

# Building knowledge in science and the non- core subjects

- ▶ Whole school long term planning
  - ▶ Curriculum starts in Early Years
  - ▶ Agreed by whole staff
  - ▶ Essential knowledge
  - ▶ Working towards endpoints
- ▶ Medium term and daily planning
  - ▶ Working memory
- ▶ Knowledge checks
  - ▶ Prior to unit of essential knowledge
  - ▶ Mini knowledge checks
  - ▶ Revisits (2, 6 and 12 week intervals)

# Building Knowledge in Geography: Whole School Overview

Updated March 2021	Geography Essential Knowledge: Progression document (Year A)												
Embedding our learning culture	Curricular Goal: Know about diverse places, people, resources and natural and human environments KS1: How do I show that I know about different places and people? KS2: How do I show that I know about different places, people, resources and natural and human environments?												
<div>Safe</div> <ul style="list-style-type: none"><li>online safety</li><li>positive attitudes to learning</li><li>visits</li><li>British Values</li></ul> <div>Achieving</div> <ul style="list-style-type: none"><li>alteration in LTM</li><li>building knowledge including recalls and low stakes quizzes</li><li>personalised learning</li></ul> <div>Nurtured</div> <ul style="list-style-type: none"><li>dialogic approach</li></ul>		Reception Units of Essential Knowledge	Year 1 & 2 Units of Essential Knowledge					Year 3 & 4 Units of Essential Knowledge			Year 5 & 6 Units of Essential Knowledge		
			Y1: UK	Y2: Continents and oceans (Autumn term)	Y1: Daily and seasonal weather	Y2: Hot and cold regions	Port Antonia (Jamaica)	UK regions	Earthquakes	Ilkley and San Francisco	Longitude and Latitude	Urubamba (Peru)	Northumberland (Compare)
	Component 1: Know the location of specific places in the world; both on land and at sea	Knowledge from observation, discussion, stories, non- fiction texts and maps to describe their immediate environment (road, field, hill, river)	Name/ location of countries of the UK  Name/ location of surrounding sea  Name of capital cities	UK within Europe  7 continents  5 oceans  UK <del>Yr</del> B	Daily weather  Seasonal weather  Science weather	North pole  South pole  Equator	Name/ location of Jamaica	• Name 9 geographical regions • 48 counties in England • Name/location of 4 counties in Yorkshire. Name and locate cities of Yorkshire		Name/ location of California  Name/ location of San Francisco  Location of Ilkley on UK map  Earthquakes ( <del>Yr</del> A Spring)	•Lines of Latitude and Longitude • Tropics of Cancer and Capricorn •Arctic and Antarctic circle •Time zones •Land use patterns •Topographical features of geographical regions •Change in geographical regions over time Predict future changes	Name/location of Peru  Name of Lima	Name/location of Northumberland  Urubamba ( <del>Yr</del> A Spring)
	Component 3: Know how to explain the human and physical features of key places		Features of the UK and capital cities			Hot and cold places	Human features of San Antonio  Physical features of San Antonio		Physical features of earthquakes	Human features of Ilkley  Physical features of Ilkley  Human features of San Francisco		Human features of Urubamba  Physical features of Urubamba	Human features of Northumberland  Physical features of Northumberland  Urubamba ( <del>Yr</del> A Spring)

# Building Knowledge in Geography: Y1/2 Essential Knowledge Overview

Learning culture and global theme: <b>Being just</b>	Geography Essential Knowledge Overview Year A	
	Curricular Goal: Know about diverse places, people, resources and natural and human environments	
<b>Safe</b> <ul style="list-style-type: none"> <li>• online safety</li> <li>• positive attitudes to learning</li> </ul> <b>Achieving</b> <ul style="list-style-type: none"> <li>• alteration to LTM</li> <li>• building knowledge including recalls and low stakes quizzes</li> <li>• building confidence</li> <li>• high expectations</li> </ul> <b>Nurtured</b> <ul style="list-style-type: none"> <li>• dialogic approach</li> <li>• learning from mistakes</li> </ul> <b>Included</b>	<b>Component 1:</b> Know the location of specific places in the world; both on land and at sea <b>Component 2:</b> Know the human and physical features of key places and know the similarities and differences <b>Component 4:</b> Know how to use maps and fieldwork to explain key geographical features	
	<b>Year 1</b>	<b>Year 2</b>
		<b>Connected knowledge:</b> <ul style="list-style-type: none"> <li>• Location of UK on a map</li> </ul>
	<b>New knowledge:</b> <ul style="list-style-type: none"> <li>• Name/location of the countries of the UK</li> <li>• Name/location of the surrounding seas</li> <li>• Name of capital cities of the UK</li> <li>• Flags of the UK</li> <li>• Landmarks of each capital city of the UK</li> </ul> <b>Working geographically:</b> <ul style="list-style-type: none"> <li>• Location of place on a world map and globe (Component 4) (Y1).</li> <li>• Location of place on a world map, globe and atlas (Component 4) (Y2)</li> </ul> <b>Deliberate practice:</b> <ul style="list-style-type: none"> <li>• Location of place on a world map and globe (Component 4)</li> </ul>	<b>New knowledge:</b> <ul style="list-style-type: none"> <li>• UK is within Europe</li> <li>• Definition of country</li> <li>• Definition of continent</li> <li>• 7 continents</li> <li>• 5 oceans</li> </ul> <b>Working geographically:</b> <ul style="list-style-type: none"> <li>• Location of place on a world map and globe (Component 4) (Y1).</li> <li>• Location of place on a world map, globe and atlas (Component 4) (Y2)</li> </ul> <b>Deliberate practice:</b> <ul style="list-style-type: none"> <li>• Location of place on a world map, globe and atlas (Component 4)</li> </ul>

