

# Yanwath Primary School



## Parent Forum 15<sup>th</sup> November 2022

## Curriculum Design and Assessment

# Curriculum Development



# Curriculum Development



## Step 1:

Working together with other primaries  
to create a trust wide curriculum of skills based  
learning alongside suggested themes and topics  
based on National Curriculum expectations.

## Step 2:

Development of 2 knowledge rich curriculum cycles  
that meet the needs of Yanwath. (Handout 1)

- Single age
- Mixed age

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	Year A: Titanic / transport Year B: Explorers		<ul style="list-style-type: none"><li>• Changes in Britain from the Stone Age in Iron Age</li><li>• Ancient Greece- a study of Greek life and achievements</li><li>• The Roman Empire's impact on Britain</li></ul>	<ul style="list-style-type: none"><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• Ancient Egyptian civilisation</li><li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ul>	<ul style="list-style-type: none"><li>• A study of Penrith (local history study)</li><li>• a non-European society that provides contrasts with British history- Mayan civilization c. AD 900</li><li>• Medieval Monarchs</li></ul>	<ul style="list-style-type: none"><li>• Victorians/ Industrial Revolution</li><li>• Twentieth century conflict</li><li>• Britain since 1948</li></ul>
Geography			<ul style="list-style-type: none"><li>• Geographical Skills</li><li>• Earth Matters- The Water Cycle- Coasts</li><li>• Comparing people and Places- The Grand Canyon</li></ul>	<ul style="list-style-type: none"><li>• Geographical Skills</li><li>• Earth Matters- The Water Cycle- Rivers</li><li>• Comparing people and Places- Mexico</li></ul>	<ul style="list-style-type: none"><li>• Geographical Skills</li><li>• Earth Matters- Mountains and Volcanoes</li><li>• Comparing people and Places- Amazon Basin</li></ul>	<ul style="list-style-type: none"><li>• Geographical Skills</li><li>• Earth Matters- Earthquakes, climate zones &amp; biomes</li><li>• Comparing people and Places- The Alps</li></ul>
Science (Developing Experts)	<ul style="list-style-type: none"><li>• About Animals</li><li>• About me</li><li>• Everyday materials</li><li>• Introduction to plants</li><li>• Seasonal changes</li><li>• Uses of everyday materials</li></ul>	<ul style="list-style-type: none"><li>• diet and health</li><li>• Growth</li><li>• Everyday materials</li><li>• Living things and their habitats</li><li>• Habitats around the world</li><li>• plants- growth and care.</li></ul>	<ul style="list-style-type: none"><li>• Animals including humans- what makes us?</li><li>• Exploring the world of plants</li><li>• Forces and magnets</li><li>• Light</li><li>• Rocks</li><li>• Plants- Life Cycles</li></ul>	<ul style="list-style-type: none"><li>• Animals including humans- food and digestion</li><li>• Classifying living things and their habitats</li><li>• Electricity</li><li>• Living things and their habitats- Nature and the Environment</li><li>• Sound</li><li>• States of matter</li></ul>	<ul style="list-style-type: none"><li>• Animals including humans- The Human life cycle</li><li>• Changes of materials</li><li>• Earth and space</li><li>• Forces</li><li>• Properties of materials</li><li>• Studying living things</li></ul>	<ul style="list-style-type: none"><li>• Animals including humans- Blood and transportation</li><li>• Animals including humans – The Heart and Health</li><li>• Electricity</li><li>• Evolution and inheritance</li><li>• Light</li><li>• Living things and their habitats.</li></ul>
PSHE (PSHE Association)	<ul style="list-style-type: none"><li>• Health and Wellbeing</li><li>• Relationships</li><li>• Living in the wider world</li></ul>					
Whole Class Reading	<ul style="list-style-type: none"><li>• The Tiger who came to Tea</li><li>• Rainbow fish</li><li>• The Day the Crayons Quit</li><li>• Handa's Surprise</li><li>• Where the wild things are-</li><li>• Beegu</li><li>• Farmer duck- duck script</li><li>• Gorilla</li></ul>	<ul style="list-style-type: none"><li>• Gregory Cool</li><li>• The tear thief</li><li>• Esio Trot</li><li>• Amazing Grace</li><li>• Toby and the Great Fire of London</li><li>• Enchanted Wood</li><li>• The secret sky garden</li></ul>	<ul style="list-style-type: none"><li>• Gregory Cool – transition and wider issues</li><li>• Stig of the Dump – classic</li><li>• Matilda – wider issues</li><li>• Iron Man – classic</li><li>• Charlotte's Web – classic</li><li>• The train impossible place – wider issues and new release</li></ul>	<ul style="list-style-type: none"><li>• The Firework Maker's daughter</li><li>• Alice in wonderland – classic</li><li>• Charlotte's web – classic</li><li>• Bill's New Frock – wider issues</li><li>• Swallows and amazons – classic</li><li>• The Lion the Witch and the Wardrobe – classic</li></ul>	<ul style="list-style-type: none"><li>• Midnight Fox</li><li>• Macbeth – classic/cultural capital</li><li>• Girl of Ink and Stars – new release</li><li>• Journey to Jo'burg – wider issues</li><li>• Pig Heart Boy – classic</li><li>• House with Chicken Legs – new release</li></ul>	<ul style="list-style-type: none"><li>• Cosmic – new release</li><li>• Christmas Carol – classic</li><li>• War Horse – topic link</li><li>• Fly my Home – wider issues and new release</li><li>• Smelling – classic</li><li>• The Explorer – new release and wider issues</li></ul>
