TRULL CHURCH OF ENGLAND VA PRIMARY SCHOOL

CURRICULUM OVERVIEW

I have come that they may have life, and have it to the full. *John 10:10*

RATIONALE

At Trull Church of England VA Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. We recognise that education involves children, parents, staff governors, the local community, the Diocese and the local authority, and that for optimum benefit, all should work closely together to support the process of learning.

We want children to be life-long learners, who are excited by challenge and gain joy from acquiring new skills and knowledge. At Trull CE VA Primary School we value every member of our community as a unique child of God and seek to demonstrate his love through our words and actions. These values underpin our school curriculum. We want to equip children for the future who are able to deal with the challenges of life, to be inquisitive, resilient, independent and to be global citizens living in an interconnected world. We want our children to be outstanding in all areas and in all arenas, and are constantly reviewing our curriculum to ensure it provides the motivation, the skills, and the level of challenge to achieve this aim.

The Trull CE VA Primary School curriculum is designed to help pupils:

- To develop lively, enquiring minds together with a positive desire to learn, to question and discuss rationally and to apply themselves intelligently to tasks.
- To experience the joy and satisfaction of creativity.
- To consider the religious, spiritual and moral values of others, and to consider their own attitudes, values and beliefs
- To acquire knowledge and skills relevant in a changing world to their adult lives at work and at leisure.
- To understand the history and present condition of their own society and the world in which they live and the interdependence of individuals, groups and nations.
- To develop a sense of self-respect and individual worth, a capacity to live as independent, self-motivated adults and the ability to live and work in co-operation with others.
- To develop positive qualities of empathy and imagination and an appreciation of human achievement and endeavour.
- Promote their self-esteem, self-worth and emotional wellbeing.

CURRICULUM INTENT

In our school this is interpreted as delivering a curriculum to our children that is motivating, exciting, real and relevant to their own lives and experiences. The curriculum ensures progression and challenge throughout the school within each subject area, with teachers developing knowledge and skills that build upon previous learning and knowledge. The same concepts are explored in a wide breadth of topics and through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build a deeper understanding of them. We understand that learning is invisible in the short term and that sustained mastery takes time.

Our units of work are carefully designed to develop a child's level of skill and knowledge day by day, week by week, year on year and it is constantly reviewed and evaluated. It is this relentless drive for excellence and our partnership with our parents that promotes outstanding achievement.

At Trull School, we have redesigned, reviewed and enhanced our curriculum to ensure it is relevant, sequential, progressive and ensures excellent coverage. Our curriculum uses evidence from research undertaken by Barak Rosenshine, Mary Myatt, Dylan William, Isabel Beck and John Hattie, to name but a few.

After many years of tweaking, adapting and perfecting, we feel our curriculum offer is driven by the most up-to-date research and follows a thorough structure which provides children with consistency of approach and an unrelenting drive for excellence.

Across each phase we will develop what children learn, but also how children learn. Children will progress from basic learning to advancing learning, before most children arrive at deep learning.

- Basic Learning - Standard, routine thinking to acquire fundamental foundations.
- Advanced Learning - Decision making to apply fundamental foundations.
- Deep Learning - Non-routine thinking that requires inventive application of fundamental foundations.

There are some important differences between the three learning styles.

Basic	Advancing	Deep
Acquiring knowledge	Applying knowledge	Reasoning with knowledge
Knowledge is explicit and unconnected	Knowledge is explicit and connected	Knowledge is connected and understood
Relying on working memory	Drawing on long-term memory, freeing working memory to consider application	Relies on long-term memory, freeing working memory to be inventive
Procedures processed one at a time with conscious effort	Procedures becoming automatic	Automatic recall of procedures
Understands only in the context in which the materials are presented	Sees underlying concepts between familiar contexts	Uses conceptual understanding in unfamiliar situations
New information does not readily stick, schemas are limited	New information is linked to prior knowledge. Schemas are strong	Readily assimilates new information into rapidly expanding schemas.
Struggles to search form problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means -end analysis.	Draws on a vast store of problem solutions
Requires explicit instructions and models	Uses models effectively	Prefers discovery approaches to learning

Our curriculum is based on some key, basic principles:

- Learning is a change to long-term memory.
- Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in fundamental British values.

Our curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, the children return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

For each of the threshold concepts the three phases, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provides a progression model.
Knowledge categories in each subject give pupils a way of expressing their understanding of the threshold concepts. Knowledge Webs help children to relate each topic to previously studied topics and to form strong, meaningful schema.

Cognitive science tells us that working memory is limited and that cognitive load is too high if children are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers or have a greater depth of understanding they must first master the basics, which takes time.

Within each phase, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for our children is to display sustained mastery at the 'advancing' stage of understanding, by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage. The time-scale for sustained mastery or greater depth is, therefore two years of study. As part of our progression model we use Progress tasks which shows our curriculum expectations in each cognitive domain.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time. Our content is subject specific. We make intra-curricular links to strengthen schema. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

Impact

Learning is a change to long-term memory and it is impossible to see impact in the short term. We do, however, use assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run. We use comparative judgement in two ways: in the tasks we set and in comparing children's work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Our use of Progress tasks is one way which helps teachers to assess the impact of the teaching and learning within each Threshold Concept. They can help us to identify whether children are learning at a basic, advanced or deep level and whether there are any gaps in their learning.

This then helps teachers to plan their next steps and to inform the next teacher of the areas that may need to explored in an advanced or deep manner in the following year.

Through discussion with our pupils, study of the key contextual issues and a keen awareness of our values within our school, we have designed our Curriculum Drivers to reflect our school.
Our Curriculum Drivers are:

- Inspiration
- Aspiration
- Diversity
- Community

These areas will be explored within all subjects to different degrees and have helped us to choose key concepts when designing our curriculum to best suit our learners.

To further explore our curriculum, please read on to discover the breadth of study across all subjects.

Contents

(Please click on the subject you would like to learn more about)

TRULL SCHOOL English – Writing PROGRESSION DOCUMENT

Essential Characteristics - INTENT

We believe that children deserve a broad and ambitious English curriculum, rich in skills and knowledge, which immerses children in a range of cultures and engenders an enquiring and critical outlook on the world. Our English curriculum will give children the opportunity to develop:

The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
A vivid imagination which makes readers engage with and enjoy their writing.
A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
Well-organised and structured writing, which includes a variety of sentence structures.
Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
A love of writing and an appreciation of its educational, cultural and entertainment values.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in English. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In English, the threshold concepts are; **Present neatly, Spell correctly, Punctuate accurately, Write with purpose, Use imaginative description, Organise writing appropriately, Use paragraphs, Use sentences appropriately, Analyse writing and Present writing.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phasen and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

By the end of Key stage 1	*By the end of Key stage 2*
Writing: **Only the following are statutory at KS1:** • personal experiences • real events • poetry • different purposes. **Narrative:** • Write stories set in places pupils have been. • Write stories that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. **Non-Fiction:** • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts.	**Only the following are statutory at KS2:** • narratives • non-fiction • poetry • different purposes. **Fiction:** • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. **Non-Fiction:** • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies.

• Write glossaries. • Present information. • Write non-chronological reports. **Poetry:** • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks.	• Write in a journalistic style. • Write arguments. • Write formally. **Poetry:** • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Transcription – Present Neatly		
Present neatly This concept involves developing an understanding of handwriting and clear presentation.		
• Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.	• Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	• Write fluently and legibly with a personal style.
***Transcription* - Spell correctly** This concept involves understanding the need for accuracy.		
• Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drink**s**). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: help**ing**, help**ed**, help**er**, eat**ing**, quick**er**, quick**est**. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones	• Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Identify continuity and change in the history of the locality of the school. • Use prefixes appropriately. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell the vast majority of words correctly.
***Transcription*- Punctuate accurately** This concept involves understanding that punctuation adds clarity to writing.		
Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.	• Develop understanding of writing concepts by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	• Develop understanding of writing concepts by: • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause.

• Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form.	• Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech.	• Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Composition - Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.		
• Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve.	• Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.	• Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
Composition - Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.		
• Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail.	• Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.	• Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
Composition -Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.		
• Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose	• Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting.	• Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.
Composition - Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.		
• Write about more than one idea. • Group related information.	• Organise paragraphs around a theme. • Sequence paragraphs.	• Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
Composition - Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.		
• Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin.	• Use a mixture of simple, compound and complex sentences. • Write sentences that include: • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases.	• Write sentences that include: • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
Analysis and Presentation - Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.		
• Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: **Year 1**	• Use and understand grammatical terminology when discussing writing and reading: **Year 3** • word family, conjunction, adverb, preposition, direct speech, inverted commas	• Use and understand grammatical terminology when discussing writing and reading: **Year 5**

• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. **Year 2** • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	(or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. **Year 4** • pronoun, possessive pronoun, adverbial.	• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. **Year 6** • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
Analysis and Presentation - Present writing This concept involves learning to reflect upon writing and reading it aloud to others.		
• Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.	• Read aloud writing to a group or whole class, using appropriate intonation.	• Perform compositions, using appropriate intonation and volume.
Vocabulary progression		
Children will learn and use the grammar and vocabulary from the National Curriculum 2014 as evidenced in the Appendix 2		

TRULL SCHOOL English – Reading PROGRESSION DOCUMENT

Essential Characteristics - INTENT

We believe that children deserve a broad and ambitious English curriculum, rich in skills and knowledge, which immerses children in a range of cultures and engenders an enquiring and critical outlook on the world. Our English curriculum will give children the opportunity to develop:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Reading. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In English, the threshold concepts are; **Read words accurately and Understand texts.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

By the end of Key stage 1	*By the end of Key stage 2*
• Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time.	• Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Read and listen to whole books.

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Read words accurately **This concept involves decoding and fluency.**		
• Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading.	• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings.	• Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)
Understand texts This concept involves understanding both the literal and more subtle nuances of texts.		
• Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.	• Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied.	• Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied.

	• Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.

TRULL SCHOOL MATHS PROGRESSION DOCUMENT

INTENT -

We aim to help all our children to become well rounded and confident mathematicians. Through the use of concrete, pictorial and abstract concepts, grasp an understanding of the different topics and areas of maths, being able to transfer these skills into real world situations.

Through the teaching and resources, we have available to us here at Trull CE VA Primary School we hope that the learning the children take part in means they are able to be successful within our school and more importantly beyond. With the language rich curriculum and feedback from our teachers, we aim to let every child reach their potential, understand and enjoy maths.

The teachers at our school are committed to providing the children with a variety of activities and small building blocks to build upon the understanding they already have and provide greater links to other areas. This we hope will produce confident and well-rounded mathematicians leaving our school. The links between areas of maths in particular has been highlighted as important when they leave our school and head to their secondary setting. The school we feed into has highlighted the importance of links into other subjects and across maths, as key for success in their schools and it is something we plan to have an impact on.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Maths. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION -

Implementation:

In Mathematics, the threshold concepts are; **Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Properties of Shape, Position, Direction and Movement, Measurements, Statistics and Algebra.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which take time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Place Value		
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. Identify, represent and estimate numbers using different representations, including the number line. Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words. Use the language of: equal to, more than, less than (fewer), most and least. Compare and order numbers from 0 up to 100; use <, > and = signs. Recognise the place value of each digit in a two-digit number.	Count in multiples of 2 to 9, 25, 50, 100 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Identify, represent and estimate numbers using different representations. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Order and compare numbers beyond 1000. Recognise the place value of each digit in a four-digit number. (Thousands, hundreds, tens, and ones) Round any number to the nearest 10, 100 or 1000.	Read numbers up to 10,000,000. Use negative numbers in context and calculate intervals across zero. Write numbers up to 10,000,000 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Order and compare numbers up to 10,000,000 Round any whole number to a required degree of accuracy. Determine the value of each digit in any number. Solve number and practical problems

Use place value and number facts to solve problems.	Solve number and practical problems with increasingly large positive numbers	
Addition and Subtraction		
Solve one-step problems with addition and subtraction: • Using concrete objects and pictorial representations including those involving numbers, quantities and measures. • Using the addition (+), subtraction (-) and equals (=) signs. • Applying their increasing knowledge of mental and written methods. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • One-digit and two-digit numbers to 20, including zero. • A two-digit number and ones. • A two-digit number and tens. • Two two-digit numbers. • Adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Represent and use number bonds and related subtraction facts within 20. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	Solve two-step addition and subtraction problems in context, deciding which operations and methods to use and why. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Add and subtract numbers mentally, including: • A three-digit number and ones. • A three-digit number and tens. • A three-digit number and hundreds. Estimate and use inverse operations to check answers to a calculation. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtractions.	Add and subtract whole numbers with more than 4 digits, including using formal written methods. (Columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why Use rounding to check answers to calculations and determine levels of accuracy. Add and subtract negative integers
Multiplication and Division		
Solve one-step problems involving multiplication and division problems Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division using mental methods. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Recognise odd and even numbers. • Use multiplication and division facts to solve problems.	Solve problems involving multiplying and dividing, including using the distributive law to multiply two-digit numbers by one-digit. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Recall multiplication and division facts for multiplication tables up to 12 x 12.	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Use knowledge of the order of operations to carry out calculations involving the four operations. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers.