## Geography 2 year rolling programme Year 1/2



	Year A	Year B
<b>Autumn</b>	<b>Y1: UK and surrounding seas</b> <ul style="list-style-type: none"> <li>Name/ location of countries of the UK</li> <li>Name/location of surrounding sea</li> <li>Name of capital cities</li> </ul> <b>Y2: Continents and oceans</b> <ul style="list-style-type: none"> <li>UK within Europe</li> <li>7 continents</li> <li>5 oceans</li> </ul>	
<b>Spring</b>	<b>Jamaica</b> <ul style="list-style-type: none"> <li>Name/ location of Jamaica</li> <li>Human features of <b>San Antonio</b></li> <li>Physical features of <b>San Antonio</b></li> <li>Similarities and differences (Y2)</li> </ul>	<b>Local study: Otley</b> <ul style="list-style-type: none"> <li>Human features of <b>Otley</b></li> <li>Physical features of <b>Otley</b></li> </ul>
<b>Summer</b>	<b>Y1: Daily and seasonal weather</b> <ul style="list-style-type: none"> <li>Daily weather</li> <li>Seasonal weather</li> </ul> <b>Y2: Hot and cold regions</b> <ul style="list-style-type: none"> <li>North pole</li> <li>South pole</li> <li>Equator</li> <li>Hot and cold places</li> </ul>	

## Geography 2 year rolling programme Year 5/6



	Year A	Year B
<b>Autumn</b>	<b>Longitude and Latitude</b> <ul style="list-style-type: none"> <li>Lines of Latitude and Longitude</li> <li>Tropics of Cancer and Capricorn</li> <li>Arctic and Antarctic circle</li> <li>Time zones</li> <li>Land use patterns</li> <li>Topographical features of geographical regions</li> <li>Change in geographical regions over time</li> <li>Predict future changes</li> </ul>	<b>Land use patterns</b> <ul style="list-style-type: none"> <li>Land use patterns</li> <li>Topographical features of geographical regions</li> <li>Change in geographical regions over time</li> <li>Predict future changes</li> </ul>
<b>Spring</b>	<b>Urubamba (Peru)</b> <ul style="list-style-type: none"> <li>Name/location of <b>Peru</b></li> <li>Name of <b>Lima</b></li> <li>Human features of <b>Urubamba</b></li> <li>Physical features of <b>Urubamba</b></li> </ul>	<b>Volcanoes and mountains</b> <ul style="list-style-type: none"> <li>Name/ location of <b>Mount Vesuvius</b></li> <li>Physical features of volcanoes and mountains</li> <li>Physical features (settlement/land use)</li> </ul>
<b>Summer</b>	<b>Northumberland (compare to Urubamba)</b> <ul style="list-style-type: none"> <li>Name/location of <b>Northumberland</b></li> <li>Human features of <b>Northumberland</b></li> <li>Physical features of <b>Northumberland</b></li> </ul>	<b>Campania (compare to Yorkshire)</b> <ul style="list-style-type: none"> <li>Name/ location of <b>Italy</b></li> <li>Name of <b>Rome</b></li> <li>Human features of <b>Campania</b> and <b>Yorkshire</b></li> <li>Physical features of <b>Campania</b> and <b>Yorkshire</b></li> </ul>

# Building Knowledge in Geography: Learning Journey and Knowledge Check

Y2

Learning journey: Geography

## Continents and Oceans Essential Knowledge

Geography: compass points.

1. United Kingdom is in Europe.

Geography: the UK on a world map.

2. Countries need 2 main things.

3. Continents need 1 main thing.

4. Names of the continents.

5. Names of the oceans.

Knowledge Check 1:

Knowledge Check 2:

Knowledge Check 3:

Knowledge Check 4:

## Geography Knowledge Check: Continents and Oceans (1)

What I should know:

1) Label the compass



2) Label the UK on the map.



New knowledge:

1) Which continent is the UK in? \_\_\_\_\_

2) What does a country have to have? Tick the right answers.

government	<input type="checkbox"/>
a king	<input type="checkbox"/>
lots of towns and cities	<input type="checkbox"/>
a beach	<input type="checkbox"/>

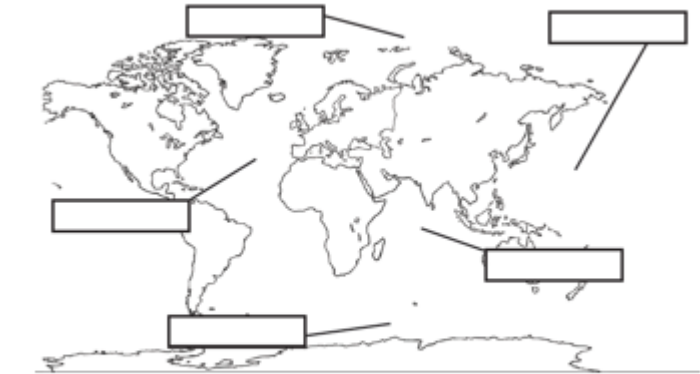
3) Finish the sentence:

A continent is a \_\_\_\_\_

4) Label the continents on the map.