Art Key Artist Studies	<ul style="list-style-type: none"><li>• Artist – Claude Monet- Colour</li><li>• Mixing</li><li>• Sculptor – Junk Modelling</li><li>• Artist – Paul Klee – buildings</li></ul>	<ul style="list-style-type: none"><li>• Artist - Giuseppe Arcimboldo</li><li>• Architect – Antoni Gaudi</li><li>• Artist – Georgia O'Keeffe</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Artist- L.S Lowry- Oil paints / sketching</li><li>• Sculptor- Barbara Hepworth- clay</li><li>• Designer- Charles Rennie Mackintosh</li></ul>	<ul style="list-style-type: none"><li>• Artist - Jayne Perkins- Watercolour</li><li>• Architect – Zaha Hadid</li><li>• Photographer- John Shaw- nature</li></ul>	<ul style="list-style-type: none"><li>• Artist- Daniel Cooper- charcoal</li><li>• Sculptor- David Oliveira – wire</li><li>• Designer- William Morris</li></ul>	<ul style="list-style-type: none"><li>• Painter- Joan Miro- Mixed media</li><li>• Architect – Ustad Ahmad Lahuri</li><li>• Photographer- Roger Fenton- war</li></ul>
D.T (Projects on a Page)	<ul style="list-style-type: none"><li>• Preparing fruit and vegetables</li><li>• Wheels and axles</li><li>• Freestanding structures</li></ul>	<ul style="list-style-type: none"><li>• Preparing fruit and vegetables</li><li>• Sliders and levers</li><li>• Templates and joining</li></ul>	<ul style="list-style-type: none"><li>• Healthy and Varied diet</li><li>• Levers and Linkages</li><li>• Shell structures/ using CAD</li><li>• 2D shape to 3D product</li></ul>	<ul style="list-style-type: none"><li>• Simple circuits and switches</li><li>• Pneumatics</li><li>• Simple programming and control</li><li>• *Access to Phunky Foods</li></ul>	<ul style="list-style-type: none"><li>• Pulleys/ gears</li><li>• Frame Structures</li><li>• Celebrating culture and seasonality</li></ul>	<ul style="list-style-type: none"><li>• Cams</li><li>• Monitoring and control/ more complex switches</li><li>• Combining different fabric shapes / using CAD</li><li>• *Access to Phunky Foods</li></ul>
Music (Charanga)	<ul style="list-style-type: none"><li>• Hey You!</li><li>• Rhythm in the way we walk/ banana rap</li><li>• In the Groove</li><li>• Your imagination</li></ul>	<ul style="list-style-type: none"><li>• Hands, feet and heart</li><li>• I wanna play in a band</li><li>• Zootime</li><li>• Friendship song</li></ul>	<ul style="list-style-type: none"><li>• Let your spirit fly</li><li>• Glockenspiel stage 1</li><li>• Three little birds</li><li>• The Dragon Song</li><li>• Spring – Performance</li></ul>	<ul style="list-style-type: none"><li>• Mamma Mia</li><li>• Glockenspiel stage 2</li><li>• Lean on me</li><li>• Blackbird</li><li>• Summer 2 – Performance</li></ul>	<ul style="list-style-type: none"><li>• Lvin' on a prayer</li><li>• Classroom jazz 1</li><li>• Make you feel my love</li><li>• The fresh prince of Bel-Air</li><li>• Summer 2 – Performance</li></ul>	<ul style="list-style-type: none"><li>• Happy</li><li>• Classroom Jazz 2</li><li>• You've got a friend</li><li>• Music and Me.</li><li>• Summer 2 – Performance</li></ul>
P.E (Cambridge)	<ul style="list-style-type: none"><li>• Gymnastics – Jumping Jacks</li><li>• Dance</li><li>• Games – fundamentals</li><li>• OAA</li><li>• Athletics</li><li>• 1 TIC</li></ul>	<ul style="list-style-type: none"><li>• Gymnastics – points of contact</li><li>• Dance</li><li>• Games – fundamentals</li><li>• Swimming</li><li>• OAA</li><li>• Athletics</li></ul>	<ul style="list-style-type: none"><li>• Gymnastics – Patterns and pathways</li><li>• Dance</li><li>• Games – Ball handling/ cricket</li><li>• Swimming</li><li>• OAA</li><li>• Athletics</li></ul>	<ul style="list-style-type: none"><li>• Gymnastics -Principles of balance</li><li>• Dance</li><li>• Games – Ball on the ground/ tennis</li><li>• Swimming</li><li>• OAA</li><li>• Athletics</li></ul>	<ul style="list-style-type: none"><li>• Gymnastics – Pair composition</li><li>• Dance</li><li>• Games – Football/ Netball</li><li>• Swimming</li><li>• OAA</li><li>• Athletics</li></ul>	<ul style="list-style-type: none"><li>• Gymnastics -Body symmetry</li><li>• Dance</li><li>• Games – Hockey/ Tag Rugby</li><li>• Swimming</li><li>• OAA</li><li>• Athletics</li></ul>