		Estimate and use inverse operations and rounding to check answers to a calculation. Identify common factors, common multiples and prime numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
Fractions		
Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Recognise equivalence ½ = 2/4 Write simple fractions ½ of 6 = 3	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, families of common equivalent fractions. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4, 1/2, 3/4. Add and subtract fractions with the same denominator within one whole. Solve problems involving increasingly harder fractions. Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number). Add and subtract fractions with the same denominator. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying	Compare and order fractions whose denominators are all multiples of the same number. Compare and order fractions, including fractions > 1. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Identify the value of each digit in numbers given to three decimal places. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Associate a fraction with division and calculate decimal fraction equivalents. Recall and use equivalences between simple fractions, decimals

	the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places.	and percentages, including in different contexts. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Solve problems which require knowing percentage and decimal equivalents of, 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Divide proper fractions by whole numbers. Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. **Ratio and proportion** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Properties of Shape		
Recognise and name common 2D and 3D shapes. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects.	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°). Identify: • Angles at a point and one whole turn (total 360°). • Angles at a point on a straight line and a turn (total 180°). • Other multiples of 90°. Use the properties of rectangles to deduce related facts and find missing lengths and angles.

	Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.
Position, direction and movement		
Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	Recognise angles as a property of shape and as an amount of rotation. Identify right angles, recognise that 2 right angles make a half turn and 4 make a whole turn. Identify angles that are greater than a right angle. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Measurement		
Compare, describe and solve practical problems for: •lengths and heights •mass/weight •capacity and volume •time. Measure and begin to record: •lengths and heights •mass/weight •capacity and volume •time (hours, minutes, seconds). Recognise and know the value of different denominations of coins and notes.	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change. (£ and p) Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events.	Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. Estimate volume and capacity. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure (for example, length,

Sequence events in chronological order using language. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.	Convert between different units of measure. (For example, kilometre to metre; hour to minute) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	mass, volume, money) using decimal notation, including scaling. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places. Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units.
Statistics		
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.	Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.
Algebra		
Solve addition and subtraction problems involving missing numbers.	Solve addition and subtraction, multiplication and division problems that involve missing numbers.	Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.

Vocabulary progression

All children should be exposed to the vocabulary, but whilst being offered alterative word choices dependent on their ability range.

Number and place Value
Numbers to a Million to Ones and down to tenths, hundredths and thousandths
Number, numeral, Digit, Figure(s), Integer (whole number)
Positive and negative
None/ zero
Odd, even
Counting/ count (on/up/to/from/down), Above, below, before, after, more than, less than, fewer, least, fewest, smallest, greater
Equal to, the same as, Pair
Compare, order /a different order
Between, halfway between
Partition/ recombine
Round (to nearest)
Roman numerals (I to M)

Addition and Subtraction
Number bonds, number line
Add, more, plus, make, sum, total, altogether
Inverse
Double, near double (15 is a near double of 7)
Half, halve
Equals, is the same as
Difference between, subtract, take away, minus
How many more?, how much less is…?
Column addition and subtraction
Order of operations

Multiplication and Division
Inverse
Odd, even
Double, halve
Count in twos, threes, fives (forwards from/backwards from)
Lots of, groups of, multiple of, times, multiply, multiply by, once, twice, three times, five times, repeated addition, array
Share, share equally, group of, equal groups of, product, scale up, how many times? Divide, divided by, left, derive
Remainder, left over,
Multiplication facts (up to 12x12)
Division facts
Multiples, factors, common factors, common multiples
Factor pairs, composite numbers,
Prime number, prime factors,
Square number, cubed number

Measure
Full, half full, empty
Holds, container, contains,
Volume, capacity
Centimetres cubed,
Weigh, weighs, balances
Heavy, heavier, heaviest, light, lighter, lightest
Scales
Time: Days of the week, Seasons, Hour, o'clock, half past
Clock, watch, hands
Twelve-hour/twenty-four-hour clock
Length, width, height, depth
Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest
Low, wide, narrow, deep, shallow, thick, thin, far, near, close
Metre, ruler, metre,
How long ago?, how long will it be to…?, how long will it take to…?, how often?
Before, after, next, last
Now, soon, early, late
Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly, takes longer, takes less time
Old, older, oldest, new, newer, newest
Always, never, often, sometimes, usually
Too many, too few, not enough, enough
Once, twice, first, second, third, etc.
Estimate, close to, about the same as, just over, just under
Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as, how much?
Imperial units, metric units
Roman numerals I to XIII

Geometry – Position and Direction
Over, under, underneath, above, below, top, bottom, side
On, in, outside, inside, around, in front, behind
Beside, next to, Opposite
Apart
Between, middle, edge, centre

Direction, journey
Left, right, up, down, forwards, backwards, sideways, across
Close, far, near
Along, through
To, from, towards, away from
Movement
Slide, roll, turn, whole turn, half turn
Stretch, bend
Rotation
Clockwise, anticlockwise, ninety-degree turn, right angle
Greater/less than ninety degrees
Orientation (same orientation, different orientation)
Coordinates
Translation
Quadrant, x-axis, y-axis
Four quadrants (for coordinates)
Perimeter (cm), area (cm2), volume (cm3)
Dimensions

Geometry – Shape
Group, sort
Shape / Polygons
Regular and irregular
2-D shapes: triangles (equilateral, scalene, isosceles (NO RIGHT ANGLE TRIANGE)), quadrilaterals (square, rectangle, rhombus, kit, parallelogram, trapezium), pentagon, hexagon, heptagon, octagon, nonagon, decagon,
3-D shapes: cube, cuboid, pyramid, prism sphere, cone, cylinder, circle, triangle, square, hemisphere,
Flat, curved, straight, round
Hollow, solid
Corner / corners, vertex /vertices, apex / apexes (point, pointed)
Face
Side, edge
On a 3-D shape edges are where faces meet and vertices are where edges meet.
Bigger, larger, smaller
Symmetrical, line of symmetry, fold
Mirror line, reflection
Pattern, repeating pattern
Horizontal, vertical, perpendicular and parallel lines
Right angle, acute and obtuse angles, straight line, reflex angle.
Circle: circumference, radius, diameter

Fractions, Decimals and Percentages
Whole
Fraction: Equal parts,
Half, halves, thirds, quarter, quarters, fifths, etc.
Numerator, denominator
Equivalence, equivalent
Simplify
Unit fraction (1/4), non-unit fraction (3/4)
Proper fractions, improper fractions (7/4), mixed numbers (1 ½)
Compare and order
Decimal point,
tenth, hundredth, thousandth
Percentage

Algebra
Linear number sequence
Substitute, variables, symbol, replace, change, exchange
Known values, possible values

Data/Statistics
Chart, bar chart, frequency table, Carroll diagram, Venn diagram, line graph, pie chart
Axis, axes
Diagram
Continuous data, discrete data
Mean average
Construct / draw

Symbols

$+ - x \div > < = ( ) \%$

Long term planning – Our long term planning can be found via the link here on the White Rose Maths website – which we supplement with other practical and written resources.

TRULL SCHOOL SCIENCE PROGRESSION DOCUMENT

Essential Characteristics - INTENT

We want our children to think and behave like scientists. We will give them opportunities to discover, not answers. We will give them opportunities to discuss, hypothesise and experiment. We will give them freedom and uncertainty. By giving our children these things, we will help them to develop:

- the ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings;
- confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations;
- excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings;
- high levels of originality, imagination or innovation in the application of skills;
- the ability to undertake practical work in a variety of contexts, including fieldwork;
- and a passion for science and its application in past, present and future technologies.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Science. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In Science, these threshold concepts are; **Work scientifically, Understand plants, Understand animals and humans, Investigate living things, Understand evolution and inheritance, Investigate materials, Understand movement, forces and magnets, Understand the Earth's movement in space, Investigate light and seeing, Investigate sound and hearing and Understand electrical circuits.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

For each of the threshold concepts three phases, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

Within each phase, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Work scientifically	Work scientifically	Work scientifically
Biology: Understand plants	Biology: Understand plants	Biology: Understand plants
Biology: Understand animals and humans	Biology: Understand animals and humans	Biology: Understand animals and humans
Biology: Investigate living things	Biology: Investigate living things	Biology: Investigate living things
Biology: Understand evolution and inheritance	Biology: Understand evolution and inheritance	Biology: Understand evolution and inheritance
Chemistry: Investigate materials	Chemistry: Investigate materials	Chemistry: Investigate materials
Physics: Understand movement, forces and magnets	Physics: Understand movement, forces and magnets	Physics: Understand movement, forces and magnets
Physics: understand light and seeing	Physics: understand light and seeing	Physics: understand light and seeing
Physics: investigate sound and hearing	Physics: investigate sound and hearing	Physics: investigate sound and hearing
Physics: understand electrical circuits	Physics: understand electrical circuits	Physics: understand electrical circuits
Physics: Understand the Earth's movement in space	Physics: Understand the Earth's movement in space	Physics: Understand the Earth's movement in space
Working scientifically		
Ask simple questions. * Observe closely, using simple equipment. • Perform simple tests.	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of	Plan enquiries, including recognising and controlling variables where necessary • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.

• Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	• Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
Understanding plants		
Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	*Relate knowledge of plants to studies of evolution and inheritance.* • *Relate knowledge of plants to studies of all living things*
Understand animals and humans		
• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of	• Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	• Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.

different types of food and hygiene.		
Investigate living things		
Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.
Understand evolution and inheritance		
Identify how humans resemble their parents in many features.	• *Identify how plants and animals, including humans, resemble their parents in many features.* • *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.* • *Identify how animals and plants are suited to and adapt to their environment in different ways.*	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Investigate materials		
• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	**Rocks and Soils** • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. **States of Matter** • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.

Understand movement, forces and magnets		
• *Notice and describe how things move, using simple comparisons such as faster and slower.* • *Compare how different things move.*	Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Magnets** • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
Understand light and seeing		
Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.	Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.	Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Investigate sound and hearing		
Observe and name a variety of sources of sound, noticing that we hear with our ears.	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear.	Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.
Understand electrical circuits		
Identify common appliances that run on electricity. • *Construct a simple series electrical circuit.*	identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.

	• Recognise some common conductors and insulators, and associate metals with being good conductors.	
Understand the Earth's movement in space		
Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• *Describe the movement of the Earth relative to the Sun in the solar system.* • *Describe the movement of the Moon relative to the Earth.*	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Vocabulary progression		
KEY STAGE 1	**LOWER KEY STAGE 2**	**UPPER KEY STAGE 2**
Tier 2 vocab- Driver words.		
Draw, label, name, recognise, describe, match, identify, observe, list, apply, follow instructions, place, plan, think, illustrate, explain, group, design, summarise, notice, construct, predict Suggest, create, diagnose, modify, devise, prove, contrast, evidence, reason and justify.	Answer questions, compare and contrast, recommend, suggest reasons, reason, justify, propose, arrange, complete, experiment, summarise, cite evidence, relate, note, similarities and differences, Classify, method, relationship, Explain concepts, give examples, Demonstrate, Prove or disprove.	Graph, interpret, generalise, argue the statement, demonstrate, present, adapt, explain patterns, continuous variables. Evaluate, validate, procedure,
Working scientifically		
Question, answer, observe, equipment, identify, classify, sort, group, record, map, data, compare, describe, Biology, Chemistry, Physics.	Scientific enquiry, comparative and fair test, systematic, accurate, measurements, equipment, datalogger, thermometer, gather, classify, labelled diagrams, differences and similarities, changes, improve, construct, prove	Present, interpret, variables, precision, repeat readings, report, conclusion, causal relationships, explanations, degree of trust, reliability, quantitative measurements
Understanding plants		
Root, stem, leaf, trunk, branches, water, temperature, flowers, blossom, fruit, vegetable, nutrients, evergreen, deciduous, wild, seasons, seeds, bulb, soil, dark, light, sun, germination Holly, Yew, Sots Pine Oak, Beech, Willow Flowers: Daisy, snowdrop, daffodil, Rose, Poppies, sun flower, Birds- Wren, Blackbird, Robin, Carrion Crow, Magpie, pigeon, Sparrow Hawk	Warmth, growth, height, function, support, seed dispersal, capillary, xylem, phloem, stamen, anther, pollen, oxygen, carbon dioxide, photosynthesis, pollination, fertilizer, nutrition Ash, Silver birch, maple, Horse Chestnut Foxglove, bluebell, dandelion, lavender, geranium, Birds- Rook, blue tit, Great Tit, chaffinch, sparrow, Wren, Kestrel, Heron,	, Trees- Sycamore, Alder, Lime, Crab Apple, , Hawthorne, Rowan Flowers- Primrose, heather, pansies, honeysuckle, chrysanthemum, Birds-Tawny owl, Barn owl, swallow, House Martin, Greenfinch, Coal Tit, Warbler. Kite Photosynthesis
Understand animals and humans and Investigate living things		
birds, fish, amphibians, reptiles, mammals and invertebrates. food chain carnivores, herbivores and omnivores, habitat, natural, man-made, MRS GREN, survive Offspring, hygiene, exercise, lifestyle, reproduce, diet, healthy, senses, body parts (hand, nose, mouth, eyes) Dead, alive, habitats, dependence, MRS GREN, suitability, micro-habitats, environment, natural	micro-habitats, producer, consumer, prey, predator, adaptations, camouflage, primary, secondary and tertiary consumers, Classification keys classify compare balanced diet, carbohydrates, proteins, fats, minerals, vitamins, calcium, scurvy, rickets, reproduce, skeleton, bones, ribs, vertebrates, invertebrates, contract, relax, muscles, joint, tissue, connective, calcium, X-ray, breast bone, pelvis, tibia, fibula, endoskeleton exoskeleton hydrostatic, ball joint socket joint hinge joint gliding joint digestion mouth tongue - mixes, moistens saliva esophagus transports stomach acid enzymes small intestine – absorbs water vitamins large intestine – compacts colon	,biomes, ecosystems, Linnaean Carl Linnaeus, classification, domain, kingdom, phylum, class, order, family genus, species, characteristics, microorganisms o flowering non-flowering puberty life cycle gestation growth reproduce fetus baby fertilisation toddler child teenager adult old age life expectancy adolescence adulthood early adulthood middle adulthood late adulthood childhood internal organs, heart, lungs, liver, kidney, brain, circulatory system, blood vessels, impact lifestyle, alcohol, substances Artery, capillaries, aorta, diffusion, plasma, pulmonary vein, mucus membrane, toxins, fitness regime, vein, oxygenated, coronary, diabetes, insulin, pancreas, drug misuse, smoking,
Understand evolution and inheritance		