5) Label the oceans



Pacific Ocean	Arctic Ocean	Indian Ocean	Atlantic Ocean	Antarctic Ocean
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# Building Knowledge in French: Whole School Overview

Updated July 2021							
French Essential Knowledge; Progression document (Year A)							
Embedding our learning culture	Curricular Goal: Know how to listen, speak, read and write in French						
	Component 1: Know how to listen to and understand a spoken passage in French			Component 3: Know how to read and understand words, phrases and simple sentences in French			
	Component 2: Know how to speak French with appropriate phonetic pronunciation, responding to questions and engaging in conversations using familiar vocabulary and phrases			Component 4: Know how to write words and phrases from memory. Know how to spell some commonly used words			
	Reception Expected	Year 1 Expected	Year 2 Expected	Year 3/4 Expected (All components)		Year 5/6 Expected (All components)	
	Daily			Weekly		Weekly	
<b>Safe</b> <ul style="list-style-type: none"><li>online safety</li><li>positive attitudes to learning</li></ul> <b>Achieving</b> <ul style="list-style-type: none"><li>alteration to LTM</li><li>building knowledge including mini knowledge checks</li><li>building confidence</li><li>high expectations</li></ul> <b>Nurtured</b> <ul style="list-style-type: none"><li>dialogic approach</li><li>learning from mistakes</li><li>development of cultural capital</li></ul> <b>Included</b> <ul style="list-style-type: none"><li>pupils supported to meet endpoints</li></ul> <b>Respected</b> <ul style="list-style-type: none"><li>excellent attitudes</li><li>development of interpersonal skills: the whole child</li></ul> <b>Resilient</b> <ul style="list-style-type: none"><li>keeping going with a new language</li></ul>	Listen to, understand, say from memory (Components 1,2)		1. The calendar and celebrations <ul style="list-style-type: none"><li>Days/months</li><li>Numbers to 31</li><li>My birthday/Christmas/New Year</li></ul>		1. Weather <ul style="list-style-type: none"><li>Year in seasons</li><li>Different weathers in different seasons</li><li>Different places with different weathers</li></ul>		
	Greetings Merci	Recap prior knowledge and: <ul style="list-style-type: none"><li>How are you?</li><li>I'm fine thank you</li><li>Count from 1-10</li><li>Days of the week</li></ul>	Recap prior knowledge and: <ul style="list-style-type: none"><li>I'm fine thank you, what about you?</li><li>Count from 10-20</li><li>What's your name?</li><li>My name is</li></ul>	2. My family tree <ul style="list-style-type: none"><li>Family members</li><li>Their names/birthday/what they look like</li></ul>		2. Where I live, where you live <ul style="list-style-type: none"><li>town/village</li><li>type of house</li><li>places in town</li></ul>	
				3. My clothes <ul style="list-style-type: none"><li>Different clothes and footwear</li><li>Different colours</li><li>What to wear for the different seasons</li></ul>		3. Café culture <ul style="list-style-type: none"><li>types of food</li><li>ordering</li><li>paying (money)</li></ul>	
				Components 3, 4 <ul style="list-style-type: none"><li>Know how to pronounce all single letter sounds.</li><li>Imitate correct pronunciation: Imperatives (listen for the 'g' sound)</li><li>Show an awareness of sound patterns</li></ul>		Know how to pronounce some letter strings <ul style="list-style-type: none"><li>Match sound to print by reading aloud familiar words and phrases.</li><li>Understand how accents change letter sounds.</li></ul>	
				Daily Diet: (All components) See unit overview			

## Rolling Programme

Year	Year 3/4	Year 5/6
Year A	The calendar and celebrations My family tree My clothes and colours	Weather Where I live? Where you live? Café culture
Year B	What am I like? Telling the time My hobbies	Around my town My school, my subject (including time) On holiday



# Building Knowledge in French: Y5/6 Essential Knowledge Overview

Learning culture and global theme: <b>Being just</b>	Y5/6 French Essential Knowledge Overview Year A		
	Curricular Goal: Know how to listen, speak, read and write in French		
<b>Safe</b> <ul style="list-style-type: none"> <li>online safety</li> <li>positive attitudes to learning</li> </ul> <b>Achieving</b> <ul style="list-style-type: none"> <li>alteration to LTM</li> <li>building knowledge including recalls and low stakes quizzes</li> <li>building confidence</li> <li>high expectations</li> </ul> <b>Nurtured</b> <ul style="list-style-type: none"> <li><b>dialogic approach</b></li> <li>learning from mistakes</li> <li>development of cultural capital</li> </ul> <b>Included</b> <ul style="list-style-type: none"> <li>pupils supported to meet endpoints</li> </ul>	<b>Component 1:</b> Know how to listen to and understand a spoken passage in French		<b>Component 3:</b> Know how to read and understand words, phrases and simple sentences in French
	<b>Component 2:</b> Know how to speak French with appropriate phonetic pronunciation, responding to questions and engaging in conversations using familiar vocabulary and phrases		<b>Component 4:</b> Know how to write words and phrases from memory Know how to spell some commonly used words
	1. Weather and daily diet	2. Where I live, where you live and daily diet	3. In the cafe
	<b>Connected knowledge:</b> <ul style="list-style-type: none"> <li>c'est</li> <li>adverbs of degree (très/un peu/beaucoup)</li> </ul>	<b>Connected knowledge:</b> <ul style="list-style-type: none"> <li>où habites tu?</li> <li>j'habite à.../Tu habites à .../il/elle habite à...</li> <li>à...il...</li> <li>un/une</li> <li>masculine/feminine agreement</li> </ul>	<b>Connected knowledge:</b> <ul style="list-style-type: none"> <li>aimer (and negatives)</li> <li>detester</li> <li>masculine/feminine agreement</li> <li>un/une</li> <li>le/la/les</li> <li>la ville</li> </ul>
	<b>Daily diet deliberate practice:</b> <ul style="list-style-type: none"> <li>aujourd'hui c'est...</li> <li>quelle est la date de ton anniversaire?</li> <li>mon anniversaire c'est...</li> <li>comment tu t'appelles?</li> <li>je m'appelle...</li> <li>quel âge as - tu?</li> <li>j'ai...ans</li> <li>quel âge a t-il/elle?</li> <li>il/elle a...ans</li> <li>où habites tu?</li> <li>j'habite à ...</li> </ul>	<b>Daily diet deliberate practice:</b> From before and: <ul style="list-style-type: none"> <li>quel temps fait il aujourd'hui?</li> <li>il fait beau, froid, mauvais, chaud</li> <li>il y a du vent, du soleil, des nuages, du brouillard</li> <li>quelle est la saison?</li> <li>c'est l'hiver, le printemps, l'ete, l'automne</li> </ul>	<b>Daily diet deliberate practice:</b> From before and: <ul style="list-style-type: none"> <li>j'habite dans...</li> <li>j'habite à...</li> <li>j'habite en...</li> <li>la maison/l'appartement</li> <li>beau/belle</li> <li>joli(e)</li> <li>vieux/vieille</li> <li>nouveau/nouvelle</li> <li>bon/bonne</li> <li>qu'est-ce qu'il y a dans ta ville?</li> </ul>

