

# Key Stage 1: Biology

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Animals, including humans</b>	<ul style="list-style-type: none"> <li>In EYFS children will have been taught nursery rhymes to include parts of the body, e.g. head, shoulders, knees and toes</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of parts of the human body that can be seen</li> <li>Know about the five senses and link them with parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>In PE children will know the importance of exercise on a healthy body</li> <li>They may also have made a healthy sandwich in food technology</li> </ul>	<ul style="list-style-type: none"> <li>Know the basic stages in a life cycle for animals, (including humans)</li> <li>Know why exercise, a balanced diet and good hygiene are important for humans</li> </ul>
<b>Animals, including humans (Year 1) Living things and their Habitats (from Year 2 onwards)</b>	<ul style="list-style-type: none"> <li>They may have pets at home and will have observed what they eat</li> <li>They will have come across a variety of animals but may not have classified them as in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Know and name a variety of common wild and garden plants</li> <li>Know and classify animals by what they eat (carnivore, herbivore and omnivore)</li> <li>Know how to sort by living and non-living things</li> <li>Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird</li> </ul>	<ul style="list-style-type: none"> <li>Most will be able to say what type of habitat their pets enjoy</li> <li>They will have noticed that squirrels spend a lot of time in trees and that other animals such as earthworms live in the ground</li> <li>They will know what type of food certain animals eat</li> </ul>	<ul style="list-style-type: none"> <li>Classify things by living, dead or never lived</li> <li>Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>Match living things to their habitat</li> <li>Name some different sources of food for animals</li> <li>Know about and explain a simple food chain</li> </ul>
<b>Plants</b>	<ul style="list-style-type: none"> <li>In EYFS children will have grown plants from seeds</li> <li>They will have observed plants and will know names such as leaf, flower, petal, etc.</li> <li>They may have walked in a woodland area or noticed trees in Forest School</li> </ul>	<ul style="list-style-type: none"> <li>Know and name the petals, stem, leaves and root of a plant</li> <li>Know and name the roots, trunk, branches and leaves of a tree</li> </ul>	<ul style="list-style-type: none"> <li>Children will have recognised the importance of watering their plants and may have noticed the need for plants to have light and warmth</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain how seeds and bulbs grow into plants</li> <li>Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)</li> </ul>

# Lower Key Stage 2: Biology

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Animals, including humans</b>	<ul style="list-style-type: none"> <li>Picking up from eating a balanced diet to keep the body healthy, pupils will by now know that it is not sensible to eat too much of certain foods, e.g. chips</li> <li>They will know that certain parts of their bodies bend before finding out why</li> </ul>	<ul style="list-style-type: none"> <li>Know about the importance of a nutritious, balanced diet</li> <li>Know how nutrients, water and oxygen are transported within animals and humans</li> <li>Know about the skeletal and muscular system of a human and some other animals</li> <li>Know that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have learned what makes up a nutritious, balanced diet and the role of the skeleton and muscles</li> <li>They learned about the importance of exercise and hygiene</li> <li>Almost all pupils will know approximately where their stomachs are and will have some knowledge of what happens to the food we digest</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the parts of the human digestive system</li> <li>Know the functions of the organs in the human digestive system</li> <li>Identify and know the different types of human teeth</li> <li>Know the functions of different human teeth</li> </ul>
<b>All living things and their habitats</b>			<ul style="list-style-type: none"> <li>This needs to be linked with the classification learning pupils did in Year 1</li> <li>In addition, pupils need to link with the Year 2 unit on habitats which was about looking at animals having suitable habitats for basic needs</li> </ul>	<ul style="list-style-type: none"> <li>Use classification keys to group, identify and name living things</li> <li>Know how changes to an environment could endanger living things</li> <li>Use and construct food chains to identify producers, predators and prey</li> </ul>
<b>Plants</b>	<ul style="list-style-type: none"> <li>Pupils should know the names of parts of plants</li> <li>Know how seeds and bulbs grow and know what a plant needs to be healthy</li> </ul>	<ul style="list-style-type: none"> <li>Know the function of different parts of flowering plants and trees</li> <li>Know how water is transported within plants</li> <li>Know the plant life cycle, especially the importance of flowers</li> </ul>		

# Upper Key Stage 2: Biology

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Animals, including humans</b>	<ul style="list-style-type: none"> <li>Most pupils will have grandparents and even great grandparents and will have noticed their movements are slower and they may be susceptible to more illnesses than themselves</li> <li>They may also have regular contacts with young babies and will have noticed what they can and cannot do</li> <li>Pupils learned about basic stages of life cycles in Year 2</li> </ul>	<ul style="list-style-type: none"> <li>Know the life cycle of different living things e.g. mammal, amphibian, insect and bird</li> <li>Create a timeline to indicate stages of growth in humans</li> <li>Know the differences between different life cycles</li> <li>Know the process of reproduction in animals</li> </ul>	<ul style="list-style-type: none"> <li>Having found out about what happens to our food in Year 4 and how we move in Year 3, this helps to link to the work of our heart and the circulatory system within this unit</li> <li>Pupils will know about the colour of our blood and about the approximate position of our hearts in the body</li> <li>Links to PE and DT will support pupils deeper understanding of the main issues in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system</li> <li>Know the function of the heart, blood vessels and blood</li> <li>Know the impact of diet, exercise, drugs and lifestyle on health</li> <li>Know the ways in which nutrients and water are transported in animals, including humans</li> </ul>
<b>All living things and their habitats</b>			<ul style="list-style-type: none"> <li>Pupils need to recall knowledge on classifying animals from Years 1 and 4</li> <li>It is very important that the link is made otherwise this unit can be challenging for many pupils</li> </ul>	<ul style="list-style-type: none"> <li>Classify living things into broad groups according to observable characteristics and based on similarities and differences</li> <li>Know how living things have been classified</li> <li>Give reasons for classifying plants and animals in a specific way</li> </ul>
<b>Plants</b>	<ul style="list-style-type: none"> <li>Pupils will need to retrieve information on plant life cycles and the function of different parts of plants from Year 3 to help them in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Know the process of reproduction in plants</li> </ul>		

# Upper Key Stage 2: Biology

	Prior Knowledge	Year 6
<b>Evolution and inheritance</b>	<ul style="list-style-type: none"><li>• Many pupils will be able to talk about people in their families that look alike</li><li>• There are also links to the Year 5 unit on how the body changes from birth to death</li><li>• Many pupils may have discussed the possibility that humans may have evolved from primates</li></ul>	<ul style="list-style-type: none"><li>• Know how the Earth and living things have changed over time</li><li>• Know how fossils can be used to find out about the past</li><li>• Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)<ul style="list-style-type: none"><li>• Know how animals and plants are adapted to suit their environment</li></ul></li><li>• Link adaptation over time to evolution</li><li>• Know about evolution and can explain what it is</li></ul>

# Key Stage 1: Chemistry

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Materials and their properties</b>	<ul style="list-style-type: none"><li>• Pupils in EYFS will have explored a variety of resources that are made of different materials</li><li>• Most will be familiar with the name of the material, i.e. wood, glass, metal, etc.</li></ul>	<ul style="list-style-type: none"><li>• Know the name of the materials an object is made from</li><li>• Know about the properties of everyday materials</li></ul>	<ul style="list-style-type: none"><li>• Pupils will be familiar with windows being made of glass and many doors being made of wood. This unit helps them to consolidate much of the knowledge they carry around with them and helps them to consider why the materials they learned the names and properties of in Year 1 are being used</li></ul>	<ul style="list-style-type: none"><li>• Know how materials can be changed by squashing, bending, twisting and stretching</li><li>• Know why a material might or might not be used for a specific job</li></ul>

# Lower Key Stage 2: Chemistry

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Materials and their properties</b>	<ul style="list-style-type: none"> <li>• Most pupils will have handled a variety of rocks at different stages of their lives to date.</li> <li>• They may have started to recognise the difference between the rounded pebbles found on beaches and the sharper rocks found inland</li> <li>• In Years 1 and 2, rocks or stone will have been amongst the materials they will have looked at</li> <li>• In addition, pupils will know about soil because most will have made mud pies or cakes at some stage, or grown plants</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group rocks based on their appearance and physical properties, giving reasons</li> <li>• Know how soil is made and how fossils are formed</li> <li>• Know about and explain the difference between sedimentary, metamorphic and igneous rock</li> </ul>		
<b>Chemical and physical changes</b>			<ul style="list-style-type: none"> <li>• Most pupils will have seen the steam coming from a kettle that's boiling.</li> <li>• Most will know that water turns to ice when we put it into the freezer.</li> <li>• Most will have seen windows steam up and droplets of water run down those windows.</li> <li>• Link with water cycle in geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Group materials based on their state of matter (solid, liquid, gas)</li> <li>• Know the temperature at which materials change state</li> <li>• Know about and explore how some materials can change state</li> <li>• Know the part played by evaporation and condensation in the water cycle</li> </ul>

# Upper Key Stage 2: Chemistry

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Materials and their properties</b>	<ul style="list-style-type: none"> <li>Pupils will have carried out some comparisons of the properties of materials already in key stage 1 and Year 3. This needs to be retrieved before moving on to this unit</li> <li>In EYFS pupils may have experienced filtering and sieving sand</li> <li>Food technology may have introduced pupils to sieving</li> <li>The disappearance of puddles on the playground may well be something that is worth retrieving before this units begins</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials based on their properties, e.g. hardness, solubility transparency, conductivity, [electrical &amp; thermal], and response to magnets</li> <li>Know and demonstrate how some materials can be separated, e.g. through filtering, sieving and evaporating</li> </ul>		
<b>Chemical and physical changes</b>	<ul style="list-style-type: none"> <li>Most pupils will have eaten or even made toast. They will be aware that the toast cannot be a piece of bread once again</li> <li>They will also have seen eggs being transformed from within their shell to the fried egg or scrambled egg that ends up on our plates</li> <li>Burning paper is another example that pupils will be familiar with. They know that once burned the material will not be paper again</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain how a material dissolves to form a solution</li> <li>Know and show how to recover a substance from a solution</li> <li>Know and demonstrate that some changes are reversible and some are not</li> <li>Know how some changes result in the formation of a new material and that this is usually irreversible</li> </ul>		

# Key Stage 1: Physics

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Seasonal changes	<ul style="list-style-type: none"><li>• In EYFS, it is very likely that pupils will have named the four seasons at some stage</li><li>• They may have knowledge of months of the year linked to their birthdays</li><li>• They will almost certainly know that summer is a hot period and winter is generally cold</li></ul>	<ul style="list-style-type: none"><li>• Name the seasons and know about the type of weather in each season</li><li>• Observe and describe how day length varies across the seasons</li><li>• Observe changes in the seasons</li></ul>		



# Lower Key Stage 2: Physics

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Forces</b>	<ul style="list-style-type: none"> <li>• Pupils will almost certainly have experienced moving different objects over different surfaces. This is likely to have happened from EYFS onwards</li> <li>• They may well have met magnets before, but may not have understood why objects move towards them</li> </ul>	<ul style="list-style-type: none"> <li>• Know about and describe how objects move on different surfaces</li> <li>• Know how a simple pulley works and use it to lift an object</li> <li>• 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</li> <li>• Know about and explain how magnets attract and repel</li> <li>• Predict whether magnets will attract or repel and give a reason</li> </ul>		
<b>Light</b>	<ul style="list-style-type: none"> <li>• All pupils will have experience of dark, light and shadows</li> <li>• Most will have been aware that the sun plays an important role in all of these aspects</li> <li>• Most will know about the need to put sun-cream on when their bodies are exposed to sunshine and most will have at some stage worn sunglasses</li> <li>• Many will have noticed that the moon is not always the same shape in the sky</li> </ul>	<ul style="list-style-type: none"> <li>• Know that dark is the absence of light</li> <li>• Know that light is needed in order to see and is reflected from a surface</li> <li>• Know and demonstrate how a shadow is formed and explain how a shadow changes shape</li> <li>• Know about the danger of direct sunlight and describe how to keep protected</li> </ul>		

# Lower Key Stage 2: Physics

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Electricity</b>			<ul style="list-style-type: none"> <li>Although this is the first time that pupils will formally have met electricity in the science curriculum, pupils will have knowledge of electricity through their daily life. For example, most will have used a switch to light up a room, will know what a plug looks like and will have toys and gadgets operated by battery</li> <li>Some may have experimented with lighting up a small electric bulb (using a simple circuit)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name appliances that require electricity to function</li> <li>Construct a series circuit</li> <li>Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> <li>Predict and test whether a lamp will light within a circuit</li> <li>Know the function of a switch</li> <li>Know the difference between a conductor and an insulator; giving examples of each</li> </ul>
<b>Sound</b>			<ul style="list-style-type: none"> <li>Although this is the only time we meet sound in the primary science curriculum, pupils will have come across sound as part of their music lessons</li> <li>The vast majority will know from the work on senses in Year 1 that our ears are linked to sound</li> <li>Most will have experienced using a sound system for music at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>Know how sound is made, associating some of them with vibrating</li> <li>Know how sound travels from a source to our ears</li> <li>Know the correlation between pitch and the object producing a sound</li> <li>Know the correlation between the volume of a sound and the strength of the vibrations that produced it</li> <li>Know what happens to a sound as it travels away from its source</li> </ul>

# Upper Key Stage 2: Physics

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Forces	<ul style="list-style-type: none"> <li>There are links to the forces learning in Year 3 but there are likely to be more appropriate links with experimenting with parachutes using a small piece of cloth linked to heavy weight at home</li> <li>Most will have seen huge cranes lift up heavy objects, especially if they live close to a building site</li> </ul>	<ul style="list-style-type: none"> <li>Know what gravity is and its impact on our lives</li> <li>Identify and know the effect of air and water resistance</li> <li>Identify and know the effect of friction</li> <li>Explain how levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>		
Light			<ul style="list-style-type: none"> <li>Although there are several links to the light and dark unit in Year 3, most will be familiar with torches and will be aware of changes in shadows during the day</li> <li>They will know that dark is the absence of light and that it is dangerous to look directly at the sun</li> <li>Many will be aware that spectacles help people see better because of magnification, etc.</li> <li>Many will have used binoculars at some stage</li> </ul>	<ul style="list-style-type: none"> <li>Know how light travels</li> <li>Know and demonstrate how we see objects               <ul style="list-style-type: none"> <li>Know why shadows have the same shape as the object that casts them</li> </ul> </li> <li>Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> </ul>

# Upper Key Stage 2: Physics

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Earth and space	<ul style="list-style-type: none"> <li>In key stage 1, pupils will often have touched on space and used books like 'The Man in the Moon' to stimulate further interest</li> <li>In Year 3, the unit on light and dark considers the moon's relationship with the Sun and the Earth</li> <li>In addition, pupils will know that the amount of the moon we see changes</li> <li>Retrieve the information from the Y3 science unit on light and dark, in the first instance</li> </ul>	<ul style="list-style-type: none"> <li>Know about and explain the movement of the Earth and other planets relative to the Sun</li> <li>Know about and explain the movement of the Moon relative to the Earth</li> <li>Know and demonstrate how night and day are created</li> <li>Describe the Sun, Earth and Moon (using the term spherical)</li> </ul>		
Electricity			<ul style="list-style-type: none"> <li>There are links with the Year 4 unit on electricity to explore in the first instance</li> <li>Most pupils will know of the dangers associated with electricity</li> <li>They will also be aware of sustainable power and may have come across wind turbines across our landscapes</li> <li>Many will have changed batteries in their toys and may have some awareness of positive and negative terminals</li> </ul>	<ul style="list-style-type: none"> <li>Compare and give reasons for why components work and do not work in a circuit</li> <li>Draw circuit diagrams using correct symbols</li> <li>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> </ul>

# Key Stage 1: Working Scientifically

	Prior Knowledge	Years 1 and 2
<b>Scientific attitudes</b>	<ul style="list-style-type: none"> <li>In EYFS, some children will have shown good levels of curiosity about day-to-day issues related to science. For example, movement of the sun in the sky</li> </ul>	<ul style="list-style-type: none"> <li>Encourage to be curious and ask questions about what they notice</li> <li>Begin to use simple scientific language to talk about what they have found out and communicate their ideas</li> <li>Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage1</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>From EYFS, pupils are encouraged to ask questions and to find out information</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> </ul>
<b>Observing and measuring</b>	<ul style="list-style-type: none"> <li>Pupils in EYFS will have been introduced to magnifiers and other simple scientific instruments.</li> <li>They also will have started the process of identifying, sorting and classifying</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment safely</li> <li>Perform simple tests</li> <li>Gather and record data to help in answering questions</li> <li>Identify and classify findings</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Some will be able to explain why things are as they are, e.g. it is hot because the sky is blue and no clouds are seen</li> </ul>	<ul style="list-style-type: none"> <li>Use their observations and ideas to suggest answers to questions</li> </ul>