	Breeding, characteristics, inherit, selective breeding, environmental factors. parent offspring	evolution, survival of the fittest. inherited traits, adaptive traits, natural selection Charles Darwin Alfred Wallace, DNA, genes variation, fossilisation
Investigate materials		
Material, wood, plastic, glass, metal, water and rock. brick/rock, and paper/cardboard physical properties. squashing, bending, twisting and stretching.	**Rocks and Soils** Metamorphic, igneous or sedimentary, granite, slate, shale, mudstone, sandstone, limestone, chalk, marble, pumice, lava, magma. properties , absorbency fossil formation. organic matter. solids, liquids or gases. evaporation and condensation in the water cycle, water vapour, solidify, Degrees Celsius.	oxidisation and the action of acid on bicarbonate of soda. solubility transparency electrical conductor thermal conductor response to magnets dissolve solution separate separating solids liquids gases evaporating reversible changes dissolving mixing evaporation filtering sieving melting irreversible new material burning rusting magnetism electricity chemists Spencer Silver Ruth Benerito quantitative measurements conductivity insulation chemical
Understand movement, forces and magnets		
magnets	force push pull open surface magnet magnetic attract repel magnetic poles North South, metal, iron, aluminium, copper, steel, brass, stretch and compress	gravity air resistance water resistance friction surface force effect move accelerate decelerate stop change direction brake mechanism pulley gear spring theory of gravitation Galileo Galilei Isaac Newton, drag forces,
Understand light and seeing		
Light, dark, see, sun, movement, travel, flames, seasons, light source.	Reflect, surface, natural, star, Sun, Moon, shadow blocked, artificial torch candle lamp sunlight dangerous protect eyes, translucent, transparent, opaque.	light travels straight reflect reflection object shadows mirrors periscope rainbow filters
Investigate sound and hearing		
Ear – senses – hearing	vibrate vibration vibrating air medium ear hear sound volume pitch faint fainter loud louder string percussion woodwind brass insulate ear drum, canal,	
Understand electrical circuits		
Appliance, battery, circuit, electricity	electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, sign, insulators, rubber, conductors, switch open closed, series circuit, motor	voltage brightness volume switches danger working safely with electricity electrical safety sign circuit diagram recognised symbols
Understand the Earth's movement in space		
Day, night, light, moon, sun, earth, sphere	Orbit, spherical, time zones, shadow clock, sundial, rotate, axis, Solar system	Eclipse, universe, solar, planet- Mars, Jupiter, Uranus, Neptune, Venus, Saturn.

TRULL SCHOOL RELIGIOUS EDUCATION PROGRESSION DOCUMENT

Essential Characteristics-INTENT

Through Religious Education (RE), we aim to support pupils in developing their own thinking and their understanding of Christianity, their understanding of the wider world and their own experiences within it. We encourage all pupils to relate to a way of life that is different from their own, helping them to connect it with their own personal knowledge and experience. We will provide:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in RE. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In RE, these threshold concepts are; **Making sense of the text, Understanding the impact, Making connections, Understand beliefs, Understand practices and lifestyles, Understand how beliefs are conveyed, Reflect and Understand Values.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which take time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

By addressing key questions, *RE* encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Across all Milestones, each Christianity unit incorporates the three elements:

- **Making sense of the text** – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians;
- **Understanding the impact** – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world;
- **Making connections** – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Other religions are studied within each year group, focusing on:

- encouraging pupils to relate to a way of life that is different from their own, by introducing them to material from religious traditions and helping them to connect it with their own personal knowledge and experience;
- listening to the voices of those who follow the tradition being studied;
- providing opportunities for pupils to actively interpret religious meaning making, not just passively receiving information about a tradition.

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
	God	
Children will know that:		

• Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.	• Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.	• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
<u>Creation and Fall</u> Children will know that:		
• God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	• God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
<u>People of God</u> Children will know that:		
	• The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.	• The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.
<u>Incarnation</u> Children will know that:		
• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.	• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians	• Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a

	have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour
Gospel Children will know that:		
• Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	• Christians believe Jesus challenges everyone about how to live — he sets the example for • loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your • neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	• Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
Salvation Children will know that:		
• Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.	• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
Kingdom of God Children will know that:		
	• Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a • demonstration of his belief that God is king, not just in heaven but here and	• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus,

	now. ('Your kingdom come, your will be done on earth as it is in heaven'.) • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' • invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	• and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
Alternative Religion Focus (Judaism, Hinduism, Islam & Christianity)		
Understand beliefs and teachings		
• Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.	• Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
Understand practices and lifestyles		
• Recognize, name and describe some religious artefacts, places and practices.	• Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.	• Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
Understand how beliefs are conveyed		
• Name some religious symbols. • Explain the meaning of some religious symbols.	• Identify religious symbolism in literature and the arts.	• Explain some of the different ways that individuals show their beliefs.
Reflect		
• Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life.	• Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.	• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.
Understand Values		
• Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.	• Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.	• Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

YEAR A						
(Pre basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6
AMV Unit 1: Who We Are	**Understanding Christianity UNIT 1.1 GOD** What do Christians believe God is like?	**Understanding Christianity UNIT 1.1 GOD** What do Christians believe God is like? (Digging Deeper section)	**Understanding Christianity Unit 2a 2 People of God** What is it like to follow God?	**Understanding Christianity Unit 2a 1 Creation/Fall** What do Christians Learn from the Creation Story?	**Understanding Christianity Unit 2B 1 God** What does it mean if God is Holy and Loving?	**Understanding Christianity Unit 2B 3 People of God** How can Following God bring Freedom and Justice?

Understanding Christianity UNIT F2 INCARNATION Why do Christians perform nativity plays at Christmas? **AMV 2019 Unit 2 Special Times**- Christmas and Hanukah	**Understanding Christianity UNIT 1.3 INCARNATION** Why does Christmas matter to Christians?	**Understanding Christianity UNIT 1.3 INCARNATION** Why does Christmas matter to Christians? (Digging Deeper section)	**Understanding Christianity Unit 2a 3 Incarnation/God** What is the Trinity?	**Understanding Christianity Unit 2a 3 Incarnation/God** What is the Trinity? (Digging Deeper Section)	**Understanding Christianity Unit 2B 4 Incarnation** Was Jesus the Messiah?	**Understanding Christianity Unit 2B 4 Incarnation** Was Jesus the Messiah? (Digging Deeper Section)
Understanding Christianity UNIT F1 GOD/ CREATION Why is the word 'God' so important to Christians?	**Understanding Christianity UNIT 1.4 GOSPEL** What is the good news Jesus brings?	**Understanding Christianity UNIT 1.4 GOSPEL** What is the good news Jesus brings? (Digging Deeper section)	**Understanding Christianity Unit 2a 5 Salvation (**Easter)	**AMV 2019 Lower KS2 Judaism Unit:** God and the Covenant	**AMV 2019 Upper KS2 Unit:** Humanism **Understanding Christianity Unit 2B Creation /Fall** Creation and Science: Conflicting or Complementary?	**AMV 2019 Unit 9 Upper KS2: Hinduism:** What do Hindu people believe about Dharma, Deity and Atman?
Understanding Christianity UNIT F3 SALVATION Why do Christians put a cross in an Easter garden?	**Understanding Christianity UNIT 1.5 SALVATION** Why does Easter matter to Christians?	**Understanding Christianity UNIT 1.5 SALVATION** Why does Easter matter to Christians? (Digging Deeper section)	**Understanding Christianity Unit 2a4 Gospel** What kind of World did Jesus want?	**Understanding Christianity Unit 2a 4 Gospel** What kind of World did Jesus want? (Digging Deeper Section)	**Understanding Christianity Unit 2B5 Gospel** What would Jesus do? Easter covered by **Unit 2B 6 Salvation** What did Jesus do to save Human Beings?	**Understanding Christianity Unit 2B5 Gospel** What would Jesus do? (Digging Deeper Section) **Unit 2B 7 Salvation** What did Jesus do to save Human Beings?
AMV 2019 Unit 3: Church Building and Synagogue	**AMV 2019 Unit 5 Judaism What do Jewish people believe about God and the Covenant?**	**AMV 2019 Unit 5 Judaism What do Jewish people believe about God and the Covenant?**	**AMV 2019 Lower Key Stage 2 Hinduism**	**Understanding Christianity Unit 2a 6 Kingdom of God** When Jesus Left, what was the impact of Pentecost?	**AMV 2019 Upper KS2 Unit 8: Islam -** Submission to Allah	**AMV 2019 Unit 2.7 Upper KS2: Judaism-**God and the Covenant
AMV 2019 Unit 6: Special Stories- Jesus	**AMV 2019 Unit 6 Judaism What do Jewish people believe about Torah?**	**AMV 2019 Unit 6 Judaism What do Jewish people believe about Torah?**	**AMV 2019 Lower Key Stage 2 Islam**	**Judaism AMV 2019 Lower KS2 Judaism Unit:** Torah	**AMV 2019 Upper KS2 Unit 8: Islam -** Submission to Allah	**AMV 2019 Unit 2.7Upper KS2: Judaism-**The Torah **Understanding Christianity Unit 2B 8: Kingdom of God** What Kind of King is Jesus?
YEAR B						
(Pre Basic) Year R (Leave this for EYFS team to add)	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6
Same as Year A	**Understanding Christianity UNIT 1.2 CREATION** Who made the world?	**Understanding Christianity UNIT 1.2 CREATION** Who made the world?	*Same as Year A*	*Same as Year A*	*Same as Year A*	*Same as Year A*

		(Digging Deeper section)				
	Understanding Christianity UNIT 1.3 INCARNATION Why does Christmas matter to Christians?	**Understanding Christianity UNIT 1.3 INCARNATION** Why does Christmas matter to Christians? (Digging Deeper section)				
	Islam AMV 2019 Unit 7 What do Muslim people believe about Allah?	**Islam AMV 2019 Unit 7** What do Muslim people believe about Allah?				
	Understanding Christianity UNIT 1.5 SALVATION Why does Easter matter to Christians	**Understanding Christianity UNIT 1.5 SALVATION** Why does Easter matter to Christians? (Digging Deeper section)				
	Islam AMV 2019 Unit 8 What do Muslim people believe about Iman?	**Islam AMV 2019 Unit 8** What do Muslim people believe about Iman?				
	Christianity and Humanism AMV 2019 Unit 3 What do Christians believe about Love? Christian and Humanist (unit on AMV 2019) approaches.	**Christianity and Humanism AMV 2019 Unit 3 What do Christians believe about Love?** Christian and Humanist (unit on AMV 2019) approaches.				

Vocabulary progression		
By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Christianity		
Christian, The Bible, God, Christmas, baptism, cross, christening, church, Easter, betray, holy, service, praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable.	Stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes, initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon.	Baptist, pastor, priest, Quaker, nature, impact, justice, generosity, moral dilemmas, mission statements, hypocrite, Judgement, hell, heaven, scriptures, cathedral, glorifies, unconditionally.
Judaism		
Jewish, Hanukah, Shabbat, synagogue, Torah, chuppah, Ark, kippah, tallit, tefellin, mezuzah, Chanukah, Shema, precious, Seder plate, kosher, Shabbat Shalom, dreidel,	Bar/Bat Mitzvah, mitzvoth, ketubah, Passover/ Pesach.	Orthodox, Reform, Ner Tamid, guidance, kosher.

chanukiah, menorah, tawhid, Tzedekah, mantle, yad, Hebrew, slaves.		
Hinduism		
	Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, murti, Aum, shrine, Puja, Prasad, bhajans, Bhagavad Gita, Sacred thread ceremony, Vedas, dharma, rebirth, reincarnation, moksha, ashramas, Sannyasa, OM, rangoli, Samskaras, deities, temptation, aarti.	Pilgrimage, Sanskrit, Samsara, ahimsa, sewa, selfless.
Islam		
Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer, Qur'an, shahadah, prophet, minaret, charity, faith, geometric, creator, Eid-ul- Fitr, Ramadan.	Subha beads, Surah, submission, discipline, obedient.	5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance, Barzakh, paradise, harmlessness, Grace, Ummah.
General		
Symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship, mysterious.	Metaphors, reflect, peaceful, Humanist, humanity, values, freedom, guidance, awe, community, solution, conscience, Milestones, commitment, ceremonies, ambition, adventure, simile, ritual, fasting, significant, impact, culture.	Theist, agnostic, atheist, witness, facts, interpretation, proof, chance, evolution, Big Bang Theory, believers, purification, charity, ethics, grief, bereaved, liturgies, soul, repent, consequences, eulogy, architecture, perspectives, wisdom, commitment, reconciliation.