# Building Knowledge in French: Learning Journey and Knowledge Check

Y3  
Learning journey: French

**Calendar and Celebrations Essential Knowledge**

Connected knowledge	New knowledge
French: Bonjour/Salut	1. Excellent, super, très bien...
French: Au revoir	2. C'est la fête...
French: Aujourd'hui c'est...	3. Quelle est la date de ton anniversaire?
French: les jour de la semaine	4. Mon anniversaire, c'est le...
French: les numeros 1-10	5. Joyeux anniversaire!
	6. Les saisons: le printemps, l'été, l'automne, l'hiver
	7. Joyeux Noël et Bonne Année!

Knowledge Check 1: 23.09.21

Knowledge Check 2:

Knowledge Check 3:

Knowledge Check 4:

Year 3/4 Essential Knowledge Check (1): French - Calendar and Celebrations

**Connected Knowledge**

1.

English	French
	Bonjour
	Salut
	Au revoir
	Aujourd'hui, c'est...

2.

Day of the week	Les jours de la semaine
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

3.

Numbers	Les numeros
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**New Knowledge**

English	French
	Excellent
	Super
	Très bien
	C'est la fête...
	Quelle est la date de ton anniversaire?
	Mon anniversaire, c'est le...
	Joyeux anniversaire
	Les saisons
	Le printemps
	L'été
	L'automne
	L'hiver
	Joyeux Noël   Bonne Année
	Je peux aller aux toilettes s'il vous plaît?



# Building Knowledge in History: Whole School Overview

Updated August 2021	History Essential Knowledge: Progression Document																	
Embedding our learning culture	Curricular Goal: Know significant events of British and world history KS2: How do I show that I know about significant events in British and world history? KS1: How do I show that I know about important people and events from the past?																	
Safe positive attitudes to learning visits British Values		R Units of Essential Knowledge	Year 1 & 2 Units of Essential Knowledge						Year 3 & 4 Units of Essential Knowledge					Year 5 & 6 Units of Essential Knowledge				
			A Toys	B GPP	A GFOL	B Sea side	A Mary Seacole	B Louis Braille	A Roman Britain	B Stone Age	A&B Time Box	A Vikings and Anglo Saxons	B Ancient Egypt	A Mayan	B Local	A&B Time Box	A Ancient Greece	B Thematic
Achieving alteration in LTM building knowledge including knowledge checks and mini knowledge checks personalised learning	Component 1: Know the chronology of a unit of essential knowledge	People and their roles in society  Immediate family and community People familiar to them  Investigating past and present  The language of 'past' and 'present'  Past: already happened Present: happening now Comment on images of familiar situations in the past: homes, schools, transport Pictures, artefacts, accounts Similarities and differences of past and present  Chronology of events  Comparing past and present	The common words and phrases relating to the passing of time:  old/new, past, a long time ago/in the olden days, then/now, before/after  • place units of essential knowledge on a timeline (see progression of timelines) • where appropriate the chronology of events/dates within a unit of essential knowledge						The dates related to units of knowledge and previously learnt units of essential knowledge  • place on a timeline (see progression of timelines) • where appropriate the chronology of events/dates within a unit of essential knowledge					The dates related to units of essential knowledge and previously learnt periods of history  • place on an independently created timeline (see progression of timelines) • where appropriate the chronology of events/dates within a unit of essential knowledge				
Nurtured dialogic approach learning from mistakes development of cultural capital: enhancements	Component 2: Know the characteristics of a unit of essential knowledge	What toys are/were like  material  AU Sci: materials  Who was involved and what happened  Y1 AU RE: beliefs  What happened  Y1 AU Geog: UK  What the seaside is/was like  leisure activities  Y1 SP Geog: features of Jamaica (Y2)  Who she was and what she did  YR UTW: senses (Y1)  Y1 SU Sci: animals  Who he was and what he did  YR UTW: senses (Y1)  Y1 SU Sci: animals  The Romans were invaders (Roman Empire)  Roles of men and women  Y2 AU Geog: continent  Stone Age people were an early civilisation  Settlements  Roles of men and women  Role of religion  The Anglo-Saxons were invaders  Roles of men and women  Role of religion  Y2 AU Geog: continent  The Ancient Egyptians were an early civilisation  Role of the Nile (trade)  Roles of men and women  Role of religion  Y3 SU Geog: rivers (Y4) Y2 SU Geog: place (River Wharfe)  Maths: shape  The Mayans were an early civilisation  Settlement  Roles of men and women (trade)  Role of religion  Hierarchy  Y4 SP B Geog: rivers Y4 AU B Geog: climate zones  Y5 AU B Geog: land use patterns (Y6)  Maths: shape  Otley/ Askwith during Victorian times:  Roles of men and women  Leisure activities and school life  The Ancient Greeks were an early civilisation  Roles of men and women  Role of religion  Hierarchy  Y4 AU B Geog: climate zones																
Included pupils supported to meet endpoints British Values Respected development of interpersonal skills: the whole child	Component 3: Know the similarities and differences/ continuity and change of a unit of essential knowledge	Differences in toys then and now  Different experiences of Bonfire night in their family  Difference in ways of stopping fire then and now  equipment  YR UTW: fire fighters  Difference between seaside then and now  The impact of Romans on Celtic/ Iron Age life (settlements and roads for trade)  AU Geog: UK regions  The changes from Stone Age to Iron Age  Y1 AU Sci: materials																