# Lower Key Stage 2: Working Scientifically

	Prior Knowledge	Years 3 and 4
<b>Scientific attitudes</b>	<ul style="list-style-type: none"> <li>• From key stage 1, pupils are used to asking questions and also to finding out answers by using books and asking the right people</li> <li>• Pupils will have started to explain their reasoning to others in their class or to adults who work with them</li> <li>• They will have a growing awareness of scientific words and will be starting to use them with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them</li> <li>• Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out</li> <li>• Read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Pupils in key stage 1 will have been encouraged to set up their own enquiries and often do so working in a small group</li> <li>• Pupils will be familiar with the concept of a fair test and many will know how to isolate variables</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Set up simple practical enquiries, comparative and fair tests</li> </ul>
<b>Observing and measuring</b>	<ul style="list-style-type: none"> <li>• Pupils will be familiar with measuring, with this being linked to their learning in mathematics</li> <li>• Pupils will have some experiences of gathering information and collating it</li> </ul>	<ul style="list-style-type: none"> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely, including thermometers and data loggers</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> </ul>

# Lower Key Stage 2: Working Scientifically

	Prior Knowledge	Years 3 and 4
Analysis	<ul style="list-style-type: none"><li>• In key stage 1, many pupils will have started the process of labelling diagrams and using simple graphs (after collecting their own information). This may sometimes be in the form of a tally chart</li><li>• They will have learned about block diagrams and simple tables in Year 2 mathematics</li><li>• They will have started the process of analysing their own information and present their findings to the rest of the class</li></ul>	<ul style="list-style-type: none"><li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• Use results to draw simple conclusions and make predictions for new values</li><li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li><li>• Use straightforward scientific evidence to answer questions or to support findings</li></ul>
Evaluating	<ul style="list-style-type: none"><li>• Some pupils will be at the stage of drawing conclusions from the way they worked and be able to suggest how they would improve if they did the experiment again</li></ul>	<ul style="list-style-type: none"><li>• Use results to suggest improvements and raise further questions</li></ul>
Measurements		<ul style="list-style-type: none"><li>• Use standard units</li></ul>

# Upper Key Stage 2: Working Scientifically

	Prior Knowledge	Years 5 and 6
<b>Scientific attitudes</b>	<ul style="list-style-type: none"> <li>• Many pupils will have already experienced setting out their findings in a range of different ways</li> <li>• Many will be familiar with using diagrams to support their findings</li> <li>• Most will recognise the need to support their findings or their enquiries by reading or using the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments               <ul style="list-style-type: none"> <li>• Select the most appropriate ways to answer science questions using different types of scientific enquiry</li> </ul> </li> <li>• Read, spell and pronounce scientific vocabulary correctly</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Some pupils will have been leaders in a group task and may well be familiar with asking questions related to their investigations               <ul style="list-style-type: none"> <li>• Some may already be able to identify variables when setting up a fair test.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>
<b>Observing and measuring</b>	<ul style="list-style-type: none"> <li>• Most pupils will be able to link their measurement learning in mathematics to the measurements required in their science investigations</li> <li>• Many pupils will have found effective ways of recording their findings</li> </ul>	<ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables when appropriate</li> </ul>



# Upper Key Stage 2: Working Scientifically

	Prior Knowledge	Years 5 and 6
Analysis	<ul style="list-style-type: none"><li>• Pupils may well be able to present their findings in graphic formats according to what they have covered in their mathematical learning</li><li>• Most pupils will be able to set out their findings in writing using appropriate genre of writing as already covered in their English learning</li></ul>	<ul style="list-style-type: none"><li>• Present data using a variety of scatter graphs, bar and line graphs</li><li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations</li></ul>
Evaluating	<ul style="list-style-type: none"><li>• Most pupils will be familiar with drawing conclusions from their investigations</li></ul>	<ul style="list-style-type: none"><li>• Use test results to make predictions to set up further comparative and fair tests</li><li>• Discuss the degree of trust in results</li></ul>
Measurements		<ul style="list-style-type: none"><li>• Use standard units</li></ul>

# Key Stage 1: History

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Within living memory	<ul style="list-style-type: none"> <li>Children are likely to have come across photographs of their grandparents and great grandparents when they were young</li> <li>They may have had a collection of such photographs in EYFS or been shown them by parents and grandparents</li> <li>They may have seen some older artefacts such as record players or cassettes or kitchen equipment from 20 to 50 years ago, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Know that toys people from the past played with are different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should appreciate that many things have changed between the time their grandparents were young and the time their parents were young</li> <li>They will have come across a collection of artefacts to re-enforce the point that things change with time</li> <li>They may have video extracts of their parents when they were young. This could provide a good starting point to appreciate the changes that have occurred since</li> <li>Appreciate the changes due to the internet and www</li> </ul>	<ul style="list-style-type: none"> <li>Describe memories and changes that have happened in their own lives</li> </ul>
Beyond living memory			<ul style="list-style-type: none"> <li>Pupils should be provided with opportunities to recall the Year 1 unit on 'within living memory'</li> <li>They should appreciate that changes were always happening and that even their grandparents were appreciative of the changes that occurred in their lifetime</li> <li>They are familiar with the terms 'long ago' and a 'very long time ago'</li> </ul>	<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> <li>Choose and select evidence and say how it can be used to find out about the past</li> </ul>

# Key Stage 1: History

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Significant people or events	<ul style="list-style-type: none"> <li>Children have spoken about past and present events in their own lives and in the lives of their families</li> <li>Children will have some understanding of why people's lives and objects were different in the past</li> <li>Children can recount what they have done in their immediate past</li> </ul>	<ul style="list-style-type: none"> <li>Name a famous UK person from the past and explain why they are famous</li> <li>Remember parts of stories and memories about the past</li> <li>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>Children in Year 1 will know about some famous people from the UK</li> <li>They will understand that famous people within the UK are not always famous the whole world over</li> <li>Pupils will recognise the significance between famous person/ people from within and outside the UK?</li> <li>Pupils will have links to their locality and will know of any famous people living in their village, town or city</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> <li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>
History of the locality	<ul style="list-style-type: none"> <li>Children will have some knowledge of their locality and understand that it has changed</li> <li>They will have explored their immediate locality in different ways, both in school and with their parents</li> <li>They may have walked to interesting places like parks or woodlands or taken a short bus ride to somewhere important</li> <li>Children will have met the term 'famous' and will associate it appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> </ul>	<ul style="list-style-type: none"> <li>Children may link the locality geographical learning they have done in Year 1</li> <li>They have knowledge about houses that are new and those that have been in the locality for a very long time</li> <li>They have used photographs seen in Year and possibly at home which show what the local streets were like some time ago.</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</li> </ul>

# Lower Key Stage 2: History

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>British history between Stone Age and 1066</b>	<ul style="list-style-type: none"> <li>• Pupils explored a period beyond living memory in Year 2</li> <li>• They know how artefacts can help to explain how things have changed</li> <li>• Pupils will have some understanding about what we use today being linked to something that was invented or discovered some time ago</li> <li>• Pupils will have used a number of photographs or actual artefacts to help them explore this a bit further</li> <li>• Because pupils will have knowledge of dinosaurs there will be a need to explain that the period of time they are going to look at, i.e., when people first lived in Britain, was after the dinosaurs had disappeared off our Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Know how Britain changed between the beginning of the Stone Age and the iron age</li> <li>• Know the main differences between the Stone, Bronze and Iron ages</li> <li>• Know what is meant by 'hunter-gatherers'</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils explored the impact of discovery during the Iron Age and the difference it made to the way of life of Iron Age people in comparison to the Stone Age people</li> <li>• Pupils explored the discovery or creation of the wheel, finding of iron ore and how people began to live in communities, such as Iron Age Forts</li> <li>• Consider the impact that these already had on life in Britain today and in the past</li> </ul>	<ul style="list-style-type: none"> <li>• This unit starts by telling the story so far, leading to... and then the Romans invaded</li> <li>• Know how Britain changed from the Iron Age to the end of the Roman occupation</li> <li>• Know how the Roman occupation of Britain helped to advance British society</li> <li>• Know how there was resistance to the Roman occupation and know about Boudica</li> <li>• Know about at least one famous Roman emperor</li> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> </ul>

# Upper Key Stage 2: History

	Prior Knowledge	Year 5		Prior Knowledge	Year 6
<b>British history between Stone Age and 1066</b>	<ul style="list-style-type: none"> <li>It is important that pupils see this unit as a continuation of the story which started at the Stone Age and continued through the Bronze and Iron Ages until the coming of the Romans</li> <li>Pupils will understand why the Romans left Britain and the influence the Anglo-Saxons had on that decision</li> <li>Pupils understand the impact the Romans had on Britain</li> <li>Pupils should appreciate the fact that the Romans helped us with the creation of roads, aqueducts, sanitary systems, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils start this unit from the point of view 'because the Romans invaded we...'</li> <li>Use a timeline to show when the Anglo-Saxons were in England</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>	<b>Study of a period of British history Beyond 166</b>	<ul style="list-style-type: none"> <li>Pupils should understand the impact the Anglo-Saxons and the Vikings had on Britain</li> <li>Pupils should be familiar with artefacts such as a comb and skis to help them appreciate what the Anglo-Saxons and Vikings introduced to Britain</li> <li>Pupils will be very aware that Britain changed between the Stone Age and 1066 when the Normans conquered Britain</li> <li>Pupils can retell the story from the Stone Age to 1066, and can explore issues such as how homes changed, how their food changed and how their culture and beliefs changed</li> </ul>	<ul style="list-style-type: none"> <li>This unit will help pupils understand how we moved from literally being a 'third world' country to the beginning of the formation of the British Empire</li> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>Know how Britain has had a major influence on the world</li> </ul>

# Lower Key Stage 2: History

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Very ancient civilizations	<ul style="list-style-type: none"><li>• Pupils will have learned about Britain 3000 years ago and will appreciate how advanced the civilizations being looked at were in comparison.</li><li>• Pupils will know that Egypt is a country in Africa and parts of Egypt are deserts</li><li>• Most pupils will have heard of the term 'pyramid' and know what it looks like</li></ul>	<b>Ancient Egypt</b> <ul style="list-style-type: none"><li>• Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li><li>• Know about the key features of Ancient Egypt</li><li>• Appreciate how different life was in Britain when these civilizations were at their strongest</li></ul>		

# Upper Key Stage 2: History

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Ancient civilizations</b>	<ul style="list-style-type: none"> <li>From personal experiences a few pupils may have links to Greece because of holidays</li> <li>Pupils may have heard of Greece, know it is a European country even if they have not visited Greece</li> <li>Pupils know about the concept of democracy through their work on British Values.</li> <li>Pupils should be very familiar with the Olympic Games and know that it originated in Greece</li> <li>Pupils may be familiar with the names of some of the Greek Gods and will have learned about beliefs and Gods whilst learning about the Romans</li> <li>Because of pupils' familiarity with timelines they should be able to understand about the period of time being studied</li> </ul>	<p><b>Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans</li> <li>Know about the influence the Gods had on Ancient Greece</li> <li>Know at least five sports from the Ancient Greek Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied the Ancient Greeks and Romans including the impact of these civilizations on the world as well as life today</li> <li>Talk about Islamic traditions and customs i.e., washing hands before entering a mosque</li> </ul>	<ul style="list-style-type: none"> <li>The choices as to which civilization to cover was be very important to enabling the children's wider understanding of the world and is linked to the RE unit.</li> <li>Know about the impact that ancient Islamic civilizations had on the world</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>
<b>Local history</b>	<ul style="list-style-type: none"> <li>Build on the history and geography knowledge of the locality from key stage 1</li> <li>Try to get across why do they think their village, town or city exists in the first place</li> <li>Pupils have learned about wealthy people and poor people in several time periods which may help them in this study</li> <li>Talk about any monuments that they know of or of some civic buildings</li> </ul>	<ul style="list-style-type: none"> <li>Know about the Victorians - which have a strong connection to our locality, and understand the issues associated with the period.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people during this time</li> <li>Consider industrial changes e.g. the impact of the Stephensons, Lord Armstrong etc.</li> </ul>		

# Key Stage 1: Geography

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Locational knowledge	<ul style="list-style-type: none"> <li>Children in EYFS have talked about Great Britain, England, Wales, Scotland and Ireland but less likely have talked of the United Kingdom</li> <li>They know that they live in England and may know we live on an island</li> <li>They are familiar with the nearest town or city because of school trips</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK</li> <li>Know the names the three main seas that surround the UK</li> <li>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland               <ul style="list-style-type: none"> <li>Know the name of the nearest town or city</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils in Year 1 have come across the names of the continents through some of the stories they will have read</li> <li>They have learned of the three main seas that surround the UK</li> <li>They know of London and that it is our capital city.</li> <li>Pupils have learned about the four countries that make up the UK in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>Children, have, through small world play, explored a range of environments and homes</li> <li>They have experienced being hot and cold, and dress for the weather when learning outside</li> <li>They have learned about animals that live in cold place and animals that live in hot places</li> </ul>	<ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> </ul>	<ul style="list-style-type: none"> <li>They have studied hot and cold places in the world, including those in Europe</li> <li>They know about the weather during different seasons in the UK</li> <li>They know about differences in weather within the UK</li> </ul>	<ul style="list-style-type: none"> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>



# Lower Key Stage 2: Geography

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Locational knowledge	<ul style="list-style-type: none"> <li>Some pupils may have been on holiday in a European city</li> <li>However, some may have been but not linked the city to Europe</li> <li>Some may have familiarity through foods, e.g. pizza</li> <li>Food technology opportunities may have familiarised some pupils with different European food</li> <li>They may be familiar with a globe but not with the southern and northern hemispheres</li> <li>Many may know names of cities in England but have not learned yet where they are on a map of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries</li> <li>Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>Know the names of and locate at least eight counties and at least six cities in England</li> <li>Know the names of four countries from the southern hemisphere and four from the northern hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>From their Year 3 learning about Europe, pupils should know about European countries</li> <li>Other cities like New York or Islamabad may well be known to them through personal or television. experiences</li> <li>Some may be familiar with a local river and may have heard of the river Nile through their Ancient Egyptian learning</li> <li>Pupils know what a city, country and a continent is</li> <li>They will know the difference between Great Britain, the British Isles and the United Kingdom</li> <li>Pupils have studied hot and cold places in Year 1</li> <li>Pupils have used worldwide maps, globes and atlases to locate countries and cities</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world</li> <li>Know where the main mountain regions are in the UK</li> <li>Know, name and locate the main rivers in the UK</li> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>Know what is meant by the term 'tropics'</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>Some children may have links to holidays in the Mediterranean</li> <li>Some children may be able to talk about differences in food and climate when it comes to consider the Mediterranean</li> <li>Many may have heard of the Mediterranean but may not know what it is</li> </ul>	<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul>		

# Upper Key Stage 2: Geography

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Locational knowledge	<ul style="list-style-type: none"> <li>From learning in Years 3 and 4 pupils know some European capitals</li> <li>In addition, learning about the Romans and the Ancient Greeks has added to the knowledge pupils already have</li> <li>Some pupils, through football will have links to South American countries and their capitals</li> <li>Similarly, many pupils will know of the USA and key cities such as New York</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of a number of European capitals</li> <li>Know the names of, and locate, a number of South or North American countries</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils may have awareness that Australia and Pakistan are on different time zones than we are</li> <li>Some may have experienced flying to different places in the world and recognised the different time when they arrive at their destination</li> <li>Some pupils may pick up from charity adverts on television that not all countries are like ours</li> <li>Some may link with the learning in Year 2 about a comparative non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Know about time zones and work out differences</li> <li>Know and locate developed nations and cities compared to underdeveloped nations</li> <li>Know and locate high, middle and low income countries</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>Pupils may have some knowledge of South American countries but are more likely to have greater knowledge of North American countries, especially the USA. This is mainly because of television exposure and 'You tube'</li> </ul>	<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are familiar with maps and digital technologies and this provides them with an opportunity to become more familiar with Europe as a whole</li> <li>There may some pupils in the class who originate from Poland, Latvia, Bulgaria or Turkey</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> </ul>

# Key Stage 1: Geography

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>Children have discussed the weather each day in EYFS so are aware of the range of weather we get in the UK</li> <li>Children may have seen some familiar weather symbols on television when the weather is being presented</li> <li>They may well live in a village, town or city and be able to have a good understanding as to what that means</li> </ul>	<ul style="list-style-type: none"> <li>Know which is the hottest and coldest season in the UK</li> <li>Know and recognise main weather symbols</li> <li>Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils will already have a good idea what is meant by the physical features mentioned in the Y2 objective</li> <li>Because of learning about hot and cold places, they may have come across some of these features in stories they have read</li> <li>Some may be able to talk from personal experience about living in a city, town or village and what the benefits are</li> </ul>	<ul style="list-style-type: none"> <li>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>Children may associate the North Pole with Father Christmas</li> <li>They have learned about pirates and will be familiar with the four points of a compass</li> <li>Children in EYFS every street has a name</li> <li>Some may be familiar with their nearest town or city because of regular visits to them</li> <li>They are very likely to have become familiar with their school grounds when in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>Know where the equator, North Pole and South Pole are on a globe</li> <li>Know which is N, E, S and W on a compass</li> <li>Know their address, including postcode</li> <li>Know the name of the nearest town or city</li> <li>Know how to follow a simple road map</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>	<ul style="list-style-type: none"> <li>Many pupils may know their left from their right hands and also be familiar with the terms below, next to, etc.</li> <li>They have made simple island maps related to pirate work</li> <li>Pupils know the names of some local towns but may not have located them on a map</li> <li>Pupils know what a city is</li> </ul>	<ul style="list-style-type: none"> <li>Know and use the terminologies: left and right; below, next to</li> <li>Devise a simple map; and use and construct basic symbols in a key</li> <li>Know the name of the nearest town or city and locate it on a map of the UK</li> <li>Locate a number of cities on a map of the UK</li> <li>Make a model, using road strips and toy buildings that shows features in an area</li> </ul>