TRULL SCHOOL PSHE & RSE PROGRESSION DOCUMENT

INTENT

As a Church of England school, through the teaching of PSHE/RSHE we aim:

- To ensure that our RSHE curriculum protects, informs and nurtures all pupils.
- To clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework
- To help provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- To help pupils make sound decisions when facing risks, challenges and complex contexts.
- To help pupils develop resilience, to know how and when to ask for help, and to know where to access support.
- To help prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils.
- To help prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- To support pupils in navigating the online world safely and responsibly.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in PSHE/RSE. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In PSHE and RSE, these threshold concepts are; **Relationships Education, Physical Health and Mental Wellbeing and Sex Education.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

For each of the threshold concepts, there are three phases, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Phase 1 is to taught across Years 1 and 2 (EYFS and Key Stage 1), phase 2 is taught across Year 3 and 4 (Lower Key Stage 2) and phase 3 is taught across Year 5 and Year 6 (Upper Key Stage 2).

Within each phase, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

BREADTH OF STUDY

The statutory core knowledge is broken down into three key areas, with sub sections within each area.

Relationships Education	**Physical Health and Mental Wellbeing**	**Sex Education**
Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Mental wellbeing Internet safety and harm Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body	Body Parts Puberty Reproduction

PHASE 1 **EYFS & KEY STAGE 1**	**PHASE 2** **LOWER KEY STAGE 2**	**PHASE 3** **UPPER KEY STAGE 2**
Families and people who care for me Caring Friendships Respectful Relationships Online Relationships Being Safe Mental Wellbeing	Families and people who care for me Caring Friendships Respectful Relationships Online Relationships Being Safe	Families and people who care for me Caring Friendships Respectful Relationships Online Relationships Being Safe

Internet Safety and Harms Physical Health and Fitness Healthy Eating Health and Prevention Basic First Aid			Mental Wellbeing Internet Safety and Harms Physical Health and Fitness Healthy Eating Drugs, alcohol and tobacco Health and Prevention Basic First Aid Understanding Puberty		Mental Wellbeing Internet Safety and Harms Physical Health and Fitness Healthy Eating Drugs, alcohol and tobacco Health and Prevention Basic First Aid Understanding puberty and reproduction	
YEAR A						
(Pre basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6
Me and My Relationships Know they are all different and special in different ways. Know there are different types of families and different people who are special to them. Know who they can turn to if someone or something is upsetting them.	**Me and My Relationships** Name a variety of different feelings and explain how these might make them behave. Think of some different ways of dealing with 'not so good' feelings. Know when they need help and who to go to for help. Know different classroom rules.	**Me and My Relationships** Talk about some ways that they can get help, if they are being bullied and what they can do if someone teases them. Suggest rules that will help to keep them happy and friendly and what will help them keep to these rules. Talk about some classroom rules they have been involved in making. Give lots of ideas about what makes a good friend and also talk about how to be a good friend. Usually express feelings in a safe, controlled way.	**Me and My Relationships** Accept the views of others and understand that we don't always agree with each other. Give lots of ideas about what to do to be a good friend and talk about some different ideas for how to make up with a friend if they've fallen out.	**Me and My Relationships** Give a lot of examples of how they can tell a person is feeling worried just by their body language. Say what they could do if someone was upsetting them or if they were being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive.	**Me and My Relationships** Give a range of examples of their emotional needs and explain why they are important. Explain why these qualities are important. Give a few examples of how to stand up for themselves (be assertive) and say when they might need to use assertiveness skills	**Me and My Relationships** Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Give examples of negotiation and compromise. Explain what inappropriate touch is and give an example
Valuing Difference Know how to be a good friend and show kindness. Know there are different types of families. Know there are different types of homes.	**Valuing Difference** Say ways in which people are similar as well as different. Say why things sometimes seem unfair, even if they are not.	**Valuing Difference** Say how they could help themselves if they were being left out. Give a few examples of good listening skills and explain why listening skills help to understand a different point of view.	**Valuing Difference** Give examples of different community groups and what is good about having different groups. Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	**Valuing Difference** Say a lot of ways that people are different, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to them or others.	**Valuing Difference** Give examples of different faiths and cultures and positive things about having these differences. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	**Valuing Difference** Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
Keeping Myself Safe Know some things that may be harmful to them	**Keeping Myself Safe** Say what they can do if they have strong, but	**Keeping Myself Safe** Give some examples of safe and unsafe secrets	**Keeping Myself Safe** Say what they could do to make a	**Keeping Myself Safe** Give examples of people or things that	**Keeping Myself Safe** Give examples of things that might influence	**Keeping Myself Safe** Explain why emotional needs are as

inside and outside the home. Know what is safe to put on or in their body. Know to tell someone if they see something they don't like online.	not so good feelings, to help them stay safe (e.g. sad - talk to someone). Give examples of how they keep themselves healthy. Say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	and think of safe people who can help if something feels wrong. Give other examples of touches that are ok or not ok (even if they haven't happened to them) and identify a safe person to tell if they feel 'not OK' about something. Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.	situation less risky or not risky at all. Say why medicines can be helpful or harmful. Tell you a few things about keeping themselves and personal details safe online. Explain why information seen online might not always be true.	might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence me when I am making decisions.	a person to take risks online. Explain that they have a choice. Know that the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.	important as physical needs and what might happen if a person doesn't get their emotional needs met. Explain some ways of making sure that they keep themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
Rights and Responsibilities Know some ways they can help family members. Know some ways to help my friends in class. Know some ways they can help to care for the environment. Know how and when money is used.	**Rights and Responsibilities** Give some examples of how they look after themselves and my environment - at school or at home. Say some ways that we look after money.	**Rights and Responsibilities** Give examples of how they can help themselves to be calm and settled in the classroom when they am not settled.	**Rights and Responsibilities** Know some ways of checking whether something is a fact or just an opinion. Say how they can help the people who help them, and how they can do this. I can give an example of this.	**Rights and Responsibilities** Explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Give examples of these decisions and how they might relate to them.	**Rights and Responsibilities** Give examples of some of the rights and related responsibilities they have as they grow older, at home and school. Also give real examples of each that relate to them. Give a few different examples of things that they are responsible for to keep themselves healthy. Explain that local councils have to make decisions about how money is spent on things we need in the community. Also give examples of some of the things they have to allocate money for.	**Rights and Responsibilities** Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. Explain the advantages and disadvantages of different ways of saving money.

Being My Best Know some ways to bounce back when things go wrong. Know which foods are good for us. Know we need to exercise to stay healthy. Know need sleep to stay healthy.	**Being My Best** Name a few different ideas of what they can do if they find something difficult. Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. Identify an adult they can talk to at both home and school. If they need help.	**Being My Best** Name different parts of the body that are *inside* them and help to turn food into energy. Know what they need to get energy. Explain how setting a goal or goals will help them to achieve what they want to be able to do.	**Being My Best** Give a few examples of things that they can take responsibility for in relation to their health and give an example of something that they've done which shows this. Explain and give an example of a skill or talent that they've developed and the goal-setting that they've already done (or plan to do) in order to improve it.	**Being My Best** Give a few examples of different things that they do already that help to keep them healthy. Give different examples of some of the things that they do already to help look after my environment.	**Being My Best** Give an example of when they have had increased independence and how that has also helped them to show responsibility. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	**Being My Best** Talk about how they can overcome problems and challenges on the way to achieving their goals. Give examples of an emotional risk and a physical risk.
Growing and Changing Know the four seasons. Know what a life cycle is. Know we grow and change at different stages of life.	**Growing and Changing** Talk about some things they can do now that they couldn't do when they were a toddler. Talk about what some of their body parts do.	**Growing and Changing** Talk about who helps us grow (people who look after us) and what things they can now do themselves that they couldn't when they younger. Give examples of how it feels when they have to say goodbye to someone or something (e.g. move house). Give examples of how to give feedback to someone.	**Growing and Changing** Give examples of different community groups and what is good about having different groups. Talk about examples in their classroom where respect and tolerance have helped to make it a happier, safer place.	**Growing and Changing** Talk about how some parts of the body change during puberty. Suggest some good ways to compromise to reduce conflict. Explain why some people choose to have a civil ceremony or live together instead.	**Growing and Changing** Explain what resilience is and how it can be developed. List ways that they can prepare for changes (e.g. to get the facts, talk to someone). Identify when they need help and can identify trusted adults in their life who can help them.	**Growing and Changing** Give an example of a secret that should be shared with a trusted adult. Talk about some emotional changes associated with 'puberty' and how people may feel when their bodies change. Give examples of ways in which the way a person feels about themselves can be affected (e.g. by images of celebrities).

Vocabulary progression

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Families Differences Similarities Feelings Worried Scared Achievement	Cooperation Tolerance Diversity Respectful Assertive Risk Communities	Acne Breasts Ejaculation Erection Emotions Genitals Hormones

Resilience	Fear	Ovum
Special	Drugs	Sexual Intercourse
Positive	Cigarettes	Sexual Reproduction
Interests	Alcohol	Scrotum
Achievement	Personal Details	Sperm Duct
Respect	Fact	Testosterone
Truthful	Opinion	Urethra
Trust	Influence	Progesterone
Loyalty	Pressure	Oestrogen
Kindness	Responsibility	Bystander
Sharing	Nutrition	Social Media
Healthy	Body Space	Negotiation
Unsafe	sweat	Compromise
Safe	Menstruation	Inappropriate
Lifecycle	Menstrual Cycle;	Prejudice
Male	Puberty	Environmentally sustainable
Female	Period	Media Bias
Penis	Cervix	Confidential
Vagina	Uterus	
Private	Fallopian Tube	
Acceptable	Ovary	
Unacceptable	Sanitary pad	
Bullying	Tampon	
Teasing	Pubic Hair	
Rules	Womb	
Friendship	Vagina	
Secret	Eggs	
	Breasts	
	Penis	
	Testicles	
	Sperm	

TRULL SCHOOL HISTORY PROGRESSION DOCUMENT

Essential Characteristics-INTENT

We believe that children deserve a broad and ambitious History curriculum, rich in skills and knowledge, which immerses children in a range of cultures and engenders an enquiring and critical outlook on the world. Our History curriculum will give children the opportunity to develop:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in History. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In History, these threshold concepts are; ***Investigate and interpret the past; Understand chronology; Build an overview of world history; Communicate historically.***
Golden Threads: These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these Golden Threads include: ***Settlements, Beliefs, Culture and Pastimes, Location, Main events, Food and farming, Travel and exploration, Conflict, Society, Artefacts.***

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

Key stage 1	*Key stage 2*
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.	• 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 Ancient Egypt. • Ancient Greece. • A non- European society that contrasts with British history: Benin. History of interest to pupils* * Items marked * are not statutory.

BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Investigate and interpret the past		
• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history		
• Describe an historical event • Describe significant people from the past • Recognise there are reasons why people in the past acted as they did	• Describe the changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain: from ancient to medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe social, ethic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain and some major events from the rest of the world. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology		
• Place events and artefacts in order on a timeline. • Label timelines with the words and phrases such as past, present, older and newer. • Use dates where appropriate. • Recount changes that have occurred in their own lives.	• Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change overtime, representing this, along with evidence on a timeline. • Use dates and terms to describe events.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.
Communicate historically		
• Use words and phrases such as: ○ A long time ago ○ Recently ○ When my parents/carers were children ○ Years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as: ○ Nation and a nation's history ○ Civilisation ○ Monarchy ○ Parliament ○ Democracy ○ War and peace	• Use appropriate historical vocabulary to communicate, including: ○ Dates ○ Time period ○ Era ○ Change ○ Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: ○ Dates ○ Time period ○ Era ○ Change ○ Chronology ○ Continuity ○ Change ○ Century ○ Decade ○ Legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

YEAR A						
(Pre basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6
● Long ago – How time has changed. Using	**The lives of significant individuals in Britain's past**	**The lives of significant individuals in Britain's past**	**Black History Month (1st October)** **WINDRUSH**	**Black History Month (1st October)** **WINDRUSH**	**Black History Month (1st October)** **WINDRUSH**	**Black History Month (1st October)** **WINDRUSH**

cameras. • Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. • Seasides long ago.	**who have contributed to our nation's achievements** Florence Nightingale & Mary Seacole **Events beyond living memory that are significant nationally or globally** **Changes within living memory** Toys **Significant historical events, people and places in their own locality** Our school building – when it was built and how it has changed (Link to geography). **Remembrance week – The Christmas Truce of 1914**	**who have contributed to our nation's achievements** Florence Nightingale & Mary Seacole **Events beyond living memory that are significant nationally or globally** **Changes within living memory** Toys **Significant historical events, people and places in their own locality** Our school building – when it was built and how it has changed (Link to geography). **Remembrance week – The Christmas Truce of 1914**	**<u>The stone Age</u>** Tools and weapons Hunter - gatherers Clues from the past **<u>Ancient Egypt</u>** Clues from the past Pyramids and obelisks Beliefs and burials **<u>Remembrance</u>** **<u>Local History</u>**	**<u>The Roman Empire</u>** Romans around the world Roman Britain Roman – clues from past **<u>The Anglo Saxons</u>** Kingdoms and conquests Beliefs burials **<u>Vikings</u>** Sailors and raiders Kingdoms and conquests **<u>Remembrance week</u>** **<u>Local History</u>**	**<u>The Victorian Era</u>** Innovation and industry **<u>Remembrance Week - The Second World War</u>** **<u>The Ancient Greeks</u>** Influences and impact Myths and legends Clues from the past **<u>Local History</u>**	**<u>The Victorian Era</u>** Exploration and empire **<u>A non-European study</u>** **The Kingdom of Benin** - Builders and traders **(Make links with Victorian exploration).** **<u>Remembrance week - The Second World War</u>** **<u>Local History</u>**