# Building Knowledge in History: Y3/4 Essential Knowledge Overview

Learning culture and global theme: <b>being just</b>	History Essential Knowledge Overview Year A	
	Curricular Goal: Know significant events of British and world history	
<b>Safe</b> <ul style="list-style-type: none"> <li>positive attitudes to learning</li> <li>visits</li> <li>British Values</li> </ul>	<b>Roman Britain</b>	
	<b>Component 1:</b> Know the chronology of a unit of essential knowledge <b>Component 2:</b> Know the characteristics of a unit of essential knowledge <b>Component 3:</b> Know the similarities and differences/ continuity and change of a unit of essential knowledge <b>Component 5:</b> Know the significance of a unit of essential knowledge <b>Component 6:</b> Know what sources of evidence are relevant to make historical claims about a unit of essential knowledge <b>Component 8:</b> Know reasons why contrasting arguments and interpretations of the past have been constructed	
	<b>Year 3</b>	<b>Year 4</b>
	<b>Connected knowledge (Y3):</b> <ul style="list-style-type: none"> <li>pictures, photos, artefacts, written sources, museums tell us about the past</li> <li>an important person/event from the past</li> <li>location of Europe (geography)</li> <li>Roman numerals to 12</li> </ul> <b>Deliberate practice:</b> <ul style="list-style-type: none"> <li>placing dates related to units of knowledge on a timeline</li> <li>locating Europe on a map/globe</li> </ul>	<b>Connected knowledge (Y4):</b> <ul style="list-style-type: none"> <li>pictures, photos, artefacts, written sources, museums, historical sites and archaeological digs tell us about the past</li> <li>location of Europe (geography)</li> <li>the roles of Stone Age men and women</li> <li>the nine regions of the UK (geography)</li> <li>Roman numerals to 100</li> </ul> <b>Deliberate practice:</b> <ul style="list-style-type: none"> <li>placing dates related to units of knowledge on a timeline</li> </ul>

<b>Respected</b> <ul style="list-style-type: none"> <li>development of interpersonal skills: the whole child</li> </ul>	<ul style="list-style-type: none"> <li>locating Europe on a map/globe</li> </ul>				
	<b>New knowledge:</b> <ul style="list-style-type: none"> <li>the meaning of the vocabulary: invasion, empire and trade</li> <li>the Romans were invaders</li> <li>the dates related to units of knowledge               <ul style="list-style-type: none"> <li>place on a timeline (see progression of timelines)</li> <li>where appropriate the chronology of events/dates within a unit of essential knowledge</li> </ul> </li> <li>the impact of Romans on Celtic/Iron Age life (settlements, roads) (KQ6)</li> <li>different views of Boudicca (KQ2)</li> <li>roles of men and women (KQ4)</li> <li>the legacies of the Romans (Roman numerals, place names) (KQ6)</li> </ul> <b>Deliberate practice:</b> <ul style="list-style-type: none"> <li>working historically (using skills of enquiry):               <ul style="list-style-type: none"> <li>ask questions</li> <li>analyse sources of evidence</li> <li>analyse connections and contrasts</li> </ul> </li> </ul>				
	<b>Future visits (Y3):</b> Comparing the Romans to Anglo-Saxons (Y3 Summer A) Comparing the Romans to the Ancient Greeks (Y5/6 Summer A) Concept of invasion (Y3 Summer A) Concept of trade (Y5/6 Autumn A Mayans and Autumn B local history) Concept of empire (Y5/6 Summer A Ancient Greeks)	<b>Future visits (Y4):</b> Comparing the Romans to Anglo-Saxons (Y4 Summer A) Comparing the Romans to the Ancient Greeks (Y5/6 Summer A) Concept of invasion (Y3 Summer A) Concept of trade (Y5/6 Autumn A Mayans and Autumn B local history) Concept of empire (Y5/6 Summer A Ancient Greeks)			
<table> <tr> <td><b>Vocabulary:</b></td><td> <b>Prior vocabulary:</b>            Y3            A long time ago/now/past/present            Important people         </td><td> <b>Current vocabulary:</b>            Invasion            Empire            Trade         </td></tr> </table>			<b>Vocabulary:</b>	<b>Prior vocabulary:</b> Y3 A long time ago/now/past/present Important people	<b>Current vocabulary:</b> Invasion Empire Trade
<b>Vocabulary:</b>	<b>Prior vocabulary:</b> Y3 A long time ago/now/past/present Important people	<b>Current vocabulary:</b> Invasion Empire Trade			



### History 2 year rolling programme Year 1/2

	Year A	Year B
Autumn	Toys	Gunpowder Plot
Spring	Great Fire of London	Seaside
Summer	Mary <u>Seacole</u>	Louis Braille



### History 2 year rolling programme Year 3/4

	Year A	Year B
Autumn	Roman Britain	Stone Age to Iron Age
Spring	<u>Timebox</u> ➤ the dates related to units of knowledge and previously learnt units of essential knowledge <ul style="list-style-type: none"><li>• place on a timeline (see progression of timelines)</li><li>• where appropriate the chronology of events/dates within a unit of essential knowledge</li></ul>	
Summer	Vikings and Anglo-Saxons	Ancient Egypt



# Building Knowledge in History: Learning Journey and Knowledge Check

Y3  
Learning journey: History

Roman Britain Essential Knowledge	
Connected knowledge	New knowledge
	1. The meaning of the vocabulary: invasion, empire and trade.
	2. The dates linked to Roman Britain.
Geography: the location of Europe.	3. Emperor Claudius led the Roman invasion.
	4. The Romans changed life in Britain.
History: there are sources of evidence <ul style="list-style-type: none"> <li>• pictures</li> <li>• photos</li> <li>• artefacts</li> </ul> History: there are important people and events from the past.	5. Queen Boudicca was an important person.
	6. Men and women had different roles.
Maths: Roman numerals are a way of writing numbers.	7. The Romans left their legacy on Britain.