R.E (Discovery R.E)	<ul style="list-style-type: none"><li>• Does God want Christians to look after the world?</li><li>• Christianity - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</li><li>• Christianity - Was it always easy for Jesus to show friendship?</li><li>• Christianity - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</li><li>• Judaism - Are Rosh Hashanah and Yom Kippur important to Jewish children?</li></ul>	<ul style="list-style-type: none"><li>• Christianity - Is it possible to be kind to everyone all of the time?</li><li>• Christianity Why do Christians believe God gave Jesus to the world?</li><li>• Does praying at regular intervals help a Muslim in his/her everyday life?</li><li>• Christianity - How important is it to Christians that Jesus came back to life after his crucifixion?</li><li>• Does going to a mosque give Muslims a sense of belonging?</li><li>• Islam - Does completing Hajj make a person a better Muslim?</li></ul>	<ul style="list-style-type: none"><li>• Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</li><li>• Christianity- Has Christmas lost its true meaning?</li><li>• Christianity- Could Jesus heal people? Were these miracles or is there some other explanation?</li><li>• Christianity -What is 'good' about Good Friday?</li><li>• Hinduism- How can Brahman be everywhere and in everything?</li><li>• Hinduism- Would visiting the River Ganges feed special to a non-Hindu?</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Buddhism Is it possible for everyone to be happy?</li><li>• Christianity What is the most significant part of the nativity story for Christians today?</li><li>• Buddhism Can the Buddha's teachings make the world a better place?</li><li>• Christianity Is forgiveness always possible for explanations?</li><li>• Buddhism What is the best way for a Buddhist to lead a good life?</li><li>• Christianity Do people need to go to church to show they are Christians?</li></ul>	<ul style="list-style-type: none"><li>• Sikhism How far would a Sikh go for his/her religion?</li><li>• Christianity Is the Christmas story true?</li><li>• Sikhism Are Sikh stories important today?</li><li>• Christianity How significant is it for Christians to believe God intended Jesus to die?</li><li>• Sikhism - What is the best way for a Sikh to show commitment to God?</li><li>• Christianity - what is the best way for a Christian to show commitment to God?</li></ul>	<ul style="list-style-type: none"><li>• Islam What is the best way for a Muslim to show commitment to God?</li><li>• Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</li><li>• Is Christianity still a strong religion 2000 years after Jesus was on Earth?</li><li>• Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Part1</li><li>• Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Part1</li><li>• </li></ul>
Computing (Teach computing)	<ul style="list-style-type: none"><li>• Computing systems and networks – technology around us</li><li>• Creating media – digital painting</li><li>• Creating media- digital writing</li><li>• Data and information- grouping data</li><li>• Programming A – moving a robot</li><li>• Programming B- introduction to animation</li></ul>	<ul style="list-style-type: none"><li>• Computing systems and networks – IT Around us</li><li>• Creating media – digital photography</li><li>• Creating media- making music</li><li>• Data and information- pictograms</li><li>• Programming A – robot algorithms</li><li>• Programming B- an introduction to quizzes</li></ul>	<ul style="list-style-type: none"><li>• Computing systems and networks – connecting computers</li><li>• Creating media – animation</li><li>• Creating media- desktop publishing</li><li>• Data and information- branching databases</li><li>• Programming A – sequence in music</li><li>• Programming B – events and actions</li></ul>	<ul style="list-style-type: none"><li>• Computing systems and networks –The internet</li><li>• Creating media – audio editing</li><li>• Creating media- photo editing</li><li>• Data and information- data logging</li><li>• Programming A – repetition in shapes</li><li>• Programming B -repetition in games</li></ul>	<ul style="list-style-type: none"><li>• Computing systems and networks -sharing</li><li>• Creating media – 3D modelling</li><li>• Creating media – Vector drawing</li><li>• Creating media- video editing</li><li>• Data and information- flat-file databases</li><li>• Programming A -selection in physical computing</li><li>• Programming B -selection in quizzes</li></ul>	<ul style="list-style-type: none"><li>• Computing systems and networks – communication</li><li>• Creating media – 3D modelling</li><li>• Creating media- web page creation</li><li>• Data and information- spreadsheets</li><li>• Programming A – variables in games</li><li>• Programming B -sening</li></ul>