YEAR B

(Pre Basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6

Vocabulary progression

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Observe Artefact Represent Past Present Future Recount Appropriate Recent Year Decade Century Nation Civilisation Monarchy Parliament Law Democracy	Source Evidence Historical source Primary source Account Secondary source Enquiry Historical enquiry Cause Consequence Locality Overview Ancient Medieval Culture BCE CE Social Ethnic Society Change Concept Represent	Suitable Hypothesis Testable Reliable Culture Racial Diverse Characteristic features Analyse Justify Propaganda Bias Culture

TRULL SCHOOL GEOGRAPHY PROGRESSION DOCUMENT

Essential Characteristics-INTENT

We believe that children deserve a broad, progressive and ambitious Geography curriculum, rich in skills and knowledge, which stimulates curiosity and a wonder of their world and prepares them well for future learning or employment. Our Geography curriculum will give children the opportunity to develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Geography. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In geography, these threshold concepts are; ***Investigate places*** *(understanding the geographical location of places and their physical and human features)*; ***Investigate patterns*** *(Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported)*; ***Communicate geographically*** *(Understanding geographical representations, vocabulary and techniques).* **Knowledge categories**: These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these knowledge categories include: ***Location, Physical features, Human Features, Diversity, Physical Processes, Human Processes, Techniques.***

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

Key stage 1	*Key stage 2*
• 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. • 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.	• 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. • 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. • 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 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.
BY THE END OF KEY STAGE 1	**BY THE END OF LOWER KEY STAGE 2**	**BY THE END OF UPPER KEY STAGE 2**
Investigate places		
• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the worlds continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns		
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate geographically		
• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	• Describe key aspects of: • **physical geography**, including: rivers, mountains,	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation

• **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

YEAR A						
(Pre basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6
•Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. •Can children talk about their homes and what there is to do near their homes? •Encourage them to comment on what their home is like. Show photos of the children's hom es and encourage them to draw compa risons. •Explore the world around us and see how it changes as we enter Winter. Provide opportunities for children to note and record •the weather. •Features of local environment Maps of local area Comparing places on Google Earth – how are	Devising a simple map using and constructing basic symbols in a key. Using simple compass directions describing human/physi cal features using key vocabulary. Mapping the world Continents and oceans The United Kingdom & capital cities. Use simple fieldwork and observationa l skills to study the geography of the school and the key human and physical features of its surrounding environment . Investigate the four countries of the UK - Climate & weather. Name, locate and identify characteristi cs. **Topic** – explore Australia contrasting	Devising a simple map using and constructing basic symbols in a key. Using simple compass directions describing human/physical features using key vocabulary. Mapping the world Continents and oceans The United Kingdom & capital cities. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding env ironment. Investigate the four countries of the UK - Climate & weather. Name, locate and identify characteristics.	Use the eight points of a compass, four-figure grid references and symbols. Identify continents and countries on a map. Name and locate European countries. Physical characteristics Landscapes – mountains **Europe** European mountains. Earthquakes and Volcanoes Climate change Landscapes – weathering **(basic/advancin g)** Describe how the locality of the school has changed over time – land use	Use the eight points of a compass, four-figure grid references and symbols. Identify continents and countries on a map. Name and locate European countries. **Europe** Physical characteristics Landscape – rivers European rivers The water cycle Landscapes weathering **(advancing/de ep)** Erosion and deposition: rivers/coasts Compare and contrast Transportatio n: National (link to Romans)	Using maps: features Using four grid references Create maps of locations identifying patterns. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Biomes & climate zones **(Basic/advancing)** Temperate deciduous forest biome Desert biome Savannah biome Grassland biome **North America** Understand some of the reasons for geographical similarities and differences between countrie s. *North American population North American mountains*	Using maps: six-figure grid references. Ocean currents Create maps of locations identifying patterns. Biomes & climate zones **(Advancing/deep)** Tropical rainforest Biomes Marine biome Freshwater biomes Ice biome **North America** Understand some of the reasons for geographical similarities and differences between countrie s. *North American rivers* Human Geography settlements and land use – link to history

they similar/different? • Look for children incorporating their understanding of the seasons and weather in their play. • Can children differentiate between land and water.	this with an area of the UK	**Topic** – explore Australia contrasting this with an area of the UK		Describe how the locality of the school has changed over time – land use	Human Geography settlements and land use – link to history	
YEAR B						
(Pre Basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	Advancing and Deep) Year 6
Same as Year A	*KEY PHYSICAL FEATURES	*KEY PHYSICAL FEATURES	*Same as Year A*	*Same as Year A*	*Same as Year A*	*Same as Year A*

Vocabulary progression

KEY STAGE 1		LOWER KEY STAGE 2	UPPER KEY STAGE 2
Place Investigate Pertinent City Town Village Coastal Rural Continent Surrounding Locate Environment Characteristic Map World Atlas Globe Countries Ocean Human features Physical features United Kingdom Vegetation Factory Farm House Office Shop Compass North South East West Construct Symbol	Grid reference Surrounding Environment Characteristic Locate Seasonal Daily Weather Hot Cold Equator North Pole South Pole Beach Coast Hill Mountain River Soil Valley	Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Antarctic Time zone Topographical Land use Volcano Water cycle Earthquake	Sampling Systematic Analyse Effectiveness Aerial London Tube map Climate Biome Settlement Economic Trade Distribution Energy Food Minerals Water supply Ordnance survey (OS) Population Depict

TRULL SCHOOL ART PROGRESSION DOCUMENT

Essential Characteristics-INTENT

• The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
• The ability to communicate fluently in visual and tactile form.
• The ability to draw confidently and adventurously from observation, memory and imagination.
• The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
• An impressive knowledge and understanding of other artists, craft makers and designers.
• The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
• Independence, initiative and originality which they can use to develop their creativity.
• The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
• The ability to reflect on, analyse and critically evaluate their own work and that of others.
• A passion for and a commitment to the subject.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Art. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build an understanding of them.

IMPLEMENTATION

Implementation:

In art and design, these threshold concepts are; **Develop ideas** (Understanding how ideas develop through an artistic process); **Master Techniques** (Developing a skill set so that ideas may be communicated); **Take inspiration from the greats** (Learning from both the artistic process and techniques of great artists and artisans throughout history).

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.

Within each phase, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
These three skills are central to all Phases and underpin the Art curriculum.		
EXPRESSIVE ARTS AND DESIGN The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. **Develop ideas** This concept involves understanding how ideas develop through an artistic process. **Master techniques** This concept involves developing a skill set so that ideas may be communicated.	**Develop ideas** This concept involves understanding how ideas develop through an artistic process. **Master techniques** This concept involves developing a skill set so that ideas may be communicated. **Take inspiration from the greats** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.	**Develop ideas** This concept involves understanding how ideas develop through an artistic process. **Master techniques** This concept involves developing a skill set so that ideas may be communicated. **Take inspiration from the greats** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.		
Develop ideas		
• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master techniques		
Painting • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	**Painting** • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	**Painting** • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Drawing • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	**Drawing** • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	**Drawing** • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
Sculpture • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	**Sculpture** • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	**Sculpture** • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Collage • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	**Collage** • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	**Collage** • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Print • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	**Print** • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	**Print** • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

Textiles • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.	**Textiles** • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.	**Textiles** • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Digital Media • Use a wide range of tools to create different textures, lines, tones, colours and shapes.	**Digital Media** • Create images, video and sound recordings and explain why they were created.	**Digital Media** • Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats		
• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Vocabulary progression

By the end of KEY STAGE 1	**By the end of** LOWER KEY STAGE 2	**By the end of** UPPER KEY STAGE 2
Alter To change **arrange** To place or move things into a position, usually to make them look attractive or tidy **artisan** Someone whose job requires skill with their hands artist Someone who draws or paints pictures or creates sculptures as a job or a hobby **brush** An object with a large number of bristles or hairs fixed to it. You use brushes for painting, for cleaning things, and for tidying your hair **carving** Cutting a substance such as wood or stone to make an object, shape or design **classic** Of high quality and well known; also describes work by Ancient Greeks and Romans **collage** A picture that has been made by sticking pieces of coloured paper and cloth onto paper **create** To invent or design (a new product or process) **cut** To use a knife or a similar tool to divide something into pieces, or to mark it or damage it **designer** A person whose job is to design things by making drawings of them **develop** To cause to become advanced. A skill may be developed to a high standard by practise **digital media** Using technology to communicate with large numbers of people, such as websites, software and smartphones **dot** A very small round mark, for example, one that is used as a full stop or as a decimal point **effect** Something that produces a particular impression **experiment** The trying out of a new idea or method to see what it is like and what effects it has **explore** To think about an idea or suggestion or comment on it carefully and in detail **glue** A sticky substance used for joining things together, often for repairing broken things **join** To fix or fasten two things together **line** A long thin mark that is drawn or painted on a surface	**Accurate** Free from mistakes or errors; precise **Adapt** To change something to make it more suitable for a purpose or situation **Annotate** To add notes to written work or a diagram, often to explain it **back stitch** A strong sewing stitch made by starting the next stitch at the middle or beginning of the one before **blocks** Large solid pieces of material such as wood or stone, often used to cut or chop on **coiling** Winding into a series of loops or into the shape of a ring **collect** To bring together a number of things from several places or from several people **cross hatching** Shading or hatching with two or more sets of parallel lines that cross one another **cross stitch** An embroidery stitch made by two stitches forming a cross **distinctive** With a special quality or feature that makes the thing easily recognisable and different from other things of the same type **dye** A substance made from plants or chemicals that is mixed into a liquid and used to change the colour of something such as cloth or hair **elaborate** Very complex due to having lots of different parts or a detailed artistic design **feeling** An impression or mood; atmosphere hardness How strong or firm something is **hatching** Fine, parallel or crossed lines drawn or engraved to show shading **influenced** Persuaded or affected by somebody or something **layers** Pieces of materials or substances that cover a surface or that are between two other things **mix** To stir or shake two substances together, or combine them in some other way, so that they become a single substance **montage** A piece of art that consists of several different items or materials that are put together, often in an unusual combination **mood** The way you feel at a particular time or the impression you get from something like a painting	**Abstract** Using shapes and patterns rather than showing people or things **Acrylic** A paint or colour containing an artificial material called acrylic fibre or acrylic resin **Animation** The process or technique of making things like figures and objects appear to move or be alive **Ceramic** Clay that has been heated to a very high temperature so that it becomes hard **Convey** To communicate information or feelings so that they are known or understood by others **Enhance** To improve the quality or attractiveness of something **Expression** Communication of ideas and feelings through music, painting, etc **Extend** To make something longer or bigger; to stretch or broaden the meaning of something **Fluent** Flowing or moving smoothly or easily; able to do something smoothly and expressively **Frameworks** Structures that form a support or frame for something **Grasp** To understand something that may be difficult to understand or need though **Interpretation** An opinion about what something means or shows; a particular view of an artistic work **Lifelike** Appearing very like the person or thing that it is supposed to represent **Mimic** To take on the appearance of or closely resemble something **Perspective** The right impression of the size and position of objects **Proportion** The correct relationship in size or number between different things or parts **Provoke** To encourage the reaction of feelings in a person **Qualities** Distinguishing characteristics, properties, or attributes – of a good or high standard **Stability** The state of being stable, steady or fixed **tactile** Pleasant or interesting to touch

materials The equipment needed for an activity
method A particular way of doing something
modern To do with present or recent times, new and using the latest ideas or equipment
moulding Changing a soft substance such as clay into a particular shape or into an object
object Anything that has a fixed shape, that you can touch or see, and that is not alive
paint A coloured liquid that you put onto a surface with a brush to make it look attractive or that you use to produce a picture
pattern How lines or shapes are arranged, especially a design in which the same shape is repeated in the same way
plaiting Twisting hair, rope or materials over and under each other to make one thick length
primary colours Basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow and blue
print A piece of clothing or material with a pattern printed on it, or the pattern itself
sculpture A work of art that is produced by carving or shaping stone, wood, clay or other materials
secondary colours Colours formed by mixing two primary colours
shading Dark areas or patches in a picture or on an object **shadow** Darkness in a place caused by something blocking the light. It is seen as a dark shape on a surface or in a picture
sort To separate things into different groups or places so that you can do different things with them
stitching A row of stitches that have been sewn in a piece of cloth or the process of using a needle and thread to join two pieces of cloth together
technique Skill and ability in an artistic, sporting or other practical activity that you develop through training and practise
textile Any type of fabric or cloth, especially ones that have been woven#
texture The way something feels when you touch it, for example how smooth or rough it is
thickness The distance through an object or between the opposite sides
tint A colour that is softened or lightened by a small amount of another colour, usually white
tones Lighter, darker or brighter shades of the same colour
tool Any instrument or piece of equipment that you hold in your hands and use to do a particular kind of work, e.g. spades, hammers and knives
visual Something such as a picture, diagram or piece of film that is used to show or explain something
weaving Making a fabric by crossing threads over and under each other

mosaic A design or decoration that consists of small pieces of coloured materials such as glass or stones
movement Changing position or going from one place to another
notable Important, interesting or famous
original Not a copy of something; a new idea or thing
overlapping Extending or covering two things so they lie partly over each other
palette A flat piece of wood or plastic on which an artist mixes paints or a range of colours used by an artist
patterned Arranged as or decorated with lines and shapes that are often repeated at regular intervals
plain Entirely of one colour and without any pattern, design or writing
precise Exact and accurate in all its details
quilt To stitch together two pieces of fabric with a thick padding or lining between them
recognisable Easily identified or recognised
recordings Things that have been recorded, such as discs, films or written notes
refine To improve by making small changes
replicate To make or be a copy of; reproduce
resources The materials, money and other things that a group or person has and can use to do things properly
rough Uneven and not smooth
sketch A drawing that is done quickly without a lot of details. Artists often use sketches as a preparation for a more detailed painting or drawing
smooth Without roughness, lumps or holes
striking Very noticeable or impressive; unusual, outstanding,remarkable
style The way in which something is done
tessellation The laying or arranging of shapes so that they fit together exactly
washes Background layers of thinly applied colour
watercolour Coloured paints, used for painting pictures, which you apply with a wet brush or dissolve in water first

TRULL SCHOOL Design & Technology PROGRESSION DOCUMENT

Essential Characteristics-INTENT

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well being of our country. The problem solving skills developed within this subject help develop our pupils' resilience, teamwork and thinking skills.

