

| Religious Education | |
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| Key Stage 1 | Key Stage 2 |
| <ul style="list-style-type: none"> • Study the main stories of Christianity. • Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study other religions of interest to pupils. | <ul style="list-style-type: none"> • Study the beliefs, festivals and celebrations of Christianity. • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. • Study other religions of interest to pupils |

| Physical Education | |
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| Key Stage 1 | Key Stage 2 |
| <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2. | <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. • Take part in gymnastics activities. • Take part in athletics activities. • Perform dances. |

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| | <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2. |
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| Languages | |
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| Key Stage 1 | Key Stage 2 |
| <ul style="list-style-type: none"> • Languages is optional at Key Stage 1. | <ul style="list-style-type: none"> • In the chosen modern language: <ul style="list-style-type: none"> • Speak • Read • Write • Look at the culture of the countries where the language is spoken. • If an ancient language is chosen, read, translate and explore the culture of the time. |

History

Key Stage 1

Look at:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

Key Stage 2

- Changes in Britain from the Stone Age to the Iron Age.
 - The Roman Empire and its Impact on Britain.
 - Britain's settlement by Anglo Saxons and Scots.
 - The Viking and Anglo Saxon struggle for the Kingdom of England.
 - A local history study.
 - A study of a theme in British history.
 - Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
 - Ancient Greece.
 - A non- European society that contrasts with British history
- chosen from:

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| | <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. <p>History of interest to pupils*</p> <p>* Items marked * are not statutory.</p> |
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| Geography | |
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| Key Stage 1 | Key Stage 2 |
| <ul style="list-style-type: none"> • Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. | <ul style="list-style-type: none"> • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. |

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| <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills. | <ul style="list-style-type: none"> • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade |
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links and the distribution of natural resources including energy, food, minerals and water supplies.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Design and Technology

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products.

- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.

- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.

cutting, shaping, joining and finishing, accurately.

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products.

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

- understand where food comes from.

- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

- apply their understanding of computing to programme, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet.

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.