Knowledge Check 1: 20.09.21
Knowledge Check 2:
Knowledge Check 3:
Knowledge Check 4:

Y3

History Knowledge Check (2): Roman Britain

**History Connected Knowledge**

1. How can we find out about the past? Name three ways.

\_\_\_\_\_

2. Name an important person/event from the past.

\_\_\_\_\_

**Geography Connected Knowledge**

3. Label Europe on the map.

**Maths Connected Knowledge**

4. What is a Roman numeral? \_\_\_\_\_

5. Write an example of a Roman numeral. \_\_\_\_\_

**New knowledge**

1. What does 'invasion' mean? \_\_\_\_\_

2. What is an empire? \_\_\_\_\_

3. What does 'trade' mean? \_\_\_\_\_

4. What dates did the Roman era start and end? \_\_\_\_\_

Place these dates on a timeline:

\_\_\_\_\_

Y3

5. Who was Emperor Claudius?

\_\_\_\_\_

6. What date did he invade Britain?

\_\_\_\_\_

7. What impact did the Romans have on Britain? How did they change life in Britain?

\_\_\_\_\_

8. Who was Queen Boudicca and why was she important?

\_\_\_\_\_

9. How do these pictures of Boudicca show how different people have different views about Boudicca?

\_\_\_\_\_

10. What was the role of men in Roman Britain?

\_\_\_\_\_

11. What was the role of women in Roman Britain?

\_\_\_\_\_

12. Name three things that the Romans left behind that we still have today?

\_\_\_\_\_

# Building Knowledge in Science: Whole School Overview

Updated August 2021	Science Essential Knowledge: progression document						
Embedding our learning culture	Curricular Goal: know how science can help us to understand the world						
<b>Safe</b> <ul style="list-style-type: none"> <li>positive attitudes to learning</li> <li>visits</li> </ul> <b>Achieving</b> <ul style="list-style-type: none"> <li>alteration to LTM</li> <li>building knowledge including knowledge checks and mini knowledge checks</li> <li>building confidence</li> <li>high expectations</li> </ul> <b>Nurtured</b> <ul style="list-style-type: none"> <li>dialogic approach</li> <li>learning from mistakes</li> <li>development of cultural capital: enhancements</li> </ul> <b>Included</b> <ul style="list-style-type: none"> <li>pupils supported to meet endpoints</li> </ul>	<b>Component 1 (Biology): know how to identify living things, their function and how they survive</b>						
	<b>Know how to identify different plants and explain their structure</b>						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2		Class 3		Class 4	
	<b>Plants</b> <b>The vocabulary to describe:</b> <ul style="list-style-type: none"> <li>what they see, hear and feel (whilst outside - plant focus focus)</li> <li>plant types: tree, flower, grass</li> <li>flower parts: flower, petals, stem, leaves, roots</li> </ul>	<b>Year B</b> Name of common plants (flowers, examples of deciduous and evergreen trees)  Use the local environment where applicable <b>Art:</b> drawing, painting, printing, collage					
	<ul style="list-style-type: none"> <li>observe plants</li> <li>draw plants</li> </ul>	<b>Year B</b> Plants have a basic structure  <b>English:</b> non-chronological report <b>Art:</b> observational drawing	<b>Year B</b> Seeds and bulbs grow into plants  <b>English:</b> non-chronological report	<b>Year B</b> Different parts of flowering plants have different functions  The relationship between structure and function <b>English:</b> non-chronological report			

## Science 2 year rolling programme Year 1/2

Year A		
Autumn	Spring	Summer
Materials - properties (Y1)	Seasonal change (Y1)	Animals including humans - classification and structure (Y1)
Materials - changing (Y2)		

Year B		
Autumn	Spring	Summer
Animals including humans - growth and needs (Y2)	Plants - names and structure (Y1)	Living things and their habitats (Y2)
	Plants - growth and requirements (Y2)	

## Science 2 year rolling programme Year 5/6

Year A		
Autumn	Spring	Summer
Earth and Space (Y5)	Evolution and Inheritance (Y6)	Forces (Y5)
Light (Y6)		Living things and their habitat - life cycles (Y5)

Year B		
Autumn	Spring	Summer
Living things and their habitat - classification (Y6) Properties and changes of materials (Y5)	Electricity (Y6)	Animals including humans - circulatory system (Y6)
		Animals including humans - changes as humans develop (Y5)



# Building Knowledge in Science: Y5/6 Essential Knowledge Overview

Learning culture and global theme: <b>being just</b>	Science Unit Overview: Essential Knowledge Year A	
	Curricular Goal: know how science can help us to understand the world	
<b>Safe</b> <ul style="list-style-type: none"> <li>online safety</li> <li>positive attitudes to learning</li> <li>visits</li> </ul> <b>Achieving</b> <ul style="list-style-type: none"> <li>alteration to LTM</li> <li>building knowledge including recalls and low stakes quizzes</li> <li>building confidence</li> <li>high expectations</li> </ul> <b>Nurtured</b> <ul style="list-style-type: none"> <li>dialogic approach</li> <li>learning from mistakes</li> <li>development of cultural capital: enhancements</li> </ul> <b>Included</b> <ul style="list-style-type: none"> <li>pupils supported to meet endpoints</li> </ul>	Component 3: (Physical processes) know how to identify a range of physical phenomena and how these affect the way that the world works Specific: know how the solar system affects our everyday life	Earth and Space Specific: know how the Solar System affects our everyday life
	Year 5 & 6	
	<b>Connected knowledge:</b> <ul style="list-style-type: none"> <li>3D shape names (maths)</li> <li>Sources of light</li> </ul>	
	<b>New knowledge: Earth and Space (Y5)</b> <ul style="list-style-type: none"> <li>what the solar system is - the Sun is a star at the centre of our solar system and has 8 planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune - Pluto was reclassified as a 'dwarf planet' in 2006) the Sun, Earth and moon are approximately spherical bodies</li> <li>scientists have changed their view of the Solar System throughout history (geocentric - Claudius Ptolemy and heliocentric - Nicolaus Copernicus view of the Solar System)</li> <li>planets move - movement of earth and other planets relative to the Sun in the Solar System</li> <li>the moon moves - movement of moon relative to the Earth (a moon is a celestial body that orbits a planet - Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones)</li> <li>the Earth rotates - day and night occurs due to the Earth's rotation                             <ul style="list-style-type: none"> <li>the apparent movement of the Sun across the sky is due to the Earth's rotation</li> </ul> </li> </ul>	
	<b>Deliberate practice:</b> <ul style="list-style-type: none"> <li>using secondary sources of information</li> </ul>	
	<b>Working scientifically:</b> <ul style="list-style-type: none"> <li>draw/construct labelled diagrams</li> <li>compare the time of day at different places on the Earth through internet links and direct communication</li> </ul>	