We aim for children to have acquired the essential characteristics of designers/engineers:
- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Design and Technology. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In Design and Technology, these threshold concepts are; ***Master practical skills*** (Developing the skills needed to make high quality products); ***Design, make, evaluate and improve*** (thinking and seeing design as a process); ***Take inspiration from design throughout history*** (Appreciating the design process that has influenced the products we use in everyday life). **Knowledge categories**: These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. Knowledge categories in Design and Technology include: ***Food, Materials, Textiles, Electricals and Electronics, Computing, Construction and Mechanics.***

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Key stage 1 is to taught across Years 1 and 2, Lower Key stage 2 is taught across Year 3 and 4 and Upper Key Stage 2 is taught across Year 5 and Year 6

Within each stage, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Threshold Concepts		
Master Practical Techniques		
Food • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. **Materials** • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).	**Food** • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). **Materials** • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre.	**Food** • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. **Materials**

• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). **Textiles** • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). **Electricals & Electronics** • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). **Computing** • Model designs using software. **Construction** • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. **Mechanics** • Create products using levers, wheels and winding mechanisms.	• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. **Textiles** • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. **Electricals & Electronics** • Create series and parallel circuits **Computing** • Control and monitor models using software designed for this purpose. **Construction** • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. **Mechanics** • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). **Textiles** • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). **Electricals & Electronics** • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). **Computing** • Write code to control and monitor models or products. **Construction** • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). **Mechanics** • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
Design, Make, Evaluate & Improve		
• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
Take Inspiration From The Design Greats		
• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

YEAR A						
EYFS (Pre basic) Year R	Key Satge 1 (Basic and Advancing) Year 1	Key Stage 2 (Advancing and Deep) Year 2	Lower Key Stage 2 (Basic and Advancing) Year 3	Lower Key Stage 2 (Advancing and Deep) Year 4	Upper Key Stage 2 (Basic and Advancing) Year 5	Upper Key Stage 2 (Advancing and Deep) Year 6

	What is Design and Technology? Structures introduction Frame structures Slider mechanisms Portable snacks	What is Design and Technology? Structures introduction Frame structures Slider mechanisms Portable snacks	What is Design and Technology? Linked levers Frame structures Vegetable soup	App control Paper circuits Pneumatics Shell structures Dips	What is Design Technology? Artificial Intelligence Arch structures Cams Bread	Electronic motors Frame structures Pulleys & gears Food throughout the year Bolognese
YEAR B						
EYFS (Pre basic) Year R	Key Satge 1 (Basic and Advancing) Year 1	Key Stage 2 (Advancing and Deep) Year 2	Lower Key Stage 2 (Basic and Advancing) Year 3	Lower Key Stage 2 (Advancing and Deep) Year 4	Upper Key Stage 2 (Basic and Advancing) Year 5	Upper Key Stage 2 (Advancing and Deep) Year 6
	Solid structures Lever mechanisms Wheel & axle mechanisms Cous cous dish	Solid structures Lever mechanisms Wheel & axle mechanisms Cous cous dish	*Same as Year A*	*Same as Year A*	*Same as Year A*	*Same as Year A*

Vocabulary progression

Topics	By end of KEY STAGE 1	By end of LOWER KEY STAGE 2	By end of UPPER KEY STAGE 2
Food	Master practical skills, Explore Suggest improvements Cut, peel, safely, measure, weigh, scales, cook, ingredients.	Master practical skills Identify Improve Hygienically, utensils, measure accurately, recipe, assemble (ingredients), temperature, hob/oven, method, questionnaire	Master practical skills Combine Evaluate Create innovative designs Storage, micro-organisms, calculate, ratios, to scale , technique, refine, survey, market research, risk assessment
Materials	Demonstrate Cut, tools, measure, mark out, cutting, shaping, tearing, folding, curling, joining, gluing, hinges, strengthen, stronger, googly eyes,	Technique(s), perimeter, opaque, proto-type	Technique(s), perimeter, opaque, proto-type
Textiles	Shape, join, colour Templates, textiles, fabric, cotton, thread, needle, pins, join, running stitch, colour, decorate, dyeing, sequins printing.	Join, select Seam allowance, felt, silk, velvet,	Join, select Seam allowance, felt, silk, velvet,
Electronics	Find faults (diagnose) Battery, bulb, circuit, electric power, switch, problem, fix	Create Series, parallel	Create Series, parallel
Computing	Model Software	Control and Monitor Purpose, control, programme,	Control and Monitor Purpose, control, programme,
Construction	Use, practise Drilling, screwing, gluing, nailing, hammer, spread	Choose, net Repair, function	Choose, net Repair, function
Mechanics	Create Products, levers, wheels, cogs, winding	Use Scientific knowledge, forces, mechanisms, pulleys, gears,	Use Scientific knowledge, forces, mechanisms, pulleys, gears,

TRULL SCHOOL MUSIC PROGRESSION DOCUMENT

Essential Characteristics-INTENT

• A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
• A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
• Very good awareness and appreciation of different musical traditions and genres.
• An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
• The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
• A passion for and commitment to a diverse range of musical activities.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Music. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In Music, these threshold concepts are; **Perform, Compose, Transcribe and Describe Music.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which take time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect..

BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Perform This concept involves understanding that music is created to be performed.		
• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
Compose This concept involves appreciating that music is created through a process which has a number of techniques.		
• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.

		• Use digital technologies to compose, edit and refine pieces of music.
Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		
• Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
Describe music This concept involves appreciating the features and effectiveness of musical elements.		
• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

YEAR A Charanga Units (See Music Overview for more detail)

Milestone 1 (Pre basic) Year R (Ash Class)	**Milestone 1 (Basic and Advancing) Year R/1 (Beech Class)**	**Milestone 1 (Advancing and Deep) Year 1/2 (Elm Class)**	**Milestone 1 (Advancing and Deep) Year 2 (Maple Class)**	**Milestone 2 (Basic and Advancing) Year 3 (Oak Class)**	**Milestone 2 (Advancing and Deep) Year 4 (Rowan Class)**	**Milestone 3 (Basic and Advancing) Year 5 (Willow Class)**	**Milestone 3 (Advancing and Deep) Year 6 (Yew Class)**
Daily nursery rhymes and counting songs Charanga: Me!	Daily nursery rhymes and counting songs **Charanga: Me!** Name Song	Hey You! Style: Old-School Hip Hop	**Charanga: Hands, Feet, Heart** Style: South African	Charanga- RnB Let your spirit fly	Weekly Brass lessons with specialist, Glyn Bowen.	Charanga- Rock Anthems Livin' On a Prayer	Charanga – Pop Song Happy
Nativity performance	**Christmas** Production	**Christmas** Production	**Christmas** Production	Charanga- Glockenspiel	Weekly Brass lessons with specialist, Glyn Bowen.	Charanga- Jazz and Improvisations Classroom Jazz 1	Charanga – Jazz and Improvisations Classroom Jazz 2
Daily nursery rhymes and counting songs Charanga: Everyone!	**Charanga:** In The Groove **Style:** Blues, Latin, Folk, Funk, Baroque, Bhangra	**Charanga:** Rhythm In The Way/Banana Rap Style: Reggae, Hip Hop	**Charanga: Glock 1**	Charanga- Reggae Three little birds	Weekly Brass lessons with specialist, Glyn Bowen.	Charanga- Pop Ballads Make You Feel My love	Musical Technology

Daily nursery rhymes and counting songs Charanga: Our World	Charanga: Big Bear Funk	**Charanga:** I Wanna Play in A Band Style:Rock	**Charanga: Zootime** Style: Reggae	Charanga- A Pop song that tells us a story	Weekly Brass lessons with specialist, Glyn Bowen.	Charanga- Old School Hip Hop Fresh Prince of Bel-Air	Musical History
Daily nursery rhymes and counting songs Charanga: Big Bear Funk	Charanga: Your Imagination **Style:** Pop	Charanga: Friendship Song	Charanga: Your Imagination **Style:** Pop	S Charanga- Disco Bringing Us Together Style: Disco	Weekly Brass lessons with specialist, Glyn Bowen.	Charanga- Motown Dancing in the Street	Play and perform in a solo ensemble context
Daily nursery rhymes and counting songs Charanga This Unit of Work consolidates the learning that has occurred during the year.	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2	Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1	Charanga- Reflect, rewind and replay *Western classical music*	Weekly Brass lessons with specialist, Glyn Bowen.	Charanga- The history of music, look back and consolidate your learning, learn some of the language of music. Classical MusicReflect, Rewind and Replay	Class Production

Vocabulary progression

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse,rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo,perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody,solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano,organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass,drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff,bass line, brass section, harmony, melody style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove,Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

TRULL SCHOOL PHYSICAL EDUCATION PROGRESSION DOCUMENT

Essential Characteristics - INTENT

Across the Milestones at our school, children will experience a range of physical activities which will allow them to gain the knowledge, vocabulary and show progress in skills, health and knowledge about themselves.

• The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

• High levels of physical fitness and activity.

• A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

• The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

• The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

• High levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods.

• A keen interest in physical activity. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging in extra-curricular sport.

• The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Physical Education. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION -

Implementation:

In Physical Education, these threshold concepts are; **Healthy Lifestyles, Leadership, Personal and Social Interaction.** They are taught through: **Games, Dance, Gymnastics, Athletics, Outdoor and Adventurous Activities and Swimming.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6

Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Games		
Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g., feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play.

		Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
Dance		
Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.	Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Gymnastics		
Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).	Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright).
Athletics		
Athletic activities are combined with games in Years 1 and 2.	Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate.	Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.

	Compete with others and aim to improve personal best performances.	
Outdoor and Adventurous Activities		
Not applicable	Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary.	Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
Swimming		
Swim unaided up to 25 metres. Use one basic stroke, breathing correctly. Control leg movements.	Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.	
Healthy lifestyles Knowledge		
Be able to talk about the benefits of being active. Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. Recognise that physical activity is important for good health. Understand that some physical activities are challenging and difficult. Describe physical activities that they enjoy. Describe positive feelings that result from participating in physical activities. Describe how physical activity makes them feel good.	Be able to talk about the benefits of being active. Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. Recognise the importance of a warm-up. Recognise that physical activity is important for good health. Understand that some physical activities are challenging and difficult. Describe physical activities that they enjoy. Describe positive feelings that result from participating in physical activities. Recognise that working hard to achieve something can make them feel happy. Describe how physical activity makes them feel good.	Be able to talk about the benefits of being active. Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. Recognise the importance of a warm-up. Recognise that physical activity is important for good health. Understand that some physical activities are challenging and difficult. Describe physical activities that they enjoy. Describe positive feelings that result from participating in physical activities. Recognise that working hard to achieve something can make them feel happy. Describe how physical activity makes them feelgood.
Leadership		

Make appropriate equipment choices. Follow the teacher's instructions. Look after and use equipment properly Help a partner improve.	Plan and deliver a warm-up. Give clear instructions. Explain rules. Keep score. Time games. Encourage others to join in. Contribute to team talks about strategies and tactics. Set up equipment. Give feedback to others on what they did well and how to improve.	Adapt activities to suit everyone. Make sure rules are followed. Make consistent and fair judgements. Make sure everyone is involved and having fun. Find out which new activities others might like to try and research them. Make sure everyone plays fairly. Accept officials' decisions. Resolve conflicts, listening carefully to all opinions. Act as a coach to support others, identifying strengths and areas to work on.
Personal, social		
Follow directions in group settings, following rules, taking turns. Accept feedback from the teacher. Use equipment and space appropriately. Share equipment and space with others. Follow class protocols with minimal reminders. Listen to others and play cooperatively. Identify and respect the differences and similarities between people.	Recognise what is fair and unfair. Follow directions in group settings, following rules, taking turns. Accept feedback from the teacher. Use equipment and space appropriately. Share equipment and space with others. Follow class protocols. Listen to others and play cooperatively. Identify and respect the differences and similarities between people.	Recognise what is fair and unfair. Follow directions in group settings, following rules, taking turns. Accept feedback from the teacher. Use equipment and space appropriately. Share equipment and space with others. Follow class protocols. Listen to others and play cooperatively. Identify and respect the differences and similarities between people.
Breadth of Study		
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.		• 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. • 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.