# Lower Key Stage 2: Geography

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Human and physical geography	<ul style="list-style-type: none"> <li>From KS1, pupils will have learned about different parts of the world and know about the continents</li> <li>Most pupils will associate earthquakes and volcanoes with disasters</li> <li>However, they may not have a clear understanding as how they are caused</li> <li>Some may link disasters with stories they have read</li> </ul>	<ul style="list-style-type: none"> <li>Know what causes an earthquake</li> <li>Label the different parts of a volcano</li> <li>Know about the human characteristics and features of a European country and its major cities</li> </ul>	<ul style="list-style-type: none"> <li>The learning about earthquakes in Year 3 may help pupils understand that in many countries they have to build to protect themselves from damage</li> <li>Some pupils may have seen a tsunami on television</li> <li>Link the learning on the water cycle with science</li> <li>Most pupils will have some understanding about deserts.</li> </ul>	<ul style="list-style-type: none"> <li>Know how countries can prepared and protect themselves from the effects of an earthquake</li> <li>Know how tsunamis are formed</li> <li>Know why most cities are located by a river</li> <li>Know the impact of the water cycle e.g. potential flooding</li> <li>Know the names of and locate some of the world's deserts</li> </ul>
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Pupils may have some experience of seeing the images that drones provide and may be able to link this with aerial photographs</li> <li>Pupils have studied a small area of a non-European country in Year 2 including human and physical features</li> <li>Pupils have learned about the four points of the compass in Year 1, and basic human and physical features in Year 2</li> <li>Because of holiday destinations, some pupils may be able to relate to countries like Spain, France, Italy, Greece and Turkey</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals</li> <li>Know and name the eight points of a compass</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Talk about the features in their local environment and compare it with another they know</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learned about the Equator and the North and South Poles earlier in Key Stage 1, and some may have come across the tropics</li> <li>Some may have been on a long car journey and will have noticed the road signs and heard the SatNav giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>Know how to plan a journey within the UK, using a road map</li> <li>Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> </ul>

# Upper Key Stage 2: Geography

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Human and physical geography	<ul style="list-style-type: none"> <li>Pupils can locate and name some of the world's deserts because of the learning in geography in Year 4 and the study in history of the Ancient Egyptians</li> <li>They may have already come across rainforest because of exposure on television</li> <li>Because of the work of people like David Attenborough, pupils may know of the issues associated with climate change</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> <li>Know the causes and impact of climate change</li> </ul>	<ul style="list-style-type: none"> <li>Pupils may live near an industrial area</li> <li>Other may have passed one as they travel to various places in the country</li> <li>They may be aware of the campaigns of significant people like David Attenborough and Greta Thunberg</li> <li>They may have views about what should be done and what is already being done regarding climate change</li> </ul>	<ul style="list-style-type: none"> <li>Know why our industrial areas and ports are important</li> <li>Know main human and physical differences between developed and developing nations</li> <li>Know the impact of influential people on climate change e.g. Greta Thunberg, David Attenborough</li> <li>Evaluate the impact of climate change and how it could impact on their own lives</li> </ul>
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Links to the mathematics curriculum help pupils should be able to draw on these skills to help them with map work</li> <li>Pupils have used a map of the local area in Year 4 and used road map to plan a journey</li> <li>Pupils have learned to interpret and present discrete and continuous data using appropriate graphical methods</li> <li>In Year 4 pupils learned to count backwards through zero to include negative numbers</li> <li>Pupils have learned how to choose and use °C to measure temperature and use thermometers</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world</li> <li>Know most of the symbols used on a UK road map, including status of roads</li> <li>Know some of the main features of a satnav</li> <li>Use appropriate special language when giving directions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have experienced Google Earth in past years</li> <li>Pupils will have knowledge of different maps from previous learning They may have familiarity with various graphs because of graphical work in mathematic</li> <li>Pupils have learned about bar charts and time graphs in Year 4 and line graphs in Year 5</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Know what most of the ordnance survey symbols stand for</li> <li>Know how to use six-figure grid references</li> <li>Use graphs to compare changes over time</li> <li>Know how to use digimaps</li> <li>Be familiar with topographical maps and know about contours, etc.</li> </ul>

# Key Stage 1: Art & Design

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Use materials	<ul style="list-style-type: none"> <li>In EYFS, children will have had opportunities of experimenting with a range of media</li> <li>They will be familiar with creating models and joining different objects to make a sculpture (model)</li> <li>They will have experienced playing with a range of materials at home as well as in EYFS</li> <li>They may well have explored using IT packages at home on iPads as well as in EYFS settings</li> </ul>	<ul style="list-style-type: none"> <li>Know how to cut, roll and coil materials</li> <li>Know how to use IT to create a picture</li> <li>Select, cut, assemble, tear, stick and collage different materials</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have had some formality when using clay and other malleable materials</li> <li>They have been directed to use a specific IT package, used by the school, to create art</li> <li>Pupils will have experience of leaf and bark rubbings and the language and texture</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>Know how to make a coil clay pot</li> <li>Know how to join two clay finger pots together</li> <li>Be able to use 'slip' when making joins in clay</li> <li>Know how to use different effects within an IT paint package</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>Children will be familiar with mark making and attempting early drawings</li> <li>They will also have experienced using felt-tipped pens and other drawing resources</li> <li>They have been given freedom to explore different pencils, without formality</li> </ul>	<ul style="list-style-type: none"> <li>Know how to show how people feel in paintings and drawings</li> <li>Know how to use pencils to create lines of different thicknesses in drawings</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' drawings show greater understanding of the subject at hand and be more detailed</li> <li>It is useful for teachers to make use of the 'Goodenough' stages of drawing development to see what they should expect from 5 and 6 year olds</li> </ul>	<ul style="list-style-type: none"> <li>Know how to show how people feel in paintings and drawings</li> <li>Know how to use pencils to create lines of different thickness in drawings</li> </ul>

# Key Stage 1: Art & Design

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Use colour, pattern, texture, line, form, space and shape	<ul style="list-style-type: none"> <li>Children will have explored the use of paint with different brushes or sponges</li> <li>Children have experienced the use of fingers, hands and feet to print</li> <li>Children have investigated the use of sticks in watery mud, etc.</li> <li>Children have experienced a range of patterns in their play such as repeating patterns and growing patterns</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create moods in art work</li> <li>Know the names of the primary and secondary colours</li> <li>Know how to create a repeating pattern in print</li> <li>Be able to create rubbings (from a print or textured surface)</li> <li>Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have experienced mixing paint both formally and informally in Year 1</li> <li>They should be able to name the primary and secondary colours and be able to explain which colours mix together to give colours like orange and purple</li> <li>Pupils should be familiar with a range of tools, including thin and thick brushes as well as sponges and rollers</li> <li>They should have has experience of observing something before attempting to draw or paint it</li> </ul>	<ul style="list-style-type: none"> <li>Know how to mix paint to create all the secondary colours</li> <li>Know how to create brown with paint</li> <li>Know how to create tints with paint by adding white</li> <li>Know how to create tones with paint by adding black</li> <li>Match and make new colours</li> <li>Explore wash, strokes, layers, blending, splash and drip techniques</li> </ul>

# Lower Key Stage 2: Art & Design

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Drawing, painting and sculpture</b>	<ul style="list-style-type: none"> <li>By the end of Year 2, pupils should be familiar with a range of pencils, for example 8B, 4B, HB and know what they would use each for</li> <li>Pupils should be able to use thin and thick brushes to create different textures and different shades</li> <li>They have experimented with tones and tints by adding white and black to their original colour</li> <li>They have experienced printing by using pressing, rolling, rubbing and stamping</li> <li>They have experienced creating a wash by using water and a small amount of paint and know how to apply this</li> </ul>	<ul style="list-style-type: none"> <li>Know how to show facial expressions in art.</li> <li>Know how to use different grades of pencil to shade and to show different tones and textures</li> <li>Know how to create a background using a wash</li> <li>Know how to use a range of brushes to create different effects in painting</li> <li>Lift an impression or print from a textured or incised surface (using a stamp or block and water-based printing ink and prepared surfaces)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are very familiar with a range of pencils to include at least one H pencil (perhaps 2H)</li> <li>They are experienced at creating different shades and patterns with these pencils</li> <li>They should now be confident to apply a wash and know about letting the wash dry before applying thicker paint onto the background</li> <li>They should also know that in most cases washes are applied with a thick brush</li> <li>They should know how to over-print and create more than one colour with the same artefacts</li> <li>They should be familiar with rolling clay and how to join clay using slip</li> </ul>	<ul style="list-style-type: none"> <li>Know how to show facial expressions and body language in sketches and paintings</li> <li>Know how to use marks and lines to show texture in art</li> <li>Know how to use line, tint, tone, shape and colour to represent figures and forms in movement</li> <li>Know how to show reflections in art</li> <li>Know how to print onto different materials using at least four colours</li> <li>Create a surface pattern by repeat printing a motif or simulate a repeating pattern using digital technology</li> <li>Know how to sculpt clay and other mouldable materials</li> </ul>



# Upper Key Stage 2: Art & Design

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Drawing, painting and sculpture	<ul style="list-style-type: none"> <li>• Pupils are familiar with a range of pencils and know what each is able to do in terms of shade and sharpness</li> <li>• Their drawings of people show detail so that the mood is clear</li> <li>• Drawings of people are proportioned well and in line with the expectations outlined in 'Goodenough'</li> <li>• They use pencil, charcoal and pastels to create continuing patterns to create effect in a piece of work</li> <li>• They are able to mix paint to a desired colour and know how to use white and black to create tints and shade</li> <li>• They should be able to join clay using slip and create models in clay where joining is required</li> <li>• They should be familiar with a range of IT painting programs</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use shading to create mood and feeling</li> <li>• Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement</li> <li>• Know how to express emotion in art</li> <li>• Know how to create an accurate print design following given criteria</li> <li>• Explore wash and transparency, marks and strokes when painting</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should make an effort to ensure that drawings created during art lessons and drawings they create during humanities lessons are of equal quality</li> <li>• Pupils should be able to create facial expressions in their drawing of people</li> <li>• When drawing a person, they should know about proportion and keep to it</li> <li>• Their paintings are more sophisticated with water colour and acrylic paint being used effectively</li> <li>• They know about using view finders to give them greater accuracy</li> <li>• Pupils should have experienced painting and drawing to a given set of criteria in creating informal examples of art work</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to overprint to create different patterns</li> <li>• Know which media to use to create maximum impact</li> <li>• Use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> </ul>

# Key Stage 1: Art & Design

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Study of a range of artists	<ul style="list-style-type: none"> <li>• There is a good possibility that children will have come across pieces of art work in their own homes (both 2D and 3D)</li> <li>• They have talked about these pieces with parents and grandparents and may be able to explain what they like or dislike about them</li> <li>• In EYFS children will have talked about famous artists' work and started the process of formal appraisal</li> <li>• They have displayed their own work and felt proud of their efforts</li> <li>• They have said what they like about their art work by their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what can be seen and give an opinion about the work of an artist</li> <li>• Ask questions about a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be confident in offering their opinions about certain art work and should be able to explain why they like or even dislike a piece of art and give clear reasons</li> <li>• They may be able to start interrogating the art and talk about colour used and the subject in general</li> <li>• They should be confident enough to ask questions and to offer opinions about any piece of art being studied</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest how artists and creative practitioners have used colour, pattern and shape</li> <li>• Know how to create a piece of art in response to the work of another artist</li> <li>• Pupils develop views and ideas, using this to inform their own creative actions</li> </ul>

# Lower Key Stage 2: Art & Design

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Study of a range of artists	<ul style="list-style-type: none"> <li>• Pupils are familiar with interrogating a piece of art work and to talking about technique as well as use of colour, form, pattern and shade</li> <li>• They will also have considered art from different parts of the world, i.e., African art</li> <li>• They will have already responded to the techniques used by an artist by creating their own piece using some of the artists' techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to identify the techniques used by different artists and creative practitioners</li> <li>• Know how to compare the work of different artists</li> <li>• Recognise when art is from different cultures</li> <li>• Recognise when art is from different historical periods</li> </ul>	<ul style="list-style-type: none"> <li>• At this stage, pupils should be familiar with comparing the work of at least two artists and be able to talk about what they like in each and about the techniques employed by each</li> <li>• They will have considered ideas they have learned from artists and used their sketchbooks to try new ideas out before applying this to a final piece</li> <li>• They should have expanded their knowledge of art from different cultures and started to consider art produced during different historical periods</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with the styles used by other artists and creative practitioners</li> <li>• Explain some of the features of art from historical periods</li> <li>• Know how different artists developed their specific techniques</li> </ul>

# Upper Key Stage 2: Art & Design

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Study of a range of artists	<ul style="list-style-type: none"> <li>Pupils have begun to develop an expertise of knowledge about certain artists and can explain what their intentions were, for example, Picasso and Dali</li> <li>Although they are beginning to take account of the technique of various artists, they are more confident to make partial use of this technique in their own art, giving them greater variation</li> </ul>	<ul style="list-style-type: none"> <li>Research the work of an artist or creative practitioner and use their work to replicate a style</li> <li>Know reasons why artists and designers work in the way they do and make decisions</li> <li>Use the study of an artist to inform creative actions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils get engrossed in researching about famous artists and creative practitioners</li> <li>They understand the artists' motives in creating the art they did and can see the impact it has on a final piece of art</li> <li>They recognise the importance of using sketchbooks for investigating different techniques and ideas and willingly use this as an important part of their planning</li> </ul>	<ul style="list-style-type: none"> <li>Explain the style of art used and how it has been influenced by a famous artist</li> <li>Know what a specific artist is trying to achieve in any given situation</li> <li>Know why art can be very abstract and interpret what message the artist is trying to convey</li> </ul>

# Lower Key Stage 2: Art & Design

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Using sketchbooks	<ul style="list-style-type: none"> <li>Pupils are familiar with the concept of a sketchbook having used a 'floor book' system in EYFS and key stage1 to experiment with different ideas</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use sketches to produce a final piece of art</li> <li>Know how to use digital images and combine with other media</li> <li>Know how to use IT to create art which includes their own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be familiar with the concept of a sketchbook and are beginning to see it as a place where they can have a record of their ideas based on a range of stimuli</li> <li>They have captured a range of pencil patterns using different pencils from 8B to HB</li> <li>They have started to experiment with ideas based on the work of famous artists</li> <li>They have recorded some of their ideas that have resulted from using IT paint packages</li> </ul>	<ul style="list-style-type: none"> <li>Know how to integrate digital images into artwork</li> <li>Use sketchbooks to help create facial expressions</li> <li>Use sketchbooks to experiment with different texture</li> <li>Use photographs to help create reflections</li> </ul>

# Upper Key Stage 2: Art & Design

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Using sketchbooks	<ul style="list-style-type: none"> <li>At this stage, it is hoped that pupils are constantly making references to their sketchbooks and are also using it to experiment with new ideas</li> <li>They are able to record ideas about pattern, texture and shade</li> <li>They can also use photographs and start to look at ways of capturing thoughts and ideas that may have started from the photograph</li> </ul>	<ul style="list-style-type: none"> <li>Experiment by using marks and lines to produce texture</li> <li>Experiment with shading to create mood and feeling</li> <li>Experiment with media to create emotion in art</li> <li>Know how to use images created, scanned and found; altering them where necessary to create art</li> </ul>	<ul style="list-style-type: none"> <li>At this stage, pupils should be referring to their sketchbooks without being prompted to do so</li> <li>They have many ideas linked to texture, pattern, shade, etc. – some will be used in subsequent pieces of art work but others will have been dismissed</li> <li>The important point is that they are confident enough to explore and experiment</li> <li>They should also be confident to explore emotion in different media</li> <li>They also have a record of a range of artists that they have come across and will note the techniques that they have used</li> </ul>	<ul style="list-style-type: none"> <li>Explain why different tools have been used to create art</li> <li>Explain why chosen specific techniques have been used</li> <li>Know how to use feedback to make amendments and improvement to art</li> <li>Know how to use a range of e-resources to create art</li> </ul>