## Progression of Skills In History Autumn Spring Summer

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about <u>everyday</u> lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late times studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past - how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use fact books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources - fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>Be aware that different evidences will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</li> </ul>	<ul style="list-style-type: none"> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Communicate their knowledge through: Discussion, <u>drawing pictures</u>, <u>Drama/role play</u>, <u>Making models</u>, <u>Stories</u>, <u>using ICT</u></li> </ul>			<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>		<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>

# Curriculum Development



## Step 3:

Year group overviews modified to show where knowledge is taught so that links in learning can be identified. Handout 2

Victorians/ Industrial Revolution	<u>Knowledge</u>
	<ol style="list-style-type: none"> <li>Between 1760 and 1900 an Industrial Revolution took place in Britain.</li> <li>Living conditions were poor during this era due to poorly built housing and lack of sanitation.</li> <li>The first Metropolitan police force were introduced in 1829 "Bobbies."</li> <li>The working conditions that working-class people faced were known to include: long hours of work (12-16 hour shifts), low wages that barely covered the cost of living, dangerous and dirty conditions and workplaces with little or no worker rights.</li> <li>In 1833 the Government passed a Factory Act to improve conditions for children working in factories.</li> <li>The Spinning Jenny, the water frame and the steam locomotive (railways) were all inventions that revolutionized the lives of people in Britain.</li> <li>The "Great reform act" improved democracy but women still could not vote.</li> </ol>
	<u>Skills</u>
	<ul style="list-style-type: none"> <li>Place current study on a timeline in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> <li>Link sources and work out how conclusions were arrived at</li> <li>Confidently use the library and internet for research</li> <li>Recognise primary and secondary sources</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
	<u>Linked Learning</u>
	<ul style="list-style-type: none"> <li>Medieval monarchs learning in year 5</li> </ul>