YEAR A

(Basic) Year R	(Basic and Advancing) Year 1	(Advancing and Deep) Year 2	(Basic and Advancing) Year 3	(Advancing and Deep) Year 4	(Basic and Advancing) Year 5	(Advancing and Deep) Year 6
Games – target, net and wall, striking and fielding Gymnastics Dance	Games – target, net and wall, invasion, striking and fielding Gymnastics Dance	Games – target, net and wall, invasion, striking and fielding Gymnastics Dance	Outdoor and adventurous activities Gymnastics Dance Games Athletics Swimming	Swimming Outdoor and adventurous activities Gymnastics Dance Games Athletics	Outdoor and adventurous activities Gymnastics Dance Games Athletics	Outdoor and adventurous activities Gymnastics Dance Games Athletics

Vocabulary progression

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
General – Pulse, heart rate, breathing, temperature, tiredness Games – Invasion: Defender, Teammate, opponent, co-operate, Net/Wall: Face, Ready position, Serve, opponent, cooperate, Target, Accuracy, Aim, Cross court	General – Pulse, heart rate, breathing, temperature, tiredness, lactic acid, effort Games – Invasion: Maintain, possession, trajectory, Feinting, Net/Wall: Rally, returned, Automatic, set, dig, spike,	General – Pulse, heart rate, breathing, temperature, tiredness, lactic acid, effort, Games – Invasion: Outlet pass, pivoting, Zone defence, Net/Wall: Smash, fore hand, back hand, volley, racket,

Striking and fielding: Striking, Feilding, teammates, catching, throwing, Strategy Gymnastics - Sequence, traveling, level, Straight, star, pathways, fluent, Log roll, forward roll, tuck, star, Body tension, Dance - Travel, level, force, stomping, unison, contrasting,	Striking and fielding: Crease, Bater, Bowler, runs, Innings, stumped, Swimming - Buoyancy, float, static, Submerge, sink, Tension, Push off, streamline, front crawl, back stroke, Breaststroke, Butterfly, Individual medley, Gymnastics - Matching, mirroring, contrasting, aesthetically pleasing, hurdle step, Squatting, vault, choreography Dance - Choreography, Narrative, compositional, rhythm, beat, expression, gesture, Action, reaction, gestures Athletics - push throw, sling throw, pull, rotate, Sprint, sustained,	Striking and fielding: Bowled, Base runner, over Gymnastics - Figures 8, exchange, cat leap, scissor jump, Handstand, layout, Dance - Traditional, transition, complement, counter point, simultaneous, Outdoor and Adventurous Activities - Cooperative, collaborative, symbol, orientate, compass, birds eye view, Athletics - Sustained, Pacing, propel, Long jump, triple jump,

Progression of Activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Swimming
Yr R Fundamental Movement Knowledge – FMK Element from Breath PT- POP task	FKM - **Running** (Basic) p14 **Rolling a Ball** (Basic) p40 **Games** – Target Games and Tag Games PT- Mr Wolf (basic and advancing) and Fair and square (basic) p2	FKM - **Balancing on one leg** (Basic) p2 **Jumping for Distance** (Basic) p22 **Dance** – PT – choose 2 from: Mystery Dance (basic) p70 or Superheroes (basic) p74 or Based on a Book (basic) p66	FKM – **Jumping for Height** (Basic) p18 FKM – **Hopping** (Basic) p26 **Games –** Net/Wall PT - Racket Fun (basic) p30	FKM – **Walking the beam** (Basic) p6 FKM – **Rolling** (Basic) p10 **Gymnastic –** PT – choose 2 from: simple sequences (basic) p54, Vault (Basic) p58 or Apparatus (Basic) p62	FKM – **Underarm Throwing** (Basic) p44 **Bouncing a ball** (Basic) p56 **Catching** (Basic) p52 **Games** – Target Games and Tag Games PT - Fair and square p2 (basic and advancing) and Beanbag Bocce (basic and advancing) p10	FKM – **Skipping** (Basic) p31 **Kicking** (Basic) p56 **Games –** Striking and Fielding PT – All Together Now (basic and advancing) p22	
Yr 1 Fundamental Movement Knowledge – FMK Element from Breath PT- POP task	FKM - **Running** (Advanced) p14 **Rolling a Ball** (Advanced) p40 **Games –** Target Games PT- Fair and square (basic and advancing) p2 and Beanbag Bocce (advancing and deep) p10	FKM - **Balancing on one leg** (Advanced) p2 **Jumping for Distance** (Advanced) p22 **Dance** – PT - choose 2 from: Mystery Dance (advancing) p70 or Superheroes (advancing) p74 or Based on a Book (basic) p66	FKM – **Kicking** (Advanced) p56 **Underarm Throwing** (Advanced) p44 **Games –** Invasion Games PT – Triangle passing (basic and advancing) p42	FKM – **Walking the beam** (Advanced) p6 FKM – **Rolling** (Advanced) p10 **Gymnastic –** PT – choose 2 from: simple sequences (advancing) p54, Vault (advancing) p58 or Apparatus (advancing) p62	FKM – **Jumping for Height** (Advanced) p18 **Bouncing a ball** (Advanced) p56 **Catching** (Advanced) p52 **Games –** Striking and Fielding PT - Give me five (advancing and deep) p18 and All	FKM – **Skipping** (Advanced) p31 FKM – **Hopping** (Advanced) p26 **Games –** Net/Wall PT – Racket fun (basic and advancing) p30 and On the Spot (basic and advancing) p34	

					together now (basic and advancing) p22		
Yr 2 Fundamental Movement Knowledge – FMK Element from Breath PT- POP task	FKM - **Running** (Deep) p14 **Rolling a Ball** (Deep) p40 **Games** – Target Games PT – Python (basic and advancing) p6	FKM - **Balancing on one leg** (Deep) p2 **Jumping for Distance** (Deep) p22 **Dance -** PT - choose 2 from: Mystery Dance (deep) p70 or Superheroes (deep) p74 or Based on a Book (deep) p66	FKM – **Kicking** (Deep) p56 **Jumping for Height** (Deep) p18 **Games –** Invasion Games PT – Triangle passing (advancing and deep) p42	FKM – **Walking the beam** (Deep) p6 FKM – **Rolling** (Deep) p10 **Gymnastic –** PT – choose 2 from: simple sequences (deep) p54, Vault (deep) p58 or Apparatus (deep) p62	FKM – **Underarm Throwing** (Deep) p44 FKM – **Bouncing a ball** (Deep) p56 **Catching** (Deep) p52 **Games –** Striking and Fielding PT – All together now (advancing and deep) p22	FKM – **Skipping** (Deep) p31 FKM – **Hopping** (Deep) p26 **Games –** Net/Wall PT – Racket Fun (advancing and deep) p30 and On the Spot (advancing and deep) p34	
Yr 3 (basic and advanced) **& 4** (advanced and deep) Fundamental Movement Knowledge – FMK Element from Breath PT- POP task	FKM – **Kicking** p56 **Dodging** p36 **Outdoor and adventurous activities –** **PT –** Counting cones p112 and Night Trail p102	FKM – **Underarm Throw** p44 **Overarm Throw** p48 **Games –** Target Games and Invasion Games PT – Throw Golf p2, Corner Bowls p6 and Go to Jail p50	FKM – B**alancing on one leg** p2 **Rolling** p10 **Walking the Beam** p6 **Gymnastics** – PT – Choose 2 of: Partner sequences p54, Apparatus p62 or Vault p58	FKM – **Hopping** p26 **Galloping** p30 **Dance –** PT – Choose 2 of: Based on a picture p66, Mystery Dance p70 or Traditional Folk Dance p74	FKM - **Jumping for height** p18 **Jumping for Distance** p22 **Athletics –** PT – Take five jumps p90 and 9.58 seconds p98	FKM – **Catching** p52 **Striking a ball** p68 **Games –** Striking and fielding and Net/Wall PT – Quick Pick Up p18 and Keep it Going p34	**Swimming –** PT – Using different techniques (basic and advancing) p86
Yr 5 (basic and advanced) **& 6** (advanced and deep) Fundamental Movement Knowledge – FMK Element from Breath PT- POP task	FKM – **Kicking** p56 **Dribbling with Feet** p64 **Outdoor and adventurous activities –** PT – River crossing p104 and Pitch Orienteering p112	FKM – **Underarm Throw** p44 **Overarm Throw** P48 **Dodging** p36 **Games –** Target Games and Invasion Games PT – Short Boccia p2, Target Challenge p10 and Outlet Pass p48	FKM – B**alancing on one leg** p2 **Rolling** p10 **Walking the Beam** p6 **Gymnastics –** PT - Choose 2 of: Rhythmic gymnastics p56, Vault p60, Partner and group balances p64	FKM – **Hopping** p26 **Skipping** p31 **Dance –** PT – Choose 2 of: Based on a traditional dance p68, Mystery Dance p72 or From Different eras p76.	FKM - **Jumping for height** p18 **Jumping for Distance** p22 **Running** p14 **Athletics –** PT – Running p92 and Throwing p96	FKM – **Catching** p52 **Striking a ball** p68 **Games –** Striking and fielding and Net/Wall PT – Face the Bowler p28 and Seated Volleyball p32	

TRULL SCHOOL COMPUTING PROGRESSION DOCUMENT

Essential Characteristics-INTENT

We aim to provide our pupils with the skills, foundations and knowledge base to adapt and excel in an everchanging digital age. As a now vital part of our everyday lives, it is important for us as a school to enable our children to unlock their full potential with the aid of technology. For this reason, computing is an important and valuable part of the curriculum. Our Computing curriculum will give children the opportunity to develop:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in Computing. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In Computing, the threshold concepts are; **Technology in our lives, Programming, Multimedia and Handling Data.**

Our Online Safety threshold concepts cover; Self-Image and Identify, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Well-being and Lifestyle, Privacy and Security and Copyright and Ownership.

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each year and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

Breadth of Study

KEY STAGE 1	KEY STAGE 2
• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. • Write and test simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.	• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. • Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Online Safety – Education for a Connected World (strands)

Self-Image and Identity	Online Relationships	Online reputation	Online bullying
This strand explores the differences between online and offline identity beginning with self-awareness, shaping online	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective

identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.	communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
Managing online information This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.	**Health, well-being and lifestyle** This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	**Privacy and security** This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.	**Copyright and ownership** This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

These strands are covered using Project Evolve activities and/or covered as part of the National Centre for Computing Education (NCCE) Units

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Basic	**Ash** EYFS	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Managing online information** **Self-image and identity**	**Privacy and security** **Copyright and ownership**
Basic	**Beech** EYFS & Year 1	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Managing online information**	**Privacy and security**
Basic	**Elm** Year 1 & Year 2	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Self-image and identity**	**Copyright and ownership**
Basic	**Maple** Year 2	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Managing online information**	**Copyright and ownership**
Advancing	**Oak** Year 3	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Self-image and identity**	**Privacy and security**
Advancing	**Rowan** Year 4	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Copyright and ownership**	**Self-image and identity**
Deep	**Willow** Year 5	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Managing online information**	**Privacy and security**
Deep	**Yew** Year 6	**Class charter – online safety** **Health, wellbeing and lifestyle**	**Online bullying**	**Online relationships**	**Online reputation**	**Self-image and identity**	**Copyright and ownership**

Computing Curriculum Coverage

National Centre for Computing Education (NCCE) Units

Each unit will be covered over a full term (Autumn/Spring/Summer)

Ash EYFS	**Understanding the World** *Exploring and providing opportunities for children to experience technology – use of the IPads, laptops and physical programming resources (Beebots)*		
Beech EYFS & Year 1		**Programming** *Moving a robot*	**Technology in our lives** *Technology around us* Self-image and identity Copyright and ownership

Elm Year 1 & Year 2	**Programming** *Programming animations*	**Multimedia** *Digital writing* Privacy and security Managing online information	
Maple Year 2		**Handling data** *Pictograms* Self-image and identity Privacy and security	**Technology in our lives** *Information technology around us*
Oak Year 3	**Handling data** *Branching databases*	**Multimedia** *Stop-frame animation* Managing online information Copyright and ownership	
Rowan Year 4		**Technology in our lives** *The internet* Managing online information Privacy and security	**Programming** *Repetition in games*
Willow Year 5	**Programming** *Selection in quizzes*	**Technology in our lives** *Sharing information* Self-image and identity Copyright and ownership	
Yew Year 6		**Handling data** *Introduction to spreadsheets* Managing online information Privacy and security	**Multimedia** *3D modelling*

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Programming • Introduced to early programming concepts. • Explore using individual commands and start to predict the outcome of programs. • Introduction of algorithms. • Begin on-screen programming using ScratchJr. **Multimedia** • Develop an understanding of the various aspects of using a computer. • Become more familiar with using a keyboard and mouse to enter and remove text. • Explore the differences between using a computer to create text, and writing text on paper. **Technology in our lives** • Develop an understanding of technology and how it can help in our everyday lives. • Start to develop keyboard and mouse skills. • Learn how to use technology responsibly. • Begin to understand what information technology (IT) is. **Handling data** • Begin to understand what the term 'data' means and how data can be collected in the form of a tally chart. • Learn the term 'attribute' and use this to help organise data. • Present data in the form of pictograms and block diagrams. • Use presented data to answer questions.	**Programming** • Explore the concept of repetition in programming using Scratch. • Learn about the difference between count-controlled and infinite loops. • Begin to modify animations and games using repetition. • Design and create a game which uses repetition. **Multimedia** • Use a range of techniques to create stop-frame animation using Ipads. • Create a story-based animation. • Learn how to add other types of media to an animation, such as music and text. **Technology in our lives** • Understand that the internet is a network of networks which need to be kept secure. • Learn that the World Wide Web is part of the internet and have opportunities to explore it. • Begin to evaluate online content to decide how accurate and reliable it is. **Handling data** • Understand what a branching database is and how to create one. • Begin to understand what attributes are and how to use them to sort groups of objects by using yes/no questions. • Create physical and on-screen branching databases.	**Programming** • Learn how the 'if…then…else…' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. • Understand how to write programs that ask questions and use selection to control the outcomes based on the answers given. • Use this knowledge to design a quiz. **Multimedia** • Develop knowledge and understanding of using a computer to produce 3D models. • Work digitally with 2D and 3D graphics. • Create 3D models of physical objects. **Technology in our lives** • Develop an understanding of computer systems and how information is transferred between systems and devices. • Begin to understand small-scale systems as well as large-scale systems. • Explain the input, output and process aspects of a variety of different real-world systems. **Handling data** • Introduction to spreadsheets. • Begin to organise data into columns and rows to create their own data set. • Understand the importance of formatting data to support calculations and start to learn about formulas. • Use spreadsheets to plan an event, answer questions and create graphs and charts.