# Key Stage 1: Design and Technology

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Designing	<ul style="list-style-type: none"> <li>Children will have had some experience of thinking through what they want to build but may not have experienced doing this in a formal way</li> <li>They will have shown curiosity about how artefacts, such as toys, work</li> </ul>	<ul style="list-style-type: none"> <li>Use own ideas to design something</li> <li>Describe how their own idea works</li> <li>Design a product which moves</li> <li>Explain to someone else how they want to make their product</li> <li>Make a simple plan before making</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have experienced taking time to look at the way objects move and will have talked to a partner about how they want to make a specific model move</li> <li>They will have experienced working with different materials</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of their product</li> <li>Think of an idea and plan what to do next</li> <li>Explain why they have chosen specific textiles or materials</li> <li>Draw a simple design and label the parts of their product</li> </ul>
Making	<ul style="list-style-type: none"> <li>Children will have experienced joining items together. They will have made various models from a range of boxes, cartons, etc.</li> <li>They have experienced working with wood and plastic materials</li> <li>They will have started with a specific model in mind although they would not have had a drawing/ design to follow</li> </ul>	<ul style="list-style-type: none"> <li>Use own ideas to make something</li> <li>Use tools safely</li> <li>Assemble and join materials using a variety of methods</li> </ul>	<ul style="list-style-type: none"> <li>They should be able to use a range of tools safely</li> <li>They will have experience of joining different materials in a safe way</li> <li>They have experienced making a model that has a moving part</li> <li>They are familiar with joining with glue of different stickability</li> <li>They will have formed some ideas about which material to use for specific jobs</li> </ul>	<ul style="list-style-type: none"> <li>Choose tools and materials and explain why they have chosen them</li> <li>Join materials and components in different ways</li> <li>Can identify and name a simple selection of hand tools</li> <li>Carry out finishing techniques that have been modelled by the teacher</li> <li>Cut and join fabric to make a simple product.</li> <li>Use simple sewing techniques</li> </ul>

# Lower Key Stage 2: Design and Technology

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Designing</b>	<ul style="list-style-type: none"> <li>• Pupils will be familiar working with a partner to design a specific model</li> <li>• They will know some of the qualities that different materials offer</li> <li>• They will have experience of drawing up a simple diagram of what they want to make</li> <li>• They will be aware that any design needs to be transformed into a model</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the purpose and audience for their product</li> <li>• Prove that a design meets the specification</li> <li>• Design a product and make sure that it looks attractive</li> <li>• Draw annotated designs with labels that detail their material choices and suitability of the given materials</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will have a greater awareness as to why they are designing a model and for what purpose</li> <li>• They will be used to revising their original thoughts</li> <li>• They will be used to designing with specific materials in mind</li> <li>• They will have experience of choosing appropriate materials and be able to justify their choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use ideas from other people when designing e.g. creating a mood board of existing products</li> <li>• Produce a plan and explain the use of materials, equipment and processes</li> <li>• Persevere and adapt work when original ideas do not work</li> <li>• Communicate ideas through annotated sketches that show different viewpoints of the product</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>• Pupils will be familiar with a small range of tools and be able to see which is the best to use for a specific task</li> <li>• They will be experienced in returning to a model they are making and adding finishing touches</li> <li>• They will be able to measuring quite accurately when cutting up materials</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a step-by-step plan, choosing the right equipment and materials</li> <li>• Select the most appropriate tools and techniques for a given task</li> <li>• Work accurately to measure, make cuts and make holes</li> <li>• Choose finishing techniques to improve the appearance of their products using a range of equipment including ICT</li> </ul>	<ul style="list-style-type: none"> <li>• They will be familiar with following a specific plan and know which part to make first</li> <li>• They will be able to select appropriate tools for a specific task</li> <li>• They will be measuring more accurately before cutting</li> <li>• They will know that models they make will probably require finishing touches</li> </ul>	<ul style="list-style-type: none"> <li>• Know which tools to use for a particular task and show knowledge of handling the tool</li> <li>• Know which material is likely to give the best outcome based on its properties</li> <li>• Mark, measure and cut accurately</li> <li>• Sew, weave or knit using a range of stitches</li> </ul>



# Upper Key Stage 2: Design and Technology

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Designing	<ul style="list-style-type: none"> <li>Pupils should be at the stage that they understand exactly what a design needs to do</li> <li>Designs should be communicating the main ideas of the proposed model</li> <li>They know how to make use of other people's ideas and incorporate into own designs</li> <li>Pupils can explain design to others, giving a very good level of detail.</li> <li>They have a good idea what different materials can and cannot be used for</li> </ul>	<ul style="list-style-type: none"> <li>Design, with a range of initial ideas, after collecting information from investigating existing products</li> <li>Research and using ICT where appropriate</li> <li>Produce a detailed, step-by-step plan</li> <li>Explain how a product will appeal to a specific audience and how it meets the purpose</li> <li>Create annotated 3D designs of their design on isometric or squared paper</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can come up with more than one design if required</li> <li>They will revise an original idea either because they are asked to do so or can see a need for it themselves</li> <li>Designs have clarity about order needed to follow</li> <li>Pupils are familiar with creating a plan that is aimed at a specific audience</li> </ul>	<ul style="list-style-type: none"> <li>Use market research of existing products to inform their design</li> <li>Follow and refine original plans</li> <li>justify planning in a convincing way</li> <li>Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details</li> <li>Show that culture and society is considered in plans and design specification</li> </ul>
Making	<ul style="list-style-type: none"> <li>Very familiar with a range of tools and know how to handle them safely and correctly</li> <li>Knowledgeable about which tool is most likely to do the best job in different circumstances</li> <li>Will be able to measure and cut accurately</li> </ul>	<ul style="list-style-type: none"> <li>Name and use a range of tools and equipment competently</li> <li>Make a prototype before making a final version</li> <li>Carry out finishing techniques to enhance the appearance and function of their product</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are familiar with making a prototype before moving on to final version</li> <li>They should be competent and confident when using a range of tools</li> <li>They can choose best tool to do a specific job</li> </ul>	<ul style="list-style-type: none"> <li>Know which tool to use for a specific practical task</li> <li>Know how to use any tool correctly and safely</li> <li>Know what each tool is used for</li> <li>Explain why a specific tool is best for a specific action                             <ul style="list-style-type: none"> <li>Pin, sew and stitch materials together to create a product</li> </ul> </li> </ul>

# Key Stage 1: Design and Technology

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Evaluating	<ul style="list-style-type: none"> <li>Pupils are familiar, through 'show and tell' type of activities, with explaining what they like and dislike about various models completed in the class</li> <li>They are able to explain why they like certain models that have been created by others</li> </ul>	<ul style="list-style-type: none"> <li>Describe how something works</li> <li>Explain what works well and not so well in the model they have made</li> </ul>	<ul style="list-style-type: none"> <li>They are confident when explaining how their model works or what it represents</li> <li>They can explain what they would do to improve their models</li> <li>They can explain why they have chosen the materials they have</li> </ul>	<ul style="list-style-type: none"> <li>Explain what went well with their own work</li> </ul>
Technical knowledge	<ul style="list-style-type: none"> <li>Children have watched how toys move and recognised such things as axles and wheels, small windmills, etc.</li> <li>They are familiar with batteries being used to make objects move in some way</li> </ul>	<ul style="list-style-type: none"> <li>Make their own model stronger</li> <li>Make a product that moves(e.g. wind/ simple motor powered boat</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have talked about how to make their own models more sturdy</li> <li>They will have had experience of using tape or glue to make their models stronger</li> </ul>	<ul style="list-style-type: none"> <li>Make a model stronger and more stable</li> <li>Use wheels and axles, when appropriate to do so</li> <li>Know how simple mechanisms work e.g. sliders and linkages</li> </ul>

# Lower Key Stage 2: Design and Technology

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Evaluating	<ul style="list-style-type: none"> <li>• They will be familiar with explaining things to others or a whole class</li> <li>• They will be able to explain why a model worked well or indeed why it did not</li> <li>• They can make suggestions about how they would improve a product/ model they have made</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to improve a finished model</li> <li>• Know why a model has or has not been successful</li> </ul>	<ul style="list-style-type: none"> <li>• Their explanations about what went well and what did not are much more detailed.</li> <li>• They are also using more technical language when explaining things.</li> <li>• They are consistently able to offer explanations about improving a product/ model they have made.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and suggest improvements for designs</li> <li>• Evaluate products for both their purpose and appearance</li> <li>• Evaluate their own and others work</li> <li>• Present a product in an interesting way</li> </ul>
Technical knowledge	<ul style="list-style-type: none"> <li>• Pupils will be familiar with using wheels and axles when making models</li> <li>• Pupils will know about linkages and sliders</li> <li>• Pupils will be familiar with battery operations and have some idea about how they work</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</li> <li>• Use a simple IT program within the design</li> <li>• Create a product with a simple mechanism (e.g. levers)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know a great deal about strengthening or stiffen models or parts of models</li> <li>• Pupils are familiar with incorporating a mechanism into their models</li> <li>• Pupils will be familiar with simple IT programs</li> </ul>	<ul style="list-style-type: none"> <li>• Link scientific knowledge by using lights, switches or buzzers</li> <li>• Use IT where appropriate to add to the quality of the product</li> </ul>

# Upper Key Stage 2: Design and Technology

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Evaluating	<ul style="list-style-type: none"> <li>• Pupils are familiar with evaluating the products of others and provide constructive feedback</li> <li>• They are able to talk about appearance as well as effectiveness of a product they have produced</li> <li>• They are very confident about making suggestions about improving a product they have produced and can go into detail when doing so</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest alternative plans; outlining the positive features and drawbacks</li> <li>• Evaluate appearance and function against original criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be familiar with not just identifying what needs improving but can also make suggestions about how they intend to make the improvements</li> <li>• Pupils can look at what they set out to do and evaluates end product against the original plans</li> <li>• They can talk separately about function as well as appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Test and evaluate designed products with specified audience where possible</li> <li>• Explain how products should be stored and give reasons</li> <li>• Evaluate product against clear criteria</li> </ul>
Technical knowledge	<ul style="list-style-type: none"> <li>• They can link learning in other subjects with creating a product in DT</li> <li>• Pupils are familiar with creating a simple electrical circuit and can see its potential when designing and making a product</li> <li>• They have started to incorporate IT programs into their designs</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest alternative plans; outlining the positive features and drawbacks</li> <li>• Evaluate appearance and function against original criteria</li> </ul>	<ul style="list-style-type: none"> <li>• They can consider the pros and cons of using certain mechanisms in their products</li> <li>• Although they are confident about incorporating mechanisms in their models, they will also be aware of the need to have a product that looks good</li> </ul>	<ul style="list-style-type: none"> <li>• Know which IT product would further enhance a specific product</li> <li>• Use knowledge to improve a made product by strengthening, stiffening or reinforcing</li> <li>• Use electrical systems correctly and accurately to enhance a given product</li> </ul>

# Key Stage 1: Design and Technology

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Food technology</b>	<ul style="list-style-type: none"> <li>Children will have experienced mixing ingredients at their EYFS setting and at home</li> <li>They should be able to talk about texture of different ingredients</li> <li>They know about issues related to cleanliness when handling food</li> </ul>	<ul style="list-style-type: none"> <li>Cut food safely</li> <li>Know where fruit and vegetables come from</li> <li>Use basic food handling, hygiene practices and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>They have some experience of using cuttings tools during food preparation</li> <li>They know about where some of the foods they prepare have come from, especially fruit and vegetables</li> <li>They know health and safety issues regarding food preparation</li> </ul>	<ul style="list-style-type: none"> <li>Weigh ingredients to use in a recipe</li> <li>Describe the ingredients used when making a dish or cake</li> <li>Can talk about which food is healthy and which is not</li> <li>Follow safe procedures for food safety and hygiene</li> </ul>

# Lower Key Stage 2: Design and Technology

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Food technology</b>	<ul style="list-style-type: none"> <li>• Pupils are familiar with measuring ingredients and will have met a weighing device specifically used to weigh out ingredients</li> <li>• They talk about the ingredients they are using when preparing food</li> <li>• They can explain why certain foods are healthy and why too much of some is not</li> <li>• They have a growing awareness of the need to be clean and safe when preparing food</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how food ingredients come together</li> <li>• Weigh out ingredients and follow a given recipe to create a dish</li> <li>• Know when food is ready for harvesting</li> <li>• Demonstrate hygienic food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can predict what is likely to happen when certain ingredients are mixed together, for example, adding egg to flour</li> <li>• They are accurate in measuring ingredients</li> <li>• They can follow a simple recipe</li> <li>• They can explain when certain foods would be ready for harvesting, e.g. blackberries in the autumn</li> <li>• They know without the need of reminders about working healthily and safely</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a creative element to the food product being designed</li> <li>• Know which season various foods are available for harvesting</li> <li>• Recognise safe practices in the kitchen and can identify hazards e.g. hazards when using an oven</li> </ul>

# Upper Key Stage 2: Design and Technology

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Food technology</b>	<ul style="list-style-type: none"> <li>• Pupils are confident to organise a working space when preparing food</li> <li>• They can make suggestions that bring in an element of creativity to their preparation</li> <li>• They are very confident about working cleanly, safely and healthily</li> </ul>	<ul style="list-style-type: none"> <li>• Be both hygienic and safe in the kitchen</li> <li>• Know how to prepare a meal by collecting the ingredients in the first place</li> <li>• Weigh and measure accurately (timings, dry ingredients and liquids)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can make a list of ingredients they would need to make a specific meal or food product</li> <li>• They know how to go about collecting these ingredients, even at a supermarket or local shop</li> <li>• They are very accurate with their weighing of ingredients and double check before adding to a mixture</li> <li>• They know how much time a mixture needs before being the end product desired</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how food ingredients should be stored and give reasons</li> <li>• Work within a budget to create a meal</li> <li>• Understand the difference between a savoury and sweet dish</li> </ul>

# Key Stage 1: Computing

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Algorithms	<ul style="list-style-type: none"> <li>Children have had experience of making a toy move by using buttons in a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Know that an algorithm is a set of instructions used to solve a problem or achieve an objective</li> <li>Know that an algorithm written for a computer is called a program</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can use a series of instruction to make a movable IT toy move (such as Bee Bot)</li> <li>They know that instructions can be given to a computer to make things happen</li> </ul>	<ul style="list-style-type: none"> <li>Know that an algorithm is used on digital devices and is a set of instructions designed to complete a task</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>Children have experience of solving problems and following instructions</li> </ul>	<ul style="list-style-type: none"> <li>Interpret what will happen at different stages of a program</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have experience of working out what could happen at any given stage when a program is started</li> </ul>	<ul style="list-style-type: none"> <li>Predict what the outcome of a simple program will be (logical reasoning)</li> <li>Identify the parts of program that respond to specific actions. For example, writing a cause and effect sentence of what will happen in a program</li> </ul>



# Key Stage 1: Computing

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Creating programs	<ul style="list-style-type: none"> <li>Children will have some knowledge of creating things on a range of digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Create, sort, collate, edit and store simple digital content e.g. name, save and retrieve their work</li> <li>Follow simple instructions to access online resources</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have had experience of using computers to record something they have done</li> <li>They can go back and add information or correct information as needed</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple program that achieves a specific purpose</li> <li>Know that programs require precise instructions</li> </ul>
Using technology	<ul style="list-style-type: none"> <li>Children will be familiar with various electronic gadgets that take a photograph or record their voices.</li> <li>They will have had experience of paint packages, word processing and websites</li> </ul>	<ul style="list-style-type: none"> <li>Use a website and a camera</li> <li>Record sound and play back</li> </ul>	<ul style="list-style-type: none"> <li>They will have started to use a website (with some help, if needed)</li> <li>They will have a growing understanding of what a website is.</li> <li>They will know how to record different sounds, including their voices and play them back</li> </ul>	<ul style="list-style-type: none"> <li>Organise, retrieve and manipulate digital content</li> <li>Create, name, save and retrieve content including photos, text and sound</li> </ul>

# Key Stage 1: Computing

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
Uses IT beyond school	<ul style="list-style-type: none"> <li>Children will have been born into a technological world and it is likely that their homes will be making use of technology in many different ways, e.g. doorbells to iPhones</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the IT uses in their own home</li> <li>Make a distinction between objects that use modern technology and those that do not, e.g. a microwave vs a chair</li> </ul>	<ul style="list-style-type: none"> <li>They can recognise that there is technology all around them and be able to explain what it does</li> <li>They can recognise that there will be objects that they come across regularly that will need technology and some that do not require it</li> </ul>	<ul style="list-style-type: none"> <li>Know how technology is used in school and outside of school</li> <li>Effectively retrieve relevant, purposeful digital content using a search engine</li> <li>Apply learning of effective searching beyond the classroom</li> </ul>
Using technology safely	<ul style="list-style-type: none"> <li>They will have a growing awareness that many technological gadgets and will have passwords</li> <li>They are becoming aware that these passwords are there to protect information</li> <li>They are beginning to understand emotions and feeling safe and uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely</li> <li>Keep personal information (such as passwords) private</li> <li>Know how to save work to a designated private space</li> </ul>	<ul style="list-style-type: none"> <li>They have a growing awareness of how important it is that they have passwords that they do not share with others and why this is</li> <li>They can save work in a given file</li> </ul>	<ul style="list-style-type: none"> <li>Know where to go for help, if concerned</li> <li>Know the implications of inappropriate online searches</li> </ul>

# Lower Key Stage 2: Computing

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Reasoning	<ul style="list-style-type: none"><li>• Pupils are more confident at predicting what might happen next in a given program</li><li>• They can write a cause and effect sentence of what will happen in a program</li></ul>	<ul style="list-style-type: none"><li>• Discern when it is best to use technology and where it adds little or no value</li><li>• Make logical, achievable steps and absorbing new knowledge of coding structures</li></ul>	<ul style="list-style-type: none"><li>• They know when it is best to use technology and when not because they are familiar with a range of programs</li></ul>	<ul style="list-style-type: none"><li>• Make an accurate prediction and explain why they believe something will happen (linked to programming)</li><li>• Trace code and use step-through methods to identify errors in code and make logical attempts to correct this</li></ul>

