ancient human features were built as monuments, burial grounds and for religious ceremonies. - Most human made features such as shops, houses and places of worship are located in populated settlements. - Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways.	Core knowledge Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports.	Core knowledge - Transport networks link places together and allow for the movement of people and goods. - Transport networks are usually built where there is a high demand for the movement of people or goods. - The journey that food travels from producer to consumer is measured in food miles. - A motorway is a main road built for fast travel over long distances. - In the United Kingdom motorways run north to south and east to west across the country. - Motorways connect towns and cities and provide transport links between other transport networks. For example between airports or ferry ports. - Motorways allow people and goods to move quickly around the country.	Core knowledge The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.
			Covered x 2	Covered x 4	Covered x 4	Covered	Covered x 4	Covered x 4
			Covered x 5					
	Settlements and land use		Skill Identify the characteristics of a settlement.	Skill Describe the size, location and function of a local industry.	Skill Describe the type and characteristics of settlement or land use in an area or region.	Skill Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.	Skill Describe in detail the different types of agricultural land use in the UK.	Skill Describe the distribution of natural resources in an area or country.
			Core knowledge - The three main types of human settlement include cities, towns and villages. - A city is the largest type of settlement	Core knowledge Tourism is an industry that helps people travel away from home for pleasure.	Core knowledge Cities are characterised by factors such as size, population, location and their physical and human features.	Core knowledge A river is a natural flowing watercourse. A river can be used by	Core knowledge Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral).	Core knowledge Natural resources include food, minerals (aluminium, sandstone and oil) energy sources
				Covered			Covered x 3	

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			with the most houses, people, shops and other buildings. London is a city, the capital of England and the largest settlement in the United Kingdom. Covered x 3		There are five main types of land use including agricultural, commercial, recreational, residential and transportation. Covered x 2	humans for farming, leisure and transport. - Rivers and lakes are used for leisure. - A canal is a managed waterway. In Britain, canals were built during the Industrial revolutionto transport raw goods. - The use of canals declined as railways and roads were developed. Today, canals are mostly used for recreation and leisure. Covered x 3	An allotment is a small piece of land used to grow fruit, vegetables and flowers. Covered	(water, coal and gas) and water. Covered
History	Everyday life		Skill Describe an aspect of everyday life within or beyond living memory. Core knowledge - In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. - In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television. - In Victorian schools, boys and girls were separated into large classes. They were	Skill Describe the everyday lives of people in a period within or beyond living memory. Core knowledge Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change. Covered x 2	Skill Describe the everyday lives of people from past historical periods. Core knowledge - Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. - Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy. - Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. - During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented. - The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.	Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Core knowledge After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records. Covered Skill Create an in-depth study of an aspect of British history beyond 1066. Broad knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Skill Explain how artefacts provide evidence of everyday life in the past. Core knowledge	Skill Explain how everyday life in an ancient civilisation changed or continued during different periods. Core knowledge - The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. - Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote. - Democracy is still evident in many countries around the world. - During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.	Skill Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Core knowledge - The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour. - Many enslaved people died in the coastal forts and on the slave ships. - Enslaved people had poor living conditions and food supplies when working long hours on the plantations. - Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other. - After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were

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			taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy. In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. Covered x 6		- Iron Age hillforts were protected settlements containing roundhouses built on hilltops. - The Iron Age in Britain ended after the Roman invasion in AD 43. Covered x 8 Skill Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Core knowledge - Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy. Covered x 3 Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Core knowledge - The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication. - Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses. - The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion. Covered x 4	- In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports. - Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games. - Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms. Covered x 4	- During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband. - During the Shang Dynasty, people worshipped their ancestors at home altars. Covered x 4	compensated for the loss of their property. - Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora. - During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life. - Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. - Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism. - Anne Frank wrote a diary, which her father published after her death. Covered x 8
	Hierarchy and power	Skill Describe the role of a monarch. Broad knowledge	Skill Describe the hierarchy of a past society. Core knowledge	Covered x 4 Skill Describe the roles of tribal communities and explain how this influenced everyday life.	Skill Describe the hierarchy and different roles in ancient civilisations.	Skill Describe the significance, impact and legacy of power in ancient civilisations.	Skill Describe and explain the significance of a leader or monarch.	

Subject	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			A monarch is a king or queen who rules a country.	- Hierarchy is a way of organising people in society according to how important they are. - The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.	Core knowledge - In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich. - An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements. Covered x 2	Core knowledge - Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops. - The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves. - The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves. - Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found. Covered x 3	Core knowledge - Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. - In ancient Athenian hierarchy women took on the hierarchical status of the men in their families. - Misuse of power and poor leadership has caused civilisations to decline. - The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices. Covered x 3	Core knowledge - Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. - These traits are described as ‘gold, god and glory’, in relation to the actions of Portugal and Spain in the 15th century. Covered Skill Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Core knowledge - Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. - Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. - Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. Covered x 2
					Covered x 3 Skill Describe the hierarchy and different roles in past civilisations. Core knowledge - The Roman Kingdom was a monarchy ruled by a king who had absolute power. - The Roman Republic was ruled by a senate of 600 men, who were elected every year. - The Roman Empire was ruled by an emperor who had absolute power and ruled for life. - The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups. - The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers. Covered x 3 Skill Describe the significance and impact of power struggles on Britain. Core knowledge - Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in			

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					conflict, death and destruction. - The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain. - Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.			
	Civilisations			Covered x 4 Skill Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Core knowledge - The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed. Covered x 2 Skill Describe ways in which human invention and ingenuity have changed how people live. Core knowledge - Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time. - Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased. - Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic	Skill Explain the cause and consequence of invasion and migration by the Romans into Britain. Broad knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. Skill Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Core knowledge Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.	Skill Describe the achievements and influence of the ancient Greeks on the wider world. Core knowledge - Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today. - Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today. - The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today. - Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today. - The achievements and influences of the ancient Greeks on the wider	Skill Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Broad knowledge Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Skill Describe some of the significant achievements of mankind and explain why they are important. Core knowledge Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during	

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					pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music. - Roman inventions include roads, bridges, aqueducts, hypocaust and sewers. - The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly. Covered x 5 Skill Describe the achievements and influence of the ancient Greeks on the wider world. Broad knowledge The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Skill Describe the achievements and influence of the ancient Romans on the wider world. Core knowledge - The city of Rome was founded in Italy between 750-500 BC. - The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea. - People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent. Covered x 2	- Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. - Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods. Covered x 3 Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). Broad knowledge The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Skill Describe the significance and impact of power struggles on Britain. Core knowledge - The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves. - The Vikings were seafaring warriors from Scandinavia, who launched their first major attack on English soil at Lindisfarne monastery	world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre. - Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens. Covered x 8 Skill Study a feature of a past civilisation or society. Core knowledge - Silk and jade objects have been produced in China for thousands of years. - Silk was a luxurious status symbol in ancient China and jade was believed to have special powers. - The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations. - Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language. - Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century. Covered x 3 Skill Create an in-depth study of the characteristics and importance of	the Heroic Age of Antarctic Exploration. - New weaponry technology developed at a rapid rate during the First World War. - The Second World War was the most technologically advanced conflict in history. Covered x 3 Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Core knowledge - A variety of kingdoms developed in Africa over the last 6000 years. - Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. Covered x 2

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