Vocabulary progression

By the end of KEY STAGE 1	By the end of LOWER KEY STAGE 2	By the end of UPPER KEY STAGE 2
Using vocabulary **Using and understanding vocabulary**		
Programming vocabulary		

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algorithm **Backward** **Button** **Clear** *Code* *Command* *Debug* **Distance** **Floor robot** **Forward** **Go** *Instructions* **Mistake** **Move** **Pause** / *Wait* *Predict* *Program* *Quarter turn / right-angle* *Turn left* *Turn right* *Sequence* **Stop**	**Algorithm** **Backward** **Button** **Clear** **Code** **Command** **Debug** **Distance** **Execute** **Floor robot** **Forward** **Go** *Half turn* **Instructions** **Mistake** / *Error* **Move** **Pause** / ***Wait*** **Predict** *Program* **Quarter turn / right-angle** **Turn left** **Turn right** **Sequence** **Stop** **Symbol**	**Algorithm** **Background** **Block** **Collaboration** **Command** *Control* *Costume* **Debug** *Event* *Forever* **Imagine** *Implement* *Input* **Make mistakes** **Movement** **Pattern** *Output* **Persevere** **Repeat** *Rotation* **Sequence** **Sprite** **Stage** **Wait / Pause**	**Algorithm** **Background** **Block** **Collaboration** **Command** *Computational thinking* **Control** **Costume** **Debug** **Design** **Effect** **Event** **Forever** **Imagine** **Implement** **Input** **Make mistakes** **Movement** **Pattern** **Output** **Persevere** **Repeat** **Rotation** *Selection* **(If Then)** **Sequence** **Sprite** **Stage** **Wait / Pause**	**Algorithm** **Block** *Broadcast* **Collaboration** **Command** *Computational thinking* **Control** **Debug** *Decomposition* **Design** **Effect** **Event** **Forever** **Imagine** **Implement** **Input** **Make mistakes** **Pattern** **Output** **Persevere** **Repeat** **Rotation** **Selection (If Then)** **Sequence** **Sprite** *Variable* **X position / Y position**	*Abstraction* **Algorithm** *Broadcast* **Collaboration** **Command** **Computational thinking** **Control** **Debug** **Decomposition** **Design** **Effect** **Event** **Forever** **Imagine** **Implement** **Input** **Make mistakes** **Pattern** **Output** **Persevere** **Repeat** **Rotation** **Selection (If Then)** **Sequence** **Sprite** **Variable** **X position / Y position**

Multimedia vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animate **App** **Backspace** **Camera** **Delete** *Insert* **Keyboard** *Open* **Photo(graph)** **Print** **Right click** *Save* *Shift* **Sound** **Space bar** **Video** / *Film*	*Animate / Animation* **App** **Backspace** **Clipart** *Copy* **Delete** **Enter** *Folder* *Image* **Insert** **Keyboard** **Open** **Photo(graph)** **Print** **Right click** **Save** *Select* **Shift** **Software** **Sound** **Space bar** **Video / Film**	**Animate** **Animation** **App** **Backspace** **Clipart** **Copy** **Delete** **Document** **Edit** **Enter** **Folder** **Font** **Greenscreen** **Image** **Insert** **Hyperlink** **Keyboard** *Layout* **Narration** **Open** **Photo(graph)** **Right click** **Save** **Select** **Shift** **Slides** **Software** **Sound** **Space bar** *Style* **Text** **Video / Film**	**Animate** **Animation** **App** *Audience* **Backspace** **Clipart** **Comic strip** **Document** **Edit** **Enter** **Folder** **Font** **Greenscreen** **Image** **Insert** **Heading** **Hyperlink** *Layout* **Narration** *Persuasive* **Presentation** **Right click** **Select** *Screen shot* **Shift** **Slides** **Software** **Sound effect** **Space bar** **Storyboard** *Style* *Template* **Text**	**Animate** **Animation** **App** **Audience** **Bullet points** **Clipart** **Comic strip** **Document** **Edit** **Folder** **Font** **Greenscreen** **Insert** **Heading / sub-heading** **Hyperlink** **Layout** **Narration** **Persuasive** **Right click** **Select** **Screen shot** **Shift** **Slides** **Software** **Sound effect** **Sound recording** **Storyboard** ***Style*** **Tab** *Template* *Theme*	**Animate** **Animation** **App** **Audience** **Bullet points** **Clipart** **Comic strip** **Document** **Edit** **Folder** **Font** **Greenscreen** **Insert** **Heading / sub-heading** **Hyperlink** **Layout** **Narration** **Persuasive** **Production** **Right click** **Select** **Screen shot** **Shift** **Slides** **Software** **Sound effect** **Sound recording** **Storyboard** ***Style*** **Tab** **Template** **Theme**

Technology in Our Lives vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate *QR Code* **Search** **Technology /** *Computing devices* *World Wide Web /* *Internet*	*Communicate* *QR Code* **Search** *engine* **Technology /** **Computing devices** *Website* *World Wide Web /* **Internet**	**Communicate** **Computing devices** *Copyright* **email** *Filter* **Internet** **QR Code** *Reliability* **Search engine** **Search result** *Webpage* *Website* **World Wide Web**	**Blog** *Citation* **Communicate** **Computing devices** **Copyright** **email** *Filter* **Hyperlink** **Internet** **QR Code** **Reliability** **Search engine** **Search result** **Search query** **Vlog** **Webpage** **Website** **World Wide Web**	**Blog** **Citation** **Communicate** **Computing devices** **Copyright** **Email** **Digital content** **Digital advertising** *Filter* **Hyperlink** **Internet** *Internet Services* **QR Code** **Reliability** **Search engine** **Search result** **Search query** **Vlog** **Webpage** **Website** **World Wide Web**	**Blog** **Citation** **Client** **Copyright** **Digital content** **Digital advertising** *Domain* *Filter* **Hyperlink** **Internet Service Provider** *LAN Local Area Network* *Packets* *Protocol* *Router* **QR Code** **Reliability** **Search engine** **Search result** **Search query** **Vlog** **Webpage** **Website** *WAN Wider Area Network*

Handling Data vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collect *Data* **Found out** **Pictograph** **Questions** **Record** **Sort** *Venn diagram*	*Branching database* **Collect** *Data* *Decision tree* **Found out** **Graph** **Investigate** **Pictograph** **Questions** **Record** **Sort** **Venn diagram**	**Branching database** **Chart** **Collect** *Data* **Database** **Data logger** **Decision tree** **Graph** *Information* *Interpret* **Investigate** **Questions** **Record** **Results** **Tally** **Sort** **Venn diagram**	**Branching database** **Chart** **Collect** **Data** **Database** **Data logger** **Decision tree** *Field* **Graph** *Hypothesis* **Information** **Interpret** **Investigate** **Predict** **Questions** **Record** **Results** **Tally** **Sort** **Venn diagram**	*Anomaly* *Average* **Chart** **Collect** **Complex questions** **Data** **Database** **Data logger** **Decision tree** *Formulae* **Field** **Graph** **Hypothesis** **Information** **Interrogate** **Interpret** **Investigate** **Model** *Plausible* **Predict** **Questions** **Record** **Results** **Tally** **Sort** **Venn diagram**	**Analyse** *Anomaly* **Average** **Chart** **Collect** **Complex questions** **Data** **Database** **Data logger** **Decision tree** *Formulae* **Field** **Graph** **Hypothesis** **Information** **Interrogate** **Interpret** **Investigate** **Knowledge** **Model** **Plausible** **Predict** **Process** **Questions** **Record** **Results** **Tally** **Sort** **Venn diagram**

TRULL SCHOOL MFL PROGRESSION DOCUMENT

Essential Characteristics-INTENT

- The confidence to speak with good intonation and pronounciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Curriculum drivers (Inspiration, Aspiration, Diversity and Community) shape our curriculum breadth in MFL. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our **curriculum drivers, cultural capital, subject topics** and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them.

IMPLEMENTATION

Implementation:

In Modern Foreign Languages, these threshold concepts are; **Read fluently, Write imaginatively, Speak confidently and Understand the culture.**

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

Students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each phase and for the most able to have a greater depth of understanding at the 'deep' stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Read fluently		
This concept involves recognising key vocabulary and phrases.	This concept involves recognising key vocabulary and phrases.	This concept involves recognising key vocabulary and phrases.
Write imaginatively		
This concept involves using key vocabulary and phrases to write ideas.	This concept involves using key vocabulary and phrases to write ideas.	This concept involves using key vocabulary and phrases to write ideas.
Speak confidently		
This concept involves using key vocabulary and phrases to verbally communicate ideas.	This concept involves using key vocabulary and phrases to verbally communicate ideas.	This concept involves using key vocabulary and phrases to verbally communicate ideas.
Understand the culture of the countries in which French is spoken		
This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.		

Read fluently. This concept involves recognising key vocabulary and phrases.	**(Optional)** (Basic and Advancing) **Year 1** • **Read out loud everyday words and phrases.** • **Read out loud familiar words and phrases.**	(Advancing and Deep) **Year 2** • **Use phonic knowledge to read words.** • **Read and understand short written phrases.** • **Use books or glossaries to find out the meanings of new words.** • **Read out loud familiar words and phrases.**	(Basic and Advancing) **Year 3** • **Read and understand the main points in short written texts.** • **Use a translation dictionary or glossary to look up new words.**	(Advancing and Deep) **Year 4** • **Read short texts independently**	(Basic and Advancing) **Year 5** • **Read and understand the main points and some of the detail in short written texts.** • **Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.**	(Advancing and Deep) **Year 6** • **Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.**
Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.		• **Write or copy everyday words correctly.** • **Label items and choose appropriate words to complete short sentences.** • **Write one or two short sentences.** • **Write short phrases used in everyday conversation correctly.**	• **Write a few short sentences using familiar expressions.** • **Express personal experiences and responses.**	• **Write short phrases from memory with spelling that is readily understandable.**	• **Write short texts on familiar topics.** • **Use dictionaries or glossaries to check words.** • **Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).** • **Use knowledge of grammar to enhance the meaning of phrases.**	• **Refer to recent experiences or future plans, as well as everyday activities.** • **Include imaginative and adventurous word choices.**
Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas.	• **Answer simple questions and give basic information.**	• **Understand a range of spoken phrases.** • **Understand standard language (sometimes asking for words or phrases to be repeated).** • **Answer simple questions and give basic information.** • **Give responses to questions about everyday events.** • **Pronounce words showing a knowledge of sound patterns.**	• **Understand the main points from spoken passages.** • **Ask others to repeat words or phrases if necessary.** • **Ask and answer simple questions and talk about interests.**	• **Take part in discussions and tasks.** • **Demonstrate a growing vocabulary.**	• **Understand the main points and opinions spoken in passages.** • **Give a short prepared talk that includes opinions.** • **Take part in conversations to seek and give information.**	• **Refer to recent experiences or future plans, everyday activities and interests.** • **Vary language and produce extended responses.** • **Be understood with little or no difficulty.**

Understand the culture of the countries in which the language is spoken. This concept involves the background knowledge and cultural capital needed to infer meaning from interaction.	• **Identify countries and communities where the language is spoken.**	• **Identify countries and communities where the language is spoken.** • **Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.** • **Show awareness of the social conventions when speaking to someone.**	• **Describe with some interesting details some aspects of countries or communities where the language is spoken.**	• **Make comparisons between life in countries or communities where the language is spoken and this country.**	• **Give detailed accounts of customs, history and culture of the countries where French is spoken.**	• **Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.**

Vocabulary progression

BY THE END OF KEY STAGE 1	BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Vocabulary 'topics' as follows: J'apprends Le Francais (I'm Learning French) Les Animaux (Animals) Je Peux (I Can…) L'ancienne Histoire de la Grande Bretagne (Ancient Britain) Les Formes (Shapes) Les Salutations (Salutations) Comptines et Chansons (Nursery Rhymes) Les Couleurs et Les Nombres (Colours and Numbers)	**Vocabulary 'topics' as follows:** Phonetics (lesson 1 and 2) Les Instruments (Instruments) Les Fruits (Fruits) Les Legumes (Vegetables) Les Saisons (Seasons) Les Glaces (Ice Creams) Petit Chaperon Rouge (Little Red Riding Hood) Je Me Présente. (Presenting Myself) En Famille. (The Family) En Classe (In The Classroom) Boucle d'Or Et Les Trois Ours (Goldilocks And The Three Bears) ***or*** La Maison Tudor (The Tudors)	**Vocabulary 'topics' as follows:** Phonetics (lesson 3) As-Tu Un Animal? (Do You Have A Pet?) Quelle Est La Date Aujourd'hui? (What Is The Date?) Quel Temps Fait-Il? (The Weather) Les Habitats (Habitats) ***or*** Les Romains (The Romans) Les Jeux Olympiques (The Olympics) Les Vetements (Clothes) Phonetics (lesson 4) A L'Ecole (At School) Le Week-end (The Weekend) La Seconde Guerre Mondiale (World War 2) ***or*** Les Habitats (Habitats) ***or*** Les Planetes (The Planets) Les Jeux Olympiques (The Olympics) Les Verbes Reguliers (Regular Verbs) Moi Dans Le Monde (Me In The World) Les Vikings (The Vikings)