# Upper Key Stage 2: Computing

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Reasoning	<ul style="list-style-type: none"><li>• They are confident to make predictions about what will happen next and will be able to explain their reasoning</li><li>• They are able to trace codes and make remedies when needed</li></ul>	<ul style="list-style-type: none"><li>• Analyse and evaluate information reaching a conclusion that helps with future developments</li><li>• Begin to think about code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</li></ul>	<ul style="list-style-type: none"><li>• They can check information and come to a conclusion that helps them with their development</li><li>• They have started to think of code structures and can debug</li></ul>	<ul style="list-style-type: none"><li>• Design algorithms that use repetition and 2-way selection</li><li>• Interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole</li></ul>

# Lower Key Stage 2: Computing

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Creating programs</b>	<b>Creating programs</b>	<ul style="list-style-type: none"> <li>• They can write a simple program that achieves a specific purpose</li> <li>• They know that programs require precise instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals</li> </ul>	<ul style="list-style-type: none"> <li>• They can write programs that are very specific</li> </ul>	<ul style="list-style-type: none"> <li>• Give an 'on-screen' robot specific instructions that takes them from A to B</li> </ul>
	<b>Developing programs</b>	<ul style="list-style-type: none"> <li>• Pupils are familiar with directional language</li> </ul>	<ul style="list-style-type: none"> <li>• Design a sequence of instructions, including directional instructions</li> <li>• Identify errors within programs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can put together a range of instructions in sequence which includes directions, etc.</li> <li>• They are able to identify errors in programs</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with variables to control models</li> <li>• Begin to debug their own program</li> </ul>
	<b>Using programs</b>	<ul style="list-style-type: none"> <li>• Pupils will have experienced using the internet</li> <li>• They have used it to research and to access games</li> </ul>	<ul style="list-style-type: none"> <li>• Know what computer networks do and how they provide multiple services</li> </ul>	<ul style="list-style-type: none"> <li>• At this stage, pupils will have a better understanding as to what the internet has to offer</li> <li>• They have experienced finding information they need through the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed software choices when presenting information and data.</li> <li>• Create linked content using a range of software</li> </ul>

# Upper Key Stage 2: Computing

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Creating programs</b>	<b>Creating programs</b>	<ul style="list-style-type: none"> <li>They are familiar with writing programs that can help move objects from a given point to a specific other point</li> </ul>	<ul style="list-style-type: none"> <li>Turn complex real-life situations into algorithms for a program by deconstructing it into manageable parts</li> </ul>	<ul style="list-style-type: none"> <li>They can create algorithms that turn difficult situations to manageable ones</li> </ul>	<ul style="list-style-type: none"> <li>Write a program that combines more than one attribute</li> </ul>
	<b>Developing programs</b>	<ul style="list-style-type: none"> <li>They can make a start at least at debugging their own programs</li> <li>They can use trial and error to help them control models</li> </ul>	<ul style="list-style-type: none"> <li>Develop a program that has specific variables identified</li> </ul>	<ul style="list-style-type: none"> <li>They can create a program that has identifiable variables within it</li> </ul>	<ul style="list-style-type: none"> <li>Develop a sequenced program that has repetition and variables identified</li> <li>Test and debug a program as they go and use logical methods to identify the cause of bugs</li> </ul>
	<b>Using programs</b>	<ul style="list-style-type: none"> <li>Pupils will have come across a range of software to present information, e.g. word or power point</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively create content and solutions</li> </ul>	<ul style="list-style-type: none"> <li>They have put a presentation together making use of the software available to them</li> <li>They will have experienced working with others to agree the software to use, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections to the audience when designing and creating digital content</li> </ul>

# Lower Key Stage 2: Computing

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Using technology</b>	<b>Networks</b>	<ul style="list-style-type: none"> <li>Pupils have experienced searching for something on the www</li> </ul>	<ul style="list-style-type: none"> <li>Navigate the web to complete simple searches</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be experienced at navigating the web and using search engines to help them</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the main component parts of hardware which allow computers to join and form a network</li> </ul>
	<b>Search engines</b>	<ul style="list-style-type: none"> <li>Pupils will begin to have an awareness of what search engines can do</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of software for similar purposes</li> <li>Collect and present information</li> </ul>	<ul style="list-style-type: none"> <li>By the time they arrive in Year 4, pupils will have a good awareness of the software that is available to them</li> <li>They will also be able to access this software to support their presentations</li> </ul>	<ul style="list-style-type: none"> <li>Select and use software to accomplish given goals</li> <li>Appraise selected webpages for credibility and information at a basic level</li> </ul>

# Upper Key Stage 2: Computing

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
Using technology	Networks	<ul style="list-style-type: none"> <li>Pupils can recognise the main component parts of hardware which allow computers to join and form a network</li> </ul>	<ul style="list-style-type: none"> <li>Know the value of computer networks but are also aware of the main dangers.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be aware of the information that is available to them on the web but will also be wary of the dangers it could pose to them and others</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between the internet and the World Wide Web</li> <li>Know what a WAN and LAN are</li> </ul>
	Search engines	<ul style="list-style-type: none"> <li>Pupils can distinguish between different software and know which to choose for a specific task</li> <li>They will have experienced making decisions about different software although they would have done so at a very basic level</li> </ul>	<ul style="list-style-type: none"> <li>Know how search results are selected and ranked</li> <li>Identify credible webpages</li> </ul>	<ul style="list-style-type: none"> <li>By the time they arrive in Year 6, they will be more experienced at making choices about webpages they want to use for a given task</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that some search engines may provide misleading information</li> <li>Use filters when searching for digital content</li> <li>Explain in detail how credible a webpage is and the information it contains</li> <li>Compare a range of digital content sources and rate them in terms of content quality and accuracy</li> </ul>



# Lower Key Stage 2: Computing

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Using technology safely	<ul style="list-style-type: none"> <li>By the time pupils start Key Stage 2, they know where to go for help, if concerned</li> <li>Pupils will also be aware of the implications of inappropriate online searches</li> </ul>	<ul style="list-style-type: none"> <li>Use technology respectfully and responsibly</li> <li>Explain the negative implications of failure to keep passwords safe and secure</li> <li>Know different ways they can get help if concerned</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a growing awareness of how to use technology sensibly at this stage</li> <li>They have a very good understanding as to why passwords should be kept safely and securely</li> <li>They are aware of what to do if they feel unsafe online</li> </ul>	<ul style="list-style-type: none"> <li>Recognise acceptable and unacceptable behaviour using technology</li> <li>Know a range of ways of reporting inappropriate content and contact</li> </ul>

# Upper Key Stage 2: Computing

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Using technology safely	<ul style="list-style-type: none"> <li>Pupils are very experienced at knowing what is and is not acceptable behaviour online</li> <li>They should know exactly what to do if they come across inappropriate content or contact</li> </ul>	<ul style="list-style-type: none"> <li>Know that they have to make choices when using technology and that not everything is true and/or safe</li> </ul>	<ul style="list-style-type: none"> <li>They should, by the time they start Year 6, have a growing awareness that not everything and everyone they access on the web is necessarily true or safe</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</li> <li>Recognise the value in preserving privacy when online for their own and other people's safety</li> </ul>

# Key Stage 1: Physical Education

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• There may be one or two children that belong to a gymnastics club outside school and may be quite advanced for their age</li> <li>• All children will have experienced going into the school hall for formal gymnastic lessons in EY and therefore should be used to movement lessons where they run with control and balance and roll</li> <li>• At home, children will have rolled down a small hill, tried to do handstands, etc before starting school</li> </ul>	<ul style="list-style-type: none"> <li>• Make their body curled, tense, stretched and relaxed</li> <li>• Control body when travelling and balancing</li> <li>• Copy sequences and repeat them</li> <li>• Roll, curl, travel and balance in different ways</li> <li>• Use under and over to move differently</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will have experienced a more formal gymnastics session, probably in the school hall so should be used to the setting and the safety regulations, etc.</li> <li>• They will be at a point of having started to link movements together</li> <li>• They will be familiar with working with a partner</li> <li>• They may be familiar with the terms roll, balance and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and perform a sequence of movements</li> <li>• Improve sequence based on feedback</li> <li>• Think of more than one way to create a sequence which follows some 'rules'</li> <li>• Start and finish using a gymnast position</li> <li>• Safely attempt a variety of jumps with moderate control</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Children will have experienced moving to music at school as well as home</li> <li>• Some may have shown relatives their movements</li> <li>• They will have had a chance in EY to interpret the music they are listening to by being given space and encouragement to do so</li> <li>• Children will have performed their dances to others in EYFS               <ul style="list-style-type: none"> <li>• A few may be members of a dance club outside school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform own dance moves</li> <li>• Copy or make up a short dance</li> <li>• Move safely in a space</li> <li>• Start and stop movement using music</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with older siblings may well be showing quite sophisticated movements in their dance based on what they have seen their siblings do</li> <li>• From their EY experience most will have view inhibitions related to moving to music</li> </ul>	<ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction in dance</li> <li>• Make a sequence by linking sections together</li> <li>• Use dance to show a mood or feeling</li> <li>• Perform in a small group to others</li> </ul>

# Lower Key Stage 2: Physical Education

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Pupils are more formal in their sequences, i.e. linking three movements one with a balance, one showing body shape and finish with a roll</li> <li>They are familiar with repeating a small sequence and improving it as they do so</li> <li>They can start and finish showing correct gymnastic positions</li> </ul>	<ul style="list-style-type: none"> <li>Adapt sequences to suit different types of apparatus and criteria</li> <li>Explain how strength and suppleness/flexibility affect performance</li> <li>Work cooperatively with others to produce a routine</li> </ul>	<ul style="list-style-type: none"> <li>They are familiar with being asked to work with a partner and to listen to each other with a view to improving original sequences</li> <li>They will have a good idea about where their own strengths are, i.e. particularly good at balancing</li> <li>They know how to make changes to their original ideas based on advice and sometimes because they want to challenge themselves more</li> </ul>	<ul style="list-style-type: none"> <li>Move in a controlled and challenging way</li> <li>Include a change of height and direction in a sequence</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>They can show different moods in their dance movements</li> <li>They have listened carefully to music and tried to interpret the speed and rhythm needed</li> <li>They have started to work with a partner and can mirror each others' dance sequences</li> <li>Some will bring ideas with them from dance clubs they belong to</li> </ul>	<ul style="list-style-type: none"> <li>Improvise freely and translate ideas from a stimulus into movement</li> <li>Share and create phrases with a partner and small group</li> <li>Remember and repeat dance perform phrases</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should feel confident to dance more freely and not be inhibited because others are in the hall with them</li> <li>They can improve on their original ideas and work with a partner to do so</li> <li>They will be able to repeat a dance performance and carry on to improve the original ideas</li> </ul>	<ul style="list-style-type: none"> <li>Take the lead when working with a partner or group</li> <li>Use dance to communicate an idea</li> <li>Use a theme as a stimulus to create ideas</li> </ul>

# Upper Key Stage 2: Physical Education

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Gymnastics	<ul style="list-style-type: none"> <li>• They can challenge themselves more often by adding more complex movements into their sequences</li> <li>• They aim to have more control and improve their original sequences by stretching their feet, etc.</li> <li>• They show greater levels of technical competence in their movements, e.g. finishing off a forward roll in a controlled way</li> </ul>	<ul style="list-style-type: none"> <li>• Make complex extended sequences</li> <li>• Combine action, balance and shape</li> <li>• Perform consistently to different audiences</li> <li>• Offer constructive feedback to help others improve</li> </ul>	<ul style="list-style-type: none"> <li>• They can extend their original sequences and repeat it</li> <li>• They can explain which part of their sequence they are aiming at improving</li> <li>• They are familiar with performing to a given audience and feel confident to do so</li> <li>• They can listen to suggestions and act on the</li> <li>• They provide support and feedback to others in a constructive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Combine own work with that of others</li> <li>• Sequences to specific timings</li> <li>• Adapt sequence and teach others key gymnastic movements</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• They have experienced creating a dance to a given theme, e.g. a storm at sea or the rising of the sun on a warm morning</li> <li>• They are able to communicate a specific idea through their dance, a plant growing from seed to flower</li> <li>• A few will be able to stimulate others by using dance movements learned outside school at dance clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Compose own dances in a creative way</li> <li>• Perform dance to an accompaniment</li> <li>• Dance shows clarity, fluency, accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Many will have the confidence to lead with a partner and create a unique dance from their own ideas</li> <li>• A few will lead the quality of dance shown by adding to their ideas movements learned at dance clubs they belong to outside school</li> <li>• The range of dances may be widened by some using street dances and contemporary dance movements learned outside school</li> <li>• Pupils can compose own dances in creative ways using a variety of accompaniments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop sequences in a specific style</li> <li>• Choose own music and style</li> </ul>

# Key Stage 1: Physical Education

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Basic movement and team games</b>	<ul style="list-style-type: none"> <li>In EYFS and at home pupils will be used to running and walking as part of their exercise routine</li> <li>They will be familiar with handling balls of different sizes</li> <li>They have experience of throwing a wide range of equipment</li> <li>Children will be familiar with kicking and some may have had experience of playing games such as football with their parents</li> <li>EYFS children will have experience of special awareness, using their motor skills, tracking and receiving a ball as well as bouncing balls</li> </ul>	<ul style="list-style-type: none"> <li>Throw underarm towards a target</li> <li>Throw in different ways using different objects</li> <li>Coordinate their body with control</li> <li>Move around an area without collision and stop in a space</li> <li>Be able to change direction on command</li> <li>Jump and land with control</li> <li>Move in different directions copying various movements</li> </ul>	<ul style="list-style-type: none"> <li>Pupils show quite good control when throwing or kicking a ball</li> <li>They are able to kick and throw showing increasing accuracy</li> <li>They should be aware of others around them when running or walking in a given space</li> <li>They can make small jumps from a standing start and control their landings</li> <li>They can jump from a running start and control their landings</li> <li>They should be able to run and show a distinct change of direction when doing so</li> </ul>	<ul style="list-style-type: none"> <li>Use hitting, kicking, throwing and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Use a tactic in a game</li> <li>Follow rules</li> <li>Be able to catch from a low height and a close throw</li> <li>Throw towards a target with moderate accuracy</li> <li>Move in different ways, identify these and know how they look</li> <li>Agility - change direction at speed to avoid chasers</li> <li>Show fairness and respect to others</li> </ul>

# Lower Key Stage 2: Physical Education

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Competitive games	<ul style="list-style-type: none"> <li>• Pupils can hit a ball with a bat or racket and show control when doing so.</li> <li>• They are aware of the rules in a game they are involved in</li> <li>• There will be some pupils who may find competitive games daunting and may shy away from being involved fully</li> <li>• Pupils show a growing accuracy with throwing and kicking a ball</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>• Know and use rules fairly</li> <li>• Apply basic rules</li> <li>• Begin to use suitable techniques</li> <li>• Learn from not winning</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be very familiar with working as part of a team</li> <li>• A few (maybe many) will be members of a team outside school and train regularly</li> <li>• They understand a set of rules and are prepared to apply them fairly in a game situation</li> <li>• They show an increasing ability to control a ball when receiving a pass or passing over a given distance</li> <li>• They are accepting of losing in a small-sided match</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch accurately</li> <li>• Hit a ball accurately with control</li> <li>• Vary tactics and adapt skills depending on what is happening in a game</li> <li>• Work as a team to reduce the opposition scoring points e.g. striking and fielding</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Children will have experienced running as fast as they can over a given distance</li> <li>• The range of abilities will be very wide at this stage</li> <li>• A few may show exceptional stamina when running and can run for quite a long distance</li> </ul>	<ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds; changing speed and direction</li> <li>• Take part in a relay, remembering when to run and what to do</li> <li>• Identify different ways to jump linked to athletics</li> </ul>	<ul style="list-style-type: none"> <li>• They are adept at running and changing speed and direction</li> <li>• They should be able to work as a small group in situations like relays</li> <li>• They are beginning to expand the techniques they use when jumping and know what to do to improve their own performance</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint over a short distance and show stamina when running over a long distance</li> <li>• Jump in different ways, taking off on one foot and 2 feet, and landing with control</li> </ul>