<b>Respected</b> <ul style="list-style-type: none"> <li>pupils supported to meet endpoints</li> <li>excellent attitudes</li> <li>development of interpersonal skills: the whole child</li> </ul>	<ul style="list-style-type: none"> <li>classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals) and discuss reasons why living things are placed in one group and not another</li> <li>use classification systems and keys to identify some animals and plants in the immediate environment</li> <li>research (using secondary sources of information) unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system</li> </ul>	
	<b>Future revisit:</b>	
Healthy and Active		
Vocabulary	<b>Prior Vocabulary:</b> fish, amphibians, reptiles, birds and mammals carnivore, herbivore, omnivore, invertebrates, vertebrates, classification key, branch diagram, endoskeleton, exoskeleton	<b>Current Vocabulary:</b> Kingdoms, annelid, arthropods, crustaceans, molluscs, echinoderm,

# Building Knowledge in Science: Learning Journey and Knowledge Check

Learning journey: science

## Earth and Space Essential Knowledge

Connected Knowledge	New Knowledge
Maths: 3D shape names	1. What the solar system is.
Science: sources of light	2. Scientists have changed their view of the solar system throughout history.
	3. Planets move.
	4. The moon moves.
	5. The Earth rotates.

Knowledge Check 1:
Knowledge Check 2:
Knowledge Check 3:
Knowledge Check 4:

## Science Knowledge Check (2): Earth and Space

### Connected Knowledge: Science

1. Tick which of these are sources of light?

fire	Sun	moon	mirror
------	-----	------	--------

2. Does the moon give off light? Yes / No Circle the correct answer.

### Connected Knowledge: Math

1. Match the 3D shape to its name:



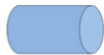
cube



sphere



cylinder



pyramid

### New Knowledge

1. What is the Solar System?

2. Name as many planets as you can (in the right order).

•	•
•	•
•	•
•	•

3. In history, what are the two different views of the Solar System?

\_\_\_\_\_ and \_\_\_\_\_

4. What shape is the Earth? \_\_\_\_\_

5. Draw a labelled diagram to demonstrate how the Earth moves.

6. The Earth's path is called its \_\_\_\_\_

7. What direction does the Earth travel in? \_\_\_\_\_

8. The shape of the Earth's path is \_\_\_\_\_

9. How long does it take for the Earth to travel along its path? \_\_\_\_\_

10. What is an axis? \_\_\_\_\_

11. Does the moon move? Yes / No Circle the correct answer.

12. If yes, draw a labelled diagram to show how it moves.

13. How long does it take? \_\_\_\_\_

14. Draw a labelled diagram to demonstrate how we get night and day.

15. What causes the seasons? \_\_\_\_\_

# Building Knowledge in PE: Whole School Overview

Updated July 2020	PE Essential Knowledge						
Embedding our learning culture	Curricular Goal: Know how to develop the competence to excel in a broad range of physical activities						
	KS2: How do I show that I know how to develop and excel in a range of different activities?						
Safe <ul style="list-style-type: none"><li>keeping safe</li><li>visits</li><li>positive attitudes to learning</li></ul> Achieving <ul style="list-style-type: none"><li>alteration to LTM</li><li>building knowledge including recalls and low stakes quizzes</li><li>building confidence</li><li>high expectations</li></ul> Nurtured <ul style="list-style-type: none"><li>dialogic approach</li><li>learning from mistakes</li><li>enhancements to meet physical</li></ul>	Component 1: Know how to perform fundamental movements and body control						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2		Class 3		Class 4	
	1. Athletics: Running						
	What it means to jog and run <ul style="list-style-type: none"><li>control when starting and stopping</li><li>change direction</li><li>avoid obstacles</li></ul>	The difference between jogging, running and sprinting in a straight line using a change in speed and direction over short distances and avoiding		The standing start technique using arm and leg actions to improve sprinting		What it means to improve sprinting technique <ul style="list-style-type: none"><li>crouching sprint start</li><li>sprint finish</li></ul>	
				Technique to run long distances and sprint short distances changing speed and pace		Know what stamina is and how to maintain it over long distances	
				What a relay is including: <ul style="list-style-type: none"><li>baton changeover</li><li>speeding up and slowing down smoothly</li></ul>		Techniques to improve a relay: <ul style="list-style-type: none"><li>know what teammates are doing</li><li>when to speed up or slow down</li><li>when to ready the baton to pass it along</li></ul>	
				What hurdling is including: <ul style="list-style-type: none"><li>combining running with jumping over hurdles</li><li>trail leg and lead leg action</li></ul>		Techniques to improve hurdling including: <ul style="list-style-type: none"><li>lead leg technique</li><li>consistent stride pattern</li></ul>	
	Athletics: Jumping						
	Techniques for jumping and landing safely: <ul style="list-style-type: none"><li>two footed jump</li><li>forward, backwards and over an obstacle</li></ul>	Techniques for jumping and landing safely with control at take-off and landing: <ul style="list-style-type: none"><li>two feet to two feet</li><li>two feet to one foot</li><li>one foot to same foot</li><li>one foot to opposite foot</li></ul>		Techniques for jumping and landing safely with control at take-off and landing: <ul style="list-style-type: none"><li>standing vertical jump</li><li>standing long jump</li><li>standing triple jump (hop, step, jump)</li></ul>		The effective technique including take off and flight for: <ul style="list-style-type: none"><li>standing vertical jump</li><li>running long jump</li><li>running triple jump</li></ul>	
				Techniques to improve an effective flight phase for the above jumps		Techniques to improve an effective flight phase for the above jumps	