## Step 4:

Creation of topic overviews linking key knowledge and skills together to ensure the curriculum offer at Yanwath builds on Prior knowledge and skill progression.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication	Number: Division Statistics Measurement: Length and Height Geometry	Geometry Number: Fractions	Measurement: Time Four operations (Y3) Problem solving (Y2) Measurement: Capacity	Measurement: Capacity Fractions -Y3 SSM – Y3 Y2 consolidation
English	P: Write a poem that conveys an image/use pattern, rhyme and description F: Setting, Character description NF: Instructions	P: Haiku/riddles and tongue twisters F: Stories with familiar settings NF: Adverts	P: Learn and perform a significant poem F: Myths and Legends/stories that mimic significant author NF: Non-chronological report	F: Adventure Stories/imaginary settings NF: Recount	P: Classic poem Robert Louis Stevenson F: Biography NF: Explanation	P: Themed free verse F: Play-scripts NF: Letters
WCR	The Tear Thief  Gregory Cool	Esio Trot by Roald Dahl	Amazing Grace  Stone Age Boy	Flat Stanley	The Enchanted Wood by Enid Blyton	The Secret Sky Garden
History	The Normans		The Stone Age		The Iron Age	
Geography		Geographical Skills		Earth Matters – Focus on Capital Cities		Comparing People and Places – Mexico
Science	Forces and Magnets Y3	Light Y3	Rocks Y3	Exploring the world of plants Y3	Plant life cycles Y3/ habitats y2	Animals including humans /animal growthy
D.T.		Healthy and Varied Diet		Pneumatics		Shell Structures
Art Artist study	Artist: L S Lowry - oil paintings/sketching		Sculpture: Barbara Hepworth		Designer: Charles Rennie Mackintosh	
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Creating media – Making music	Data and information – Pictograms	Programming A – Robot algorithms	Programming B – An introduction to quizzes
RE	Christianity - Is it possible to be kind to everyone all of the time?	Christianity - Why do Christians believe God gave Jesus to the world?	Judaism – How important is it for Jewish people to do what God asks them to do?	Christianity – How important is it to Christians that Jesus came back to life after His crucifixion?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
Music	Let Your Spirit Fly	Whole School Performance	Glockenspiel 1	Class Performance	Three Little Birds	Dragon Song
PSHE	Health and Wellbeing		Relationships		Living in the wider world	
PE	Dance	Gymnastics	Games	Swimming	Athletics	OAA
MFL	Children are exposed to songs, familiar stories, counting and greetings.					
Educational visits/ visitors						



## History

Ancient Greece

a study of Greek life and achievements and their influence on the western world

## Geography

Geographical Skills

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Art

Giuseppe Arcimboldo

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

## MFL

UNIT 1: La magie d'être moi (The magic of being me!)

speak in sentences, using familiar vocabulary, phrases and basic language structures

## RE

Hinduism- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

See Discovery R.E

## Year 3

Launch- [Ancient Greece | Educational Videos for Kids - YouTube](#)

YouTube

Exit: Create a presentation of all the achievements of the Ancient Greece civilisation.

Key texts- The Boy Who Grew Dragons / Alice in Wonderland

## Science

Autumn 1 - Animals including humans- What makes us? identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Autumn 2-Light

recognise that they need light in order to see things and that dark is the absence of light

See Developing Experts Units

## DT

Healthy and Varied diet

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

See Projects on a Page planning

## PE

Autumn 1 - Gymnastics / Action Ants

develop flexibility, strength, technique, control and balance

Autumn 2- Dance / Swimming

swim competently, confidently and proficiently over a distance of at least 25 metres

## PSHE

Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

See PSHE Association planning.

## Music

Autumn 1 -Let your spirit fly

play and perform in solo and ensemble contexts, using their voices

Autumn 2- Glockenspiel stage 1

playing musical instruments with increasing accuracy, fluency, control and expression

## Computing

Autumn 1 - Computing systems and networks - connecting computers

understand computer networks, including the internet;

Autumn 2- Creating media- Animation

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;

See Teach Computing Planning

History Unit of Study: Ancient Greece						
Lesson	National Curriculum Strand	Learning Objective	Lesson Vocab	Lesson Notes	