# Upper Key Stage 2: Physical Education

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Competitive games</b>	<ul style="list-style-type: none"> <li>• They can apply their throwing and kicking to a variety of games such as football, rugby, rounders, etc.</li> <li>• They can throw a ball accurately over a given distance and to kick a ball accurately to a partner</li> <li>• They can apply correct techniques when throwing or kicking a ball</li> <li>• They are able to work as part of team and know when to pass and when to dribble</li> </ul>	<ul style="list-style-type: none"> <li>• Gain possession by working as a team and pass in different ways</li> <li>• Choose a specific tactic for defending and attacking</li> <li>• Use a number of techniques to pass, dribble and shoot</li> <li>• Strike a ball, using a varied piece of equipment, into a space</li> </ul>	<ul style="list-style-type: none"> <li>• They can work as part of a team in a range of different games</li> <li>• They show encouragement, even if someone is not as accomplished as themselves</li> <li>• They should be prepared to carry on trying even if they feel they are not as talented as a partner</li> <li>• They can respond to a range of rules in a game and play to a given set of laws</li> </ul>	<ul style="list-style-type: none"> <li>• Agree and explain rules to others</li> <li>• Work as a team and communicate a plan</li> <li>• Lead others in a game situation when the need arises</li> <li>• Show competency in a range of sports</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• They understand why it is important to practise regularly and why it is healthy to try and improve on their own performance</li> <li>• They can demonstrate good technique when jumping off one or two feet</li> <li>• They can show control at all times when running or jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown the technique of different jumping events and develop each area to provide an overall improvement</li> <li>• Be able to measure with accuracy</li> <li>• Throw with increasing distance</li> </ul>	<ul style="list-style-type: none"> <li>• They are motivated to improve their performances in running, jumping and throwing</li> <li>• They can demonstrate increased competence with the technique they are employing when running jumping or throwing.</li> <li>• They can work with a partner to measure accurately their throw or jump</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate stamina and increase strength</li> <li>• Identify the attributes required for various events and be able to improve in their chosen event</li> <li>• Measure and record results, link to personal best and aim to improve</li> </ul>



# Lower Key Stage 2: Physical Education

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Outdoor adventure	<ul style="list-style-type: none"> <li>Pupils may be familiar with playing hide and seek in a large area such as a woodland</li> <li>They will be familiar with maps from their geography lessons and using instructional language such as 'go left', 'go straight ahead', etc.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map in a familiar context</li> <li>Use clues to follow a route</li> <li>Follow a route safely</li> <li>Know the boundaries in place</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a growing awareness of why it is important that they can read a map and know their left from their right</li> <li>They should be increasingly aware of aspects related to safety when following clues</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map in a (more demanding) familiar context</li> <li>Follow a route within a time limit</li> <li>Mark on a map where they are</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>Pupils show increased ability to feed back to a partner, doing so constructively but sensitively</li> <li>They will in many lessons be familiar with being a critical partner and they will be starting to apply these techniques in PE</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast gymnastic sequences</li> <li>Recognise own improvement in invasion games</li> </ul>	<ul style="list-style-type: none"> <li>They show an increasing willingness to listen to the advice of others including their partners.</li> <li>They are critical of own performance and think about how they can improve</li> </ul>	<ul style="list-style-type: none"> <li>Provide support and advice to others in gymnastics and dance</li> <li>Be prepared to listen to the ideas of others</li> <li>Work as team to develop others</li> </ul>

# Upper Key Stage 2: Physical Education

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Outdoor adventure	<ul style="list-style-type: none"> <li>Pupils make use of their map work in geography to support their ability to use a map in outdoor adventure</li> <li>They have experienced in interpreting a map when under pressure to do so</li> <li>They can follow a route within a set time limit</li> <li>Pupils can mark on a map where they are</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map into an unknown location</li> <li>Use clues and a compass to navigate a route</li> <li>Change route to overcome a problem</li> <li>Use new information to change route</li> <li>Explain to others how their map is providing help</li> </ul>	<ul style="list-style-type: none"> <li>They can use of their knowledge of maps from geography lessons to be able to enjoy outdoor adventure activities</li> <li>They show an ability to identify where they are and navigate a route unaided</li> <li>They are confident enough to make changes, such as a change direction if need be</li> <li>They can explain to others their thinking and be prepared to listen to advice from their partners</li> </ul>	<ul style="list-style-type: none"> <li>Plan a route and a series of clues for someone else</li> <li>Plan with others, taking account of safety and danger</li> <li>Apply a strategy, work efficiently and effectively with the help of a map</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>They should be familiar with their role as team members</li> <li>They act maturely when listening and giving advice and recognise if someone is finding their feedback stressful</li> </ul>	<ul style="list-style-type: none"> <li>Articulate to others something a partner has done well and also something that can be improved</li> <li>Analyse - know why their own performance was better or not as good as their last</li> </ul>	<ul style="list-style-type: none"> <li>When feeding back, pupils are articulate and get their point across well without causing their partner to feel upset</li> <li>They are more analytical in the way they offer feedback and refer to actual aspects of their partner's performance rather than being too general</li> </ul>	<ul style="list-style-type: none"> <li>Know which sports they are good at and find out how to improve further</li> <li>Modify and adapt games with their own ideas and teach this to others</li> <li>Identify activities to help improve performance</li> </ul>

# Lower Key Stage 2: Physical Education

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Swimming	<ul style="list-style-type: none"> <li>• Pupils will demonstrate a full range of skills when swimming</li> <li>• Few will have developed specific strokes at this stage, although those taking formal lessons will be doing so</li> <li>• They will have an idea about keeping safe in water</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently and confidently to 25 metres</li> <li>• Begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>• Know and demonstrate how to stay safe in the water.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent on the school's swimming programme, pupils will be able to swim 25 metres by now</li> <li>• However, many pupils will have had support from parents or from swimming classes out of school to be able to swim this distance</li> <li>• Pupils will be wary of water and will understand why safety systems have to be in place</li> <li>• Many will have mastered a specific stroke well</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently to 25 metres</li> <li>• Use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>• Know, and demonstrate the importance of staying safe in the water</li> <li>• Begin to perform safe self-rescue in different water-based situations</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>• Through their learning in science, pupils will know about what they need to do to keep their bodies healthy</li> <li>• They will be aware of what they are now able to do that they could not do when they were younger</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how their body has changed</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be aware of the need to exercise</li> <li>• The school may have an activity like the daily mile to encourage this</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the benefits of keeping active</li> </ul>

# Upper Key Stage 2: Physical Education

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Understanding	<ul style="list-style-type: none"><li>• Pupils know the reason why it is important for them to keep very active</li><li>• Many pupils may belong to various sporting clubs outside school and train regularly</li><li>• Others will know from science and food technology lessons why it is important to look after their bodies</li></ul>	<ul style="list-style-type: none"><li>• Tell others how they look after themselves based around sport and physical activity</li></ul>	<ul style="list-style-type: none"><li>• A few pupils may have access to personal training programmes dependant on their chosen sports</li><li>• Pupils have a good understanding about the way their bodies change because of the science unit in Year 5 which focuses on the changes that happen to their bodies through puberty</li></ul>	<ul style="list-style-type: none"><li>• Understand the importance of being active</li><li>• Talk about how to stay active in and out of school</li></ul>

# Key Stage 1: Music

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Singing and performing</b>	<ul style="list-style-type: none"> <li>Children in EYFS and at home will have sung familiar rhymes or songs</li> <li>Children will know a number of songs and rhymes by heart</li> <li>They may also know parts of popular songs they hear their parents play in the car or on a radio</li> </ul>	<ul style="list-style-type: none"> <li>Make different sounds with the voice</li> <li>Recognise the difference between singing voice and speaking voice</li> <li>Explore chants and songs.</li> </ul> <p>Follow instructions about when to play and sing.</p> <ul style="list-style-type: none"> <li>Know what silence is/absence of sound</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have experienced singing in large groups, i.e. assemblies or music lessons</li> <li>Pupils can recognise that there is a distinct difference between singing and speaking</li> <li>They will be familiar with some chants or will repeat a chorus from a popular song</li> </ul>	<ul style="list-style-type: none"> <li>Sing with an awareness of pulse, pitch, tempo and dynamics</li> </ul>
<b>Playing an instrument and performing</b>	<ul style="list-style-type: none"> <li>Children will have experienced making music using a range of instruments</li> <li>They will also have experimented with making sounds with everyday objects, e.g. saucepans</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sounds of different instruments</li> <li>Use instruments to perform and choose sounds to represent different things</li> <li>Use body percussion and instruments to play the pulse of a song or piece of music</li> <li>Understand when to start and stop</li> </ul>	<ul style="list-style-type: none"> <li>Will be confident to know about the different sounds made by an increased range of different instruments</li> <li>Pupils are experienced at using different sounds to represent different moods</li> <li>They have experienced playing with a small number of others to create a short piece of music that they can repeat</li> </ul>	<ul style="list-style-type: none"> <li>Play simple rhythmic patterns and the pulse using body percussion and an instrument</li> <li>Explore types/ timbres of sounds.</li> <li>Recognise simple ways to interpret music graphically</li> </ul>

# Lower Key Stage 2: Music

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Singing and performing	<ul style="list-style-type: none"> <li>• Pupils will think of their voice as an instrument and be familiar with high and low sounds</li> <li>• They can keep in tune with others</li> <li>• They know about the terms pitch and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with increasing awareness of pitch and the inter-related musical dimensions</li> <li>• Explore songs with different structures-ostinatos/rounds/call and response</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have experienced singing in a small group and keeping in tune</li> <li>• They have experienced singing in a round</li> <li>• Will enjoy singing both formally in school but also informally, when singing a popular song that is currently popular and often sang by a well-known artist</li> </ul>	<ul style="list-style-type: none"> <li>• Sings songs with an increased understanding of the overall effect that the inter-related musical elements can have</li> <li>• Sing songs with different structures and genres including songs from memory</li> <li>• Perform musical melodies using the voice, from memory</li> </ul>
Playing an instrument and performing	<ul style="list-style-type: none"> <li>• They will have experience of playing simple rhythmic patterns and the pulse using body percussion and an instrument.</li> <li>• They will have explored types/timbres of sounds.</li> <li>• They will recognise simple ways to interpret music graphically</li> </ul>	<ul style="list-style-type: none"> <li>• Create repeated patterns with different instruments including body percussion</li> <li>• Explore the interrelated dimensions of music and their impact</li> <li>• Improve their work; explaining how it has been improved</li> <li>• Use simple notation such as a graphic score or staff notation</li> <li>• Play with an increasing awareness of pitch and quality of sound on different instruments</li> </ul>	<ul style="list-style-type: none"> <li>• They are experienced at using different percussion instruments</li> <li>• They have experienced using different instruments at the same time, as part of a group</li> <li>• They have worked at improving a piece of music</li> <li>• They show a growing maturity as they experiment with pitch and different sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments to interpret musical patterns and structures of music using different notations               <ul style="list-style-type: none"> <li>• Explore and reproduce sounds from memory</li> </ul> </li> </ul>

# Upper Key Stage 2: Music

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Singing and performing</b>	<ul style="list-style-type: none"> <li>• Pupils keep in tune and are pleasant to listen to</li> <li>• They have good understanding of the power that music has in a relaxing and entertaining context</li> <li>• They can sing a number of songs from memory</li> <li>• They have experience of performing in front of a large audience</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain own part whilst others are performing their part</li> <li>• Sing part songs and recognising the musical effect this has, e.g. rounds, canons, harmonies, partner songs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can keep in tune and maintain their own part when performing as a round</li> <li>• They keep up a given harmony as part of a larger group to create a unique effect</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in harmony and parts with increasing confidence and accuracy</li> <li>• Perform parts from memory using simple notations</li> <li>• Take part in an ensemble or solo performance with increasing confidence and awareness of the interrelated dimensions of music</li> </ul>
<b>Playing an instrument and performing</b>	<ul style="list-style-type: none"> <li>• They have experienced using instruments to interpret musical patterns and structures</li> <li>• They have experienced exploring and reproducing sounds from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Improve quality of playing with increasing awareness of technique and the interrelated dimensions of music</li> <li>• Develop a knowledge of simple notation such as a graphic score or staff notation</li> </ul>	<ul style="list-style-type: none"> <li>• Their technique will be improving as will the quality of their playing</li> <li>• They will show that they are improving their ability to read music</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments with increasing fluency and control</li> <li>• Play in ensembles and solo context with awareness of features of different pieces of music and how to adjust their playing accordingly</li> </ul>

# Key Stage 1: Music

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Listen and appreciate</b>	<ul style="list-style-type: none"> <li>Children will have heard a range of music being played throughout EY and at their home</li> <li>They may start to have views about what they like and dislike and may well be able to join in with some parts</li> </ul>	<ul style="list-style-type: none"> <li>Say whether they like or dislike a piece of music and explain why</li> <li>Explore musical vocabulary to allow children to explain what they are hearing</li> <li>Begin to introduce some musical terms such as pitch – high or low, tempo – fast or slow</li> <li>Appreciate music in different ways, such as listening, moving to the music and playing along</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have a growing awareness of what they like and dislike</li> <li>They will be able to explain why they like or dislike a piece of music</li> <li>They will be beginning to use appropriate language to support their appreciation</li> <li>They will know some musical terms such as pitch and tempo.</li> <li>They will begin to appreciate music to dance to as well as to music to listen to</li> </ul>	<ul style="list-style-type: none"> <li>Explore their appreciation and listening skills using movement and graphic interpretations by listening to music</li> <li>Continue to increase their vocabulary to further develop their knowledge of music</li> </ul>
<b>Create own music</b>	<ul style="list-style-type: none"> <li>Even before children arrive in EY, they will have experimented with different noises that they can create</li> <li>They may have been able to repeat these noises and recreate it</li> <li>In EY, they will have had opportunities to create their own music using a range of objects, including body parts and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Clap and repeat short rhythmic and melodic patterns</li> <li>Make a sequence of sounds and respond to different moods in music</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have experienced clapping in rhythm and repeating it</li> <li>They will have started to create sequences of sound and recognise the mood that the music is giving</li> </ul>	<ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and an end</li> <li>Create music in response to different starting points.</li> <li>Find ways to record their music graphically</li> </ul>



# Lower Key Stage 2: Music

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Listen and appreciate	<ul style="list-style-type: none"> <li>Pupils have experienced listening to a range of music</li> <li>They have a good range of music-specific vocabulary that they use to describe what they are listening to</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increasing accuracy identifying the interrelated dimensions in a piece of music - e.g. pitch, dynamics, tempo               <ul style="list-style-type: none"> <li>Use musical vocabulary to describe a piece of music.</li> </ul> </li> <li>Use musical vocabulary to describe what they like and do not like about a piece of music</li> <li>Explore different interpretations of music such as dance, art, creation of own music response</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can be able to distinguish between the pitch, dynamics and tempo of a piece of music</li> <li>They can use specific musical vocabulary when describing a piece of music they are listening to</li> <li>They can recognise music that is specifically composed for movement such as dance</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explain why silence is often needed in music and explain what effect it has</li> <li>Identify and describe the different purposes of music and how this links to our world and its communities</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Pupils at this stage will be familiar with ordering sound and making music that has a clear beginning, middle and end</li> <li>They know how to record their own music</li> </ul>	<ul style="list-style-type: none"> <li>Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have</li> <li>Record their work graphically</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be confident at creating their own music which has a specific mood associated with it</li> <li>They have had a chance to experiment with their own music</li> </ul>	<ul style="list-style-type: none"> <li>Use notation to record compositions in a small group or individually</li> <li>Focus on increasing quality of sounds made and evaluating</li> </ul>

# Upper Key Stage 2: Music

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Listen and appreciate	<ul style="list-style-type: none"> <li>Pupils will recognise the importance of silence to create effect in a piece of music</li> <li>They have a growing awareness of music that is associated with a given culture or community</li> </ul>	<ul style="list-style-type: none"> <li>Repeat and or respond to a phrase from the music after listening intently</li> <li>Describe, compare, and evaluate music using musical vocabulary</li> <li>Explain why they think music is successful or unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to be able to repeat a piece of music that they have enjoyed listening to</li> <li>They are growing in confidence when it comes to evaluate music</li> <li>They use an increasing number of musical vocabulary when describing music</li> </ul>	<ul style="list-style-type: none"> <li>Accurately describe a small section of the music listened to and explain how this impacts on the overall piece</li> <li>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Pupils can link notation to the music they compose</li> <li>Through evaluation, pupils can improve an original piece they have composed</li> </ul>	<ul style="list-style-type: none"> <li>Compose music which meets specific criteria</li> <li>Consider which interrelated musical dimensions effect the overall composition</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to compose a piece of music to a give criterion</li> <li>They can recognise the best sounds for certain parts of their composition</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of different musical devices in composition including melody, rhythms and chords, with increasing accuracy</li> </ul>

# Key Stage 1: Music

	Prior Knowledge	Year 1	Prior Knowledge	Year 2
History of music	<ul style="list-style-type: none"><li>• Children will have some experience of listening to different forms of music</li><li>• Children know that music can be played through, iPhones and discs, etc.</li></ul>	<ul style="list-style-type: none"><li>• Listen to different pieces of music from different musical periods</li></ul>	<ul style="list-style-type: none"><li>• Pupils have experienced listening to a range of music from different periods of history</li></ul>	<ul style="list-style-type: none"><li>• Hear music from a range of different composers and in different styles</li></ul>

# Lower Key Stage 2: Music

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
History of music	<ul style="list-style-type: none"><li>Pupils are familiar with music from a range of different composers and in different styles, for example western classical music and traditional music from around the world</li></ul>	<ul style="list-style-type: none"><li>Recognise the work of at least one famous composer</li></ul>	<ul style="list-style-type: none"><li>Pupils will be able to recognise the music of a specific composer, e.g. Mozart or Beethoven</li></ul>	<ul style="list-style-type: none"><li>Begin to identify the style of work from famous composers</li></ul>