# Building Knowledge in PE: Y1/2 Essential Knowledge Overview

<p>Learning culture and global theme: <b>being just</b></p> <p><b>Safe</b></p> <ul style="list-style-type: none"> <li>• online safety</li> <li>• positive attitudes to learning</li> <li>• visits</li> </ul> <p><b>Achieving</b></p> <ul style="list-style-type: none"> <li>• alteration to LTM</li> <li>• building knowledge including recalls and low stakes quizzes</li> <li>• building confidence</li> <li>• high expectations</li> </ul> <p><b>Nurtured</b></p> <ul style="list-style-type: none"> <li>• dialogic approach</li> <li>• learning from mistakes</li> <li>• development of cultural capital: enhancements</li> </ul> <p><b>Included</b></p> <ul style="list-style-type: none"> <li>• pupils supported to meet endpoints</li> </ul> <p><b>Respected</b></p> <ul style="list-style-type: none"> <li>• excellent attitudes</li> <li>• development of interpersonal skills: the whole child</li> </ul> <p><b>Healthy and Active</b></p> <ul style="list-style-type: none"> <li>• wellbeing sessions</li> <li>• mental health</li> <li>• physical health</li> <li>• golden mile</li> </ul>	PE Unit Overview: Essential Knowledge Year A	
	Curricular Goal: know how to develop the competence to excel in a broad range of physical activities	
	Component 1: Know how to perform fundamental movements and body control	Athletics: running
	Year 1 & 2	
	<p><b>Connected knowledge:</b></p> <ul style="list-style-type: none"> <li>• what it means to jog and run</li> <li>• control when starting and stopping</li> <li>• how to change direction</li> <li>• how to avoid obstacles</li> </ul>	
	<p><b>New knowledge:</b></p> <ul style="list-style-type: none"> <li>• the difference between jogging, running and sprinting in a straight line</li> <li>• how to change speed</li> <li>• how to change direction</li> </ul>	
	<p><b>Deliberate practice:</b></p> <ul style="list-style-type: none"> <li>• jog, run and sprint in different directions avoiding obstacles</li> <li>• jog, run and sprint in games and races</li> <li>• jog, run and sprint in teambuilding games during fitness sessions</li> </ul>	
	<p><b>Working athletically:</b></p> <ul style="list-style-type: none"> <li>• changing speed effectively to change direction</li> <li>• using arms and legs to propel body</li> </ul>	
	<p><b>Athletes:</b> Amy Hunt and Reece Prescod</p>	
	<p><b>Future revisit:</b> KS2 Athletics: running and jumping</p>	
Vocabulary	Prior Vocabulary: jog, run, start, stop	Current Vocabulary: sprint, speed

Year A Overview by term				
EYFS		Y1/2	Y3/4	Y5/6
Autumn				
A1	Fundamental movements Athletics' running and jumping	Fundamental movements Athletics' running and jumping	Fundamental movements Athletics' running and jumping	Fundamental movements Athletics' running and jumping
A2	Fundamental movements Athletics' throwing and catching	Fundamental movements Gymnastics' balancing and shapes	Fundamental movements Gymnastics' balancing and shapes	Fundamental movements Gymnastics' balancing and shapes

Year B Overview by term				
EYFS		Y1/2	Y3/4	Y5/6
Autumn				
A1	Fundamental movements Athletics' running and jumping	Fundamental movements Athletics' throwing and catching	Fundamental movements Athletics' throwing and catching	Fundamental movements Athletics' throwing and catching
A2	Fundamental movements Athletics' throwing and catching	Fundamental movements Gymnastics' travelling, jumping and rolling	Fundamental movements Gymnastics' travelling, jumping and rolling	Fundamental movements Gymnastics' travelling, jumping and rolling

# Building Knowledge in PE: Knowledge Check

PE Knowledge check - skills		Date: 16.09.21	
Unit - Athletics (running and jumping) (A) - EYFS			
Knowledge/skill:			
What it means to jog and run:			
jog			
run			
starting			
stopping			
changing direction			
avoiding obstacles			
Techniques for jumping and landing safely (two-footed jump):			
forward			
backwards			
over an obstacle			
Knowledge of above to join 2-3 jumps in a short sequence			
Specific notes:			

PE Knowledge check - skills		Date: 16.09.21	
Unit - Athletics (running and jumping) (A) - Y5/Y6			
Knowledge/skill:			
Improving sprinting technique:			
Crouching sprint start			
Sprint finish			
Techniques for maintaining stamina over long distances			
Techniques to improve relay:			
Awareness of what teammates are doing			
Know when to speed up or slow down			
Timing for passing the baton			
Techniques for improving hurdling:			
Lead leg technique			
Consistent stride pattern			
Techniques for effective take off and flight for:			
Standing vertical jump			
Running long jump			
Running triple jump			
Specific notes:			

Year 5/6 athletics - running and jumping: vocabulary knowledge check (1)

crouching sprint start	
sprint finish	
stride pattern	
endurance/ stamina	
technique	
take off	
flight	
standing vertical jump	
standing long jump	
standing triple jump	



Any questions?