# Upper Key Stage 2: Music

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
History of music	<ul style="list-style-type: none"><li>Pupils can identify the style of a specific composer they have been studying, as well as recognise music from other traditions.</li></ul>	<ul style="list-style-type: none"><li>Contrast the work of a famous composer with another and explain preferences using musical vocabulary</li></ul>	<ul style="list-style-type: none"><li>Pupils can compare the works of two composers and use appropriate musical terms to describe the differences between them</li></ul>	<ul style="list-style-type: none"><li>Compare and contrast the impact that different composers from different times have had on people of that time</li></ul>

# Lower Key Stage 2: Foreign Languages

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
Speaking and listening	<ul style="list-style-type: none"> <li>Pupils may have had experience of being abroad and heard people communicate in a different language</li> <li>For a small minority, they will have heard people communicate in a different language in our country</li> <li>Some pupils may know certain words in a different language, e.g. 'halo'</li> </ul>	<ul style="list-style-type: none"> <li>Meet and greet someone</li> <li>Count up to 20</li> <li>Say how they are feeling</li> <li>Say their age</li> <li>Name the primary colours</li> <li>Name some different foods</li> <li>Name some 2D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have awareness of different language, in some cases more than one</li> <li>They should be able to meet and greet in another language as well as count up to 20</li> <li>Amongst the things that they can do should be say their age, name different colours, name different foods and name some shapes</li> </ul>	<ul style="list-style-type: none"> <li>Say the days of the week</li> <li>Count numbers to 30</li> <li>say the months of the year</li> <li>Say what the date is</li> <li>Say the date of their birthday</li> <li>Name parts of their bodies</li> <li>Describe where the parts of their bodies are</li> <li>Name different animals</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Pupils may have come across a book written in another language</li> <li>They may recognise the English version of the book because of the pictures or the way the language is set out</li> <li>They may know the odd word written in a different language, e.g. bonjour</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand a short passage using familiar language</li> <li>Explain the main points in a short passage</li> <li>Read a passage independently</li> <li>Use a bilingual dictionary or glossary to look up new words</li> <li>Match numbers to words</li> </ul>	<ul style="list-style-type: none"> <li>They may be familiar with reading a book written in a different language but may need to depend on familiarity, e.g. fairy tale</li> <li>They should be recognising a number of words written in a different language</li> <li>They are familiar with using a bilingual dictionary to look up new words</li> </ul>	<ul style="list-style-type: none"> <li>Read different extracts and recognise what dates they were written</li> <li>Read different people's birthdays</li> <li>Read a simple doctor's note to find which part of the body is hurting</li> <li>Read a zoo information leaflet to find out which animals are there to see</li> </ul>

# Upper Key Stage 2: Foreign Languages

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
Speaking and listening	<ul style="list-style-type: none"> <li>• Pupils show a growing confidence in using a different language</li> <li>• They can count to 30, say the days of the week and say the months of the year</li> <li>• They can name parts of their bodies and point to them as they say so</li> <li>• They can name a number of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Say the different family names</li> <li>• Say what family member they have in a conversation with someone</li> <li>• Have a conversation with someone about their pets               <ul style="list-style-type: none"> <li>• Name different sports</li> <li>• Use a sentence to say what their favourite sport is</li> <li>• Name different weather types</li> </ul> </li> <li>• Pretend to be a weather reporter</li> <li>• Say number 30 to 1000</li> <li>• Tell the time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils start to put simple sentences together</li> <li>• They can say all numbers to 1000</li> <li>• They can talk to someone about their pets and their family</li> <li>• They understand what someone has said to them</li> <li>• They are confident to present some information to others</li> </ul>	<ul style="list-style-type: none"> <li>• Explain where the major towns in the country whose language they are using are               <ul style="list-style-type: none"> <li>• Name different types of transport</li> <li>• Use the verb 'to go'</li> <li>• Talk in the past tense</li> <li>• Talk in the present tense</li> <li>• Name the planets</li> <li>• Hold a simple conversation with at least 4 exchanges</li> <li>• Use knowledge of grammar to speak correctly</li> </ul> </li> </ul>
Reading	<ul style="list-style-type: none"> <li>• They can read quite a few words and sentences presented to them around a given subject</li> <li>• They may need help from a bilingual dictionary from time to time</li> <li>• They recognise enough key words in a leaflet or passage to gain a good understanding of what they contain</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand a short passage using familiar language</li> <li>• Explain the main points in a short passage</li> <li>• Read a passage independently</li> <li>• Use a bilingual dictionary or glossary to look up new words</li> <li>• Read a factual text and identify family members within it</li> <li>• Read about their favourite sport</li> <li>• Read a weather report • Use a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can read and understand a short passage</li> <li>• They can explain what a passage says</li> <li>• They can read about something they are particularly interested in, e.g. an animal por a sport</li> <li>• They are very familiar with using a bilingual dictionary and know when to use it</li> </ul>	<ul style="list-style-type: none"> <li>• Read a factual text about a major city</li> <li>• Read about different methods of transport               <ul style="list-style-type: none"> <li>• Read present tense paragraph</li> <li>• Read past tense paragraph</li> <li>• Understand a short story or factual text and note the main points</li> <li>• Use the context to work out unfamiliar words</li> </ul> </li> </ul>

# Lower Key Stage 2: Foreign Languages

	Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Pupils will have very little knowledge of a written foreign language</li> <li>• However, there may be one or two pupils that will have knowledge because of family connections or home language</li> </ul>	<ul style="list-style-type: none"> <li>• Write short phrases from memory</li> <li>• Write 2-3 short sentences on a familiar topic</li> <li>• Write what they like/dislike about a familiar topic</li> <li>• Write a fact file about themselves</li> <li>• Write a brief food review</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are familiar with writing down key words associated with family, food, days of the week, etc.</li> <li>• Many will be able to write a few short sentences drawing on the words they are very familiar with</li> <li>• They should be familiar with writing menus in a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• Write a birthday card to a friend to include the date</li> <li>• Label the body parts of a human</li> <li>• Create their own zoo magazine in a foreign language</li> </ul>



# Upper Key Stage 2: Foreign Languages

	Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Pupils may be able to link some of the writing to other topics they are covering, e.g. a profile of a well-known bird</li> <li>• They should be able to create a good personal profile</li> <li>• They may be able to provide key words linked to shopping or to a favourite event such as sport</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrases from memory</li> <li>• Write 2-3 short sentences on a familiar topic</li> <li>• Write what they like/dislike about a familiar topic               <ul style="list-style-type: none"> <li>• Write about their favourite sport</li> </ul> </li> <li>• Write a fact file about a favourite sports personality</li> <li>• Write a weather report</li> </ul>	<ul style="list-style-type: none"> <li>• Their writing is a little more detailed and grammatically correct</li> <li>• They are able to write a few sentences about a topic they are or have studied</li> <li>• They are adept at writing about something of personal interest such as music or dance</li> <li>• They are familiar with writing a weather report</li> </ul>	<ul style="list-style-type: none"> <li>• Write a holiday brochure in a foreign language</li> <li>• Write a transport leaflet in a foreign language</li> <li>• Write a present tense paragraph</li> <li>• Create a history poster in a foreign language</li> <li>• Create a information poster about planets in a foreign language</li> <li>• Write a paragraph of 4-5 sentences</li> <li>• Substitute words and phrases</li> </ul>

# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Health and wellbeing</b>	<b>Physical wellbeing</b>	<ul style="list-style-type: none"> <li>Children will know that it is important to eat properly and regularly before they start school</li> <li>They may know something of what to eat and what not to eat too much of</li> <li>They probably are very active without realising the benefits</li> </ul>	<ul style="list-style-type: none"> <li>Know about foods that support good health</li> <li>Know how physical activity helps us stay healthy</li> <li>Know simple hygiene routines that can stop germs from spreading including hand washing and brushing your teeth</li> </ul>	<ul style="list-style-type: none"> <li>In EY and Y1 pupils will have learned about foods that are good for them</li> <li>They will know that exercise is good for them</li> <li>They know about the need to wash their hands regularly, especially after toileting and before eating</li> <li>They know about the importance of brushing their teeth</li> </ul>	<ul style="list-style-type: none"> <li>Know the importance of sleep and know when to take a break from time online</li> <li>Know that medicines can help people stay healthy and about the professionals who help us stay physically healthy</li> <li>Know how to keep safe in the sun and protect skin from sun damage</li> </ul>
	<b>Mental Health</b>	<ul style="list-style-type: none"> <li>Children can form positive relationships with others</li> <li>They have the necessary vocabulary to explain how they feel</li> <li>They are sensitive to their own and others children's needs</li> </ul>	<ul style="list-style-type: none"> <li>Know about different feelings that humans can experience and recognise and name these feelings</li> <li>Know how feelings can affect people's bodies and how they behave, and to recognise how others may be feeling</li> <li>Know that not everyone feels the same at the same time, or feels the same about the same things</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have experienced swings in people's moods and may be able, in some cases, understand why</li> <li>They will have experienced the fact that people react differently to the mood they are in with some wanting to be on their own, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings</li> <li>Know when they may need help with their feelings and that it is okay to ask for help</li> <li>Know about the feelings associated with change and loss, including death</li> </ul>

# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Health and wellbeing</b>	<b>Physical wellbeing</b>	<ul style="list-style-type: none"> <li>• Pupils know about the role that medicine plays in keeping us healthy</li> <li>• They know that too much time online is not good for anyone and may have experienced restrictions being put on their online time</li> <li>• They know about the importance of sleep</li> <li>• They have some awareness of the need to protect themselves from the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Know the elements of a healthy lifestyle</li> <li>• Know about choices that support healthy lifestyles, recognise what can influence this and that habits can have both positive and negative effects</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain why it is important to have a healthy lifestyle and what that actually means</li> <li>• They will have learned about a healthy body in Year 2 science</li> <li>• They are beginning to understand about both eating healthily and taking exercise, and why it is so important</li> </ul>	<ul style="list-style-type: none"> <li>• Know what constitutes a healthy diet and the risks associated with not eating a healthy diet, including obesity and tooth decay</li> <li>• Know about what good physical health means and how regular exercise benefits mental and physical health</li> </ul>
	<b>Mental health</b>	<ul style="list-style-type: none"> <li>• Pupils appreciate that different things affect people in different ways</li> <li>• They are aware of the impact that loss can have on individuals and why adults may need time to grieve, etc.</li> <li>• They are developing an understanding as to when to ask people about their feelings and when not to</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies and behaviours to support mental health</li> <li>• Know that feelings can change over time, in range and intensity, and that everyday things can effect feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils will have developed strategies to help them deal with their own mood swings</li> <li>• They know strategies to use when approaching someone who seems down</li> <li>• They will also be aware that mood swings happen and for some it can be quite rapid</li> </ul>	<ul style="list-style-type: none"> <li>• Use a varied vocabulary when talking about feelings and how to express them</li> <li>• Be able to use strategies to respond to feelings and how to manage them appropriately</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
Health and wellbeing	Physical wellbeing	<ul style="list-style-type: none"> <li>Pupils are aware of the need to eat healthily and what can work against being healthy</li> <li>They have come across the term 'obese' and understand the risks associated with it</li> <li>They are aware of what might happen to their teeth if they do not look after them</li> <li>They are very aware of the need to exercise regularly</li> </ul>	<ul style="list-style-type: none"> <li>Know how sleep contributes to healthy lifestyles and how lack of sleep impacts on the body, feelings, behaviour and the ability to learn</li> <li>Know how bacteria and viruses can affect health, the importance of personal hygiene, as well as how medicines can be used to prevent diseases and allergies</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand more about the important of sleep, eating healthily and exercising regularly</li> <li>As a result of the pandemic, as well as curriculum learning, pupils are alert to how diseases spread and how important it is to wash regularly and to look after their personal hygiene</li> <li>Science units in Y5 should have reinforced much of this</li> </ul>	<ul style="list-style-type: none"> <li>Know the benefits of the internet but also knowing the importance of balancing time online with other activities and managing time online</li> <li>Know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health</li> </ul>
	Mental health	<ul style="list-style-type: none"> <li>Pupils have a good level of vocabulary associated with moods and can use different words to help them understand and deal with mood swings</li> <li>They may be beginning to know how to deal with their own feelings and have various strategies in place for coping</li> </ul>	<ul style="list-style-type: none"> <li>Know the warning signs about mental ill-health and wellbeing and how to seek support</li> <li>Know that everyone can experience mental ill-health and the importance of discussing feelings with a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to know when they are likely to feel down and may be able to use a strategy to deal with it</li> <li>They are aware that almost everyone will experience mood swings at various times and know that it is important to discuss feelings with a trusted friend or adult</li> </ul>	<ul style="list-style-type: none"> <li>Know about change and loss including death, and how they can express and manage grief and bereavement</li> <li>Know problem solving strategies for dealing with emotions, challenges and change, including transition to a new school</li> </ul>

# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
Health and wellbeing	Ourselfes: growing and changing	<ul style="list-style-type: none"> <li>Children will know that they are loved and that they are unique to members of their family</li> <li>They have already developed thoughts about what they are good at and what likes and dislikes they have</li> <li>Parents and carers will have helped the school to know more about their uniqueness</li> </ul>	<ul style="list-style-type: none"> <li>Say what makes them special and unique</li> <li>Know what they are good at, and what they like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have ideas about what they are good at and what they enjoy doing</li> <li>They are aware that not everyone will have the same likes, etc.</li> <li>They have developed close friendships with one or two others and feel part of a special friendship group</li> </ul>	<ul style="list-style-type: none"> <li>Name the main parts of the body including main <i>external</i> genitalia</li> <li>Know about growing and changing from young to old, and how people's needs change</li> <li>Know how to prepare to move to a new class/year group</li> </ul>
	Keeping safe	<ul style="list-style-type: none"> <li>By the time children start school they will have a good idea about their environment and what the potential dangers are, i.e. traffic</li> <li>They will be beginning to know about the possible dangers associated with strangers</li> </ul>	<ul style="list-style-type: none"> <li>Know about risks in everyday life and how to keep safe at home</li> <li>Know about ways to keep safe in unfamiliar environments</li> <li>Know about people whose job it is to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should know about dangerous substances in their home environment, such as disinfectant and pills</li> <li>They understand why we need a police force and road crossing patrol people, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know basic rules to keep safe online, and to tell a trusted adult if they come across something that scares them</li> <li>Know what to do if there is an accident or an emergency</li> </ul>

# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
Health and wellbeing	Ourselves: growing and changing	<ul style="list-style-type: none"> <li>Through their learning in science, pupils know about parts of their bodies and about their senses and how aspects of their bodies will change as they get older</li> <li>They are aware that their interests and needs will change as they grow older</li> </ul>	<ul style="list-style-type: none"> <li>Know about personal identity; what contributes to who we are and to recognise individuality and personal qualities</li> <li>Express their personal strengths, skills, achievements and interests and how these contribute to a sense of worth</li> </ul>	<ul style="list-style-type: none"> <li>Pupils appreciate that it is fine to be different to others, have different interests and sometimes be on their own</li> <li>They have built up a clear idea about what makes them special and why it is they should not be forced to do something they do not want to do</li> </ul>	<ul style="list-style-type: none"> <li>Know how to express their personal identity in a respectful way to others</li> <li>Know how to manage setbacks/ perceived failures and how to reframe unhelpful thinking</li> <li>Know the difference between solitude and loneliness – and how to support the lonely</li> </ul>
	Keeping safe	<ul style="list-style-type: none"> <li>They will be having a growing familiarity about the problems associated with being online</li> <li>They should also be able to access various telephone numbers in the event of an emergency</li> <li>They should recognise when there is a situation that arises that requires them act quickly</li> </ul>	<ul style="list-style-type: none"> <li>Know that regulations and restrictions promote personal safety and wellbeing</li> <li>Predict, assess and manage risk in different situations</li> </ul>	<ul style="list-style-type: none"> <li>They understand why we have various regulations in place and appreciate that the regulations are there to protect them even if it seems to interfere with what they would like to do</li> <li>In some cases, they should be able to foresee when there is potential danger ahead</li> </ul>	<ul style="list-style-type: none"> <li>Know about hazards that may cause harm</li> <li>Know the importance of taking medicines correctly</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Health and wellbeing</b>	<b>Ourselves: growing and changing</b>	<ul style="list-style-type: none"> <li>• They are beginning to be aware that people may have different sexual orientations (attracted to the opposite sex or are same-sex attracted) and be able to accept it as part of everyone's individuality</li> <li>• They should be able to deal with setbacks and know that they cannot have everything they desire</li> </ul>	<ul style="list-style-type: none"> <li>• Know how puberty helps our bodies get ready for adult life</li> <li>• Know about physical and emotional changes that happen during puberty</li> <li>• Know the importance of personal hygiene during puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know a great deal about changes to their bodies that are happening or about to happen</li> <li>• They appreciate that they may be starting to have more mood swings and not being able to explain why</li> <li>• They are very aware of their personal hygiene and deal with it</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the process of reproduction and birth as part of the human life cycle</li> <li>• Know where to get more advice about growing, changing and puberty</li> <li>• Know about the responsibilities of increased independence and managing transitions between key stages</li> </ul>
	<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• They have a good awareness that certain items in a home or in school will be potentially harmful</li> <li>• They are aware of the importance of taking prescribed medicines and know the harm in misusing medicines</li> </ul>	<ul style="list-style-type: none"> <li>• Know strategies to keep safe in the local environment and online</li> <li>• Know about basic first aid and dealing with common injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know about the dangers that are around them and how to ensure that they keep safe</li> <li>• They have a very basic understanding of first aid and what to do in certain circumstances</li> <li>• They have a growing knowledge about potential dangers online</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to respond and react to an emergency situation</li> <li>• Know that Female Genital Mutilation (FGM) is against the law and whom to tell if they or someone they know is at risk</li> </ul>

# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
Health and wellbeing	Drugs, alcohol and tobacco			<ul style="list-style-type: none"><li>Children from a young age may have noticed that people smoke and drink. Sometimes they will be family members or they may have seen it on television</li></ul>	<ul style="list-style-type: none"><li>Know about things that people can put into their bodies and on their skin and how these can affect people</li></ul>



# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Health and wellbeing</b>	<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• Pupils have heard of young people using 'drugs' although they may have little knowledge of what that means</li> <li>• They have heard of people having an illness related to smoking or drinking</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the risks, effects, and impact of legal drugs common to everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have heard that drugs have a positive side and, when prescribed from the doctor, they can help people overcome an illness more quickly</li> <li>• They know of the risks in starting to smoke and know of the dangers associated with it</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the laws surrounding the use of legal drugs and illegal drugs</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Health and wellbeing</b>	<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• Pupils know that illegal drug taking is harmful and is something that is against the laws of our country</li> <li>• Pupils know that although smoking is not unlawful in the same way it is still harmful</li> </ul>	<ul style="list-style-type: none"> <li>• Know about why people, choose to use or not use drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have some idea as to why people may choose to use drugs, smoke and drink alcohol, even though there are dangers associated with each</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the mixed messages in the media about drugs</li> <li>• Know about the organisations that can support people who use drugs</li> </ul>

# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Relationship</b>	<b>Families and positive relationships</b>	<ul style="list-style-type: none"> <li>Children have experienced playing in a group and extending and elaborating play ideas, e.g. building up a role-play activity with other children</li> <li>They have initiated play, offering cues for peers to join them;</li> <li>The vast majority of children will have experienced being part of a loving family and know the importance of this before they start school</li> <li>They will also know they have an extended family with many people caring for them</li> </ul>	<ul style="list-style-type: none"> <li>Know about the roles of different people in our lives</li> <li>Know about the people who love and care for them</li> <li>Know about different types of families that may be different from own</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to talk about why their parents/carers are special</li> <li>They will also be able to talk of other family members that are important to them</li> <li>They know that family make ups can be very different to their own</li> </ul>	<ul style="list-style-type: none"> <li>Identify common features of family life</li> <li>Know that it is important to tell a trusted adult if something about their family makes them worried or unhappy</li> </ul>
	<b>Friendships</b>	<ul style="list-style-type: none"> <li>Children have demonstrated friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>Children will have probably made friendships with other children they will have met in playgroups or nurseries</li> <li>They will have started to talk about their friend being happy or not</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make friends and what makes a good friendship</li> <li>Recognise when they or someone else feels lonely and what to do</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know when someone else is feeling unhappy or lonely and will sometimes be proactive in doing something about it</li> <li>They know how they should behave towards others and usually show this each day</li> </ul>	<ul style="list-style-type: none"> <li>Use simple strategies to resolve arguments between friends</li> <li>Know how to ask for help if a friendship makes them feel unhappy</li> </ul>

# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Relationships</b>	<b>Families and positive relationships</b>	<ul style="list-style-type: none"> <li>• Pupils know that they can trust their family members and that they can share their thoughts with them</li> <li>• They recognise that there will be many, perhaps including themselves, that will not be living with their birth parents</li> </ul>	<ul style="list-style-type: none"> <li>• Know about different types of relationships</li> <li>• Know that people may be attracted to someone in different ways</li> <li>• Know about marriage and civil partnership as a legal declaration of commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know about marriage and the commitment that people make to each other</li> <li>• They will also know that some people in relationships do not wish to marry</li> <li>• They will have a growing knowledge of different types of relationships, for example same sex partnerships and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Know people who love and care for each other can be in a committed relationship</li> <li>• Know that a feature of positive family life is caring</li> </ul>
	<b>Friendships</b>	<ul style="list-style-type: none"> <li>• Many pupils at this stage will know how to help other children make up if they have fallen out</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of friendships and how to build positive friendships</li> <li>• Know what constitutes a positive healthy friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils recognise that friendship is an important part of their own lives</li> <li>• They know of feelings associated with friendship, including feeling sad if they fall out</li> </ul>	<ul style="list-style-type: none"> <li>• Know what it means to 'know someone online' and how this differs from face to face</li> <li>• Know that healthy friendships make people feel included</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Relationships</b>	<b>Families and positive relationships</b>	<ul style="list-style-type: none"> <li>• Pupils understand that partners do not have to be married to be in a committed relationship</li> <li>• They recognise that partners can be of the same sex</li> <li>• They will also realise that marriage does not necessarily mean that people will be living together for ever</li> </ul>	<ul style="list-style-type: none"> <li>• Know that forcing anyone to marry against their will is a crime</li> <li>• Know and respect different types of family structure</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils appreciate that when people marry, both partners are committed to it</li> <li>• They know that sometime individuals are forced to marry someone they do not love</li> <li>• They know about different types of family structures that exist, even, if they have no first-hand experience of this</li> </ul>	<ul style="list-style-type: none"> <li>• Know about characteristics of healthy family life, including spending time together and being there in times of difficulty</li> <li>• know if family relationships make them feel unhappy or unsafe and how to seek advice</li> </ul>
	<b>Friendships</b>	<ul style="list-style-type: none"> <li>• Pupils have an awareness of the issues associated with online friendship</li> <li>• They are also aware of the value of a good friendship and what they can gain from it</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to manage peer influence and the impact of online actions on others</li> <li>• Know how friendship can change over time</li> </ul>	<ul style="list-style-type: none"> <li>• They know that they don't have to go along with something if they don't think it is right</li> <li>• They know that they should not be pressurised by their friends when it they are uncertain of something</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to resolve disputes and reconcile differences positively</li> <li>• Know that if a friendship makes them feel unsafe, to ask for support if necessary</li> </ul>

# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Relationship</b>	<b>Managing hurtful behaviour and bullying</b>	<ul style="list-style-type: none"> <li>• Before they start school, they may have experienced someone making them feel unhappy by saying or doing something hurtful</li> <li>• Children have learned to work and play cooperatively and take turns with others</li> <li>• They have formed positive attachments to adults and friendships with peers</li> <li>• They show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that bodies and feelings can be hurt by words and actions</li> <li>• Know that people can say hurtful things online</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of Year 1, most pupils will have experienced a situation where someone is deliberately hurtful, either physically or mentally</li> <li>• Pupils know that people can say hurtful things, including online</li> </ul>	<ul style="list-style-type: none"> <li>• Know about how people may feel if they experience hurtful behaviour or bullying</li> <li>• Know that hurtful behaviour online and offline is not acceptable and the importance of telling a trusted adult</li> </ul>
	<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• It is likely that many children will still be a little unsure of unknown adults and may appear shy or very reserved</li> <li>• Know that many family members are special to them and they can feel possessive of them also</li> </ul>	<ul style="list-style-type: none"> <li>• Know that some things are private and the importance of respecting privacy</li> <li>• Know that sometimes people may behave differently online</li> <li>• Know how to respond safely to adults they don't know and how to respond if physical contact makes them feel unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• They are likely to be at the stage of appreciating that certain things remain private in respect of what has happened in their home</li> <li>• They know that people often have a wider group of friends online</li> <li>• They know that the term 'friend' online may mean something different to having an actual 'friend'</li> </ul>	<ul style="list-style-type: none"> <li>• Know about situations where they should ask for permission and technique for resisting pressure</li> <li>• Know the importance of not keeping adults' secrets</li> <li>• Know what to do if they feel unsafe or worried</li> </ul>

# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Relationship</b>	<b>Managing hurtful behaviour and bullying</b>	<ul style="list-style-type: none"> <li>• Pupils understand about the feelings of someone who is being bullied</li> <li>• They recognise that hurtful behaviour online or offline is unacceptable and they should know what to do about it</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the impact of bullying both online and offline</li> <li>• Know the consequences of hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• They are aware that bullying can cause a great deal of harm to the individual receiving it</li> <li>• They are aware that this could result in an individual feeling very depressed and unable to be themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to respond to hurtful behaviour experienced or witnessed online or offline</li> </ul>
	<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• Pupils know what is right and wrong, and should know that they need to talk to someone if something is disturbing them</li> <li>• They can tell the difference between someone who is being friendly and someone who is trying to befriend them for the wrong reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Know about privacy and personal boundaries in friendships and wider relationships</li> <li>• Know that someone may behave differently online and how to report concerns</li> <li>• Know how to respond safely to adults, they do not know, online and offline</li> </ul>	<ul style="list-style-type: none"> <li>• They know that they have the right to say no to anyone, especially if they feel uncomfortable</li> <li>• They are aware of what dangers there are online and talk to someone if they ever feel uncomfortable about a conversation they have just had</li> <li>• They should know how to be polite yet firm when dealing with unknown individuals online or offline</li> </ul>	<ul style="list-style-type: none"> <li>• Know about different types of physical contact and what is acceptable and what is unacceptable, and how to respond to unacceptable physical contact</li> <li>• Know about seeking and giving permission (consent) in different situations</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Relationship</b>	<b>Managing hurtful behaviour and bullying</b>	<ul style="list-style-type: none"> <li>• Pupils have knowledge of a few strategies that they can use to combat bullying or hurtful behaviour</li> <li>• They are aware that adults are there to support them if they receive any unwanted online comments</li> </ul>	<ul style="list-style-type: none"> <li>• Know about discrimination and what it means and how to challenge it</li> </ul>	<ul style="list-style-type: none"> <li>• They have a good understanding about discrimination and may have touched on this in history as well as PSHE</li> <li>• They have been exposed to issues associated with discrimination in their history learning and in the media and through discussions with family members</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to clarify and develop personal values in friendships, love and sexual relationships</li> <li>• Know the importance of trust in relationships and the behaviours that can undermine or build trust</li> <li>• Know expectations about gender roles, behaviour and intimacy within romantic relationships</li> </ul>
	<b>Safe relationships</b>	<ul style="list-style-type: none"> <li>• They should know that certain contacts such as hugs may be common amongst people they know</li> <li>• However, they should know if the contact is making them feel uncomfortable and they should be able to say something to the person making the contact or say something to a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• Know about keeping something confidential or secret (that is acceptable) and when it is right to break a confidence or share a secret</li> </ul>	<ul style="list-style-type: none"> <li>• They know the difference between 'keeping a secret' with a friend and being asked not to tell anyone about something that may be of concern to them</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to recognise pressure from others that makes them feel unsafe /uncomfortable and strategies to manage this</li> <li>• Know where to seek advice and report concerns if worried about personal safety</li> </ul>



# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
<b>Relationship</b>	<b>Respecting others and self</b>	<ul style="list-style-type: none"> <li>• Children leave EY with a clear understanding about what can hurt others</li> <li>• They know about sharing and saying kind words</li> <li>• They are aware of what makes them feel happy and what feels sad</li> </ul>	<ul style="list-style-type: none"> <li>• Know what kind and unkind behaviour is and how this can affect others</li> <li>• Know how to treat themselves and others with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know how words can hurt people and be aware of the way they treat others</li> <li>• They are aware of the actions of individuals on others</li> <li>• They have a heightened awareness of how they would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Know ways in which they are the same and different to others</li> <li>• Know how to listen and talk to others and work cooperatively</li> </ul>

# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Relationship</b>	<b>Respecting others and self</b>	<ul style="list-style-type: none"> <li>• Pupils can work for a sustained period with others</li> <li>• They understand about listening to the ideas of others</li> <li>• They appreciate that they may have many similarities and differences to others in terms of their background, culture but they still can work together purposely</li> </ul>	<ul style="list-style-type: none"> <li>• Know that personal behaviour can affect other people</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are aware that their actions and words can be hurtful</li> <li>• To a certain extent, they have less excuse if they have said or done anything hurtful as they should have the level of maturity to know differently</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and model respectful behaviour online</li> <li>• Know the importance of self-respect and how this can affect their thoughts and feelings about themselves</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Relationship</b>	<b>Respecting others and self</b>	<ul style="list-style-type: none"> <li>Because they have a greater awareness of what they feel like when someone has done or said something hurtful to them, they have greater awareness of the impact their actions will have on others</li> <li>They are aware that actions online can be as hurtful as something that is said directly to someone</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies to improve or support courteous relationships</li> <li>Know the differences and similarities between people and recognise what they have in common with others</li> </ul>	<ul style="list-style-type: none"> <li>They have greater awareness of what they could do to moderate their behaviour, if this was needed</li> <li>In some cases, individuals should know what to do if they feel angry towards someone.</li> <li>Pupils can talk about similarities and differences to others</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond respectfully to a wide range of people from diverse backgrounds</li> <li>Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>

# Key Stage 1: PSHE

		Prior Knowledge	Year 1	Prior Knowledge	Year 2
Living in the wider world	Shared responsibilities	<ul style="list-style-type: none"> <li>In EY children have been used to following a set of rules that makes them happy to play and work together</li> </ul>	<ul style="list-style-type: none"> <li>Know about rules and why they are needed</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are familiar with class rules and understand why they are necessary.</li> <li>They are very respectful that not everyone likes the same things</li> </ul>	<ul style="list-style-type: none"> <li>Know about how people and other living things have different needs</li> <li>Know about things they can do to look after the environment</li> </ul>
	Communities	<ul style="list-style-type: none"> <li>In EY children will be used to belonging to a small and slightly larger group.</li> <li>They are aware of groups such as football teams</li> </ul>	<ul style="list-style-type: none"> <li>Know about different groups they belong to</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have experienced belonging to a group to work together</li> <li>They may also have been familiar with belonging to a 'house' within the school</li> </ul>	<ul style="list-style-type: none"> <li>Know about different roles and responsibilities in the community</li> </ul>

# Lower Key Stage 2: PSHE

		Prior Knowledge	Year 3	Prior Knowledge	Year 4
<b>Living in the wider world</b>	<b>Shared responsibilities</b>	<ul style="list-style-type: none"> <li>• Pupils are aware of their needs and that they may be different to others</li> <li>• They are aware of how to look after the environment and understand why it is important</li> </ul>	<ul style="list-style-type: none"> <li>• Know about reasons for rules and laws and the consequences of not adhering to them</li> </ul>	<ul style="list-style-type: none"> <li>• They know why we need laws in the country and why there needs to be a system that punishes those that do not obey them</li> <li>• Many may well be doing something in a proactive way to improve an aspect of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Know about human rights that are there to protect everyone</li> <li>• Know about the relationship between rights and responsibilities</li> </ul>
	<b>Communities</b>	<ul style="list-style-type: none"> <li>• Pupils are aware of their responsibilities in relation to belonging to a group, such as Cubs or Brownies outside school, and a House within school</li> </ul>	<ul style="list-style-type: none"> <li>• Know about what living in a community means and different groups in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a heightened awareness of what it means to belong to a group</li> <li>• They will begin to know about people that make decisions that may impact on others and recognise that in a democracy we have elections to choose those people</li> </ul>	<ul style="list-style-type: none"> <li>• Value the different contributions that people make to the community</li> </ul>

# Upper Key Stage 2: PSHE

		Prior Knowledge	Year 5	Prior Knowledge	Year 6
<b>Living in the wider world</b>	<b>Shared responsibilities</b>	<ul style="list-style-type: none"> <li>• Pupils understand about their rights and responsibilities</li> <li>• They have a good understanding that human rights are there to protect people, especially those from less morally developed parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the importance of compassion and the shared responsibility we have for caring for people and other living things</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand about having empathy for people who may be less fortunate than themselves</li> <li>• They recognise that things can change if everyone is determined that they need to</li> </ul>	<ul style="list-style-type: none"> <li>• Know about ways of carrying out shared responsibilities for protecting the environment and how our everyday choices can affect this</li> </ul>
	<b>Communities</b>	<ul style="list-style-type: none"> <li>• Within their own experience, pupils recognise the importance of listening to others and to value the contributions that individuals make in dealing with a problem or a situation</li> <li>• They recognise that many people make decisions that impact on their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Know about diversity and the benefits of living in a diverse community</li> <li>• Know about prejudice and discrimination and how they can negatively influence behaviour and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• They will be aware that there are people who discriminate in relation to all protected characteristics, including race, sexuality and culture</li> <li>• They have learned to value diversity and the importance to resist anyone trying to convince them that one group is superior to another.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to challenge stereotypes</li> <li>• Recognise actions/ behaviours which discriminate</li> <li>• Know how to respond to discrimination if witnessed or experienced</li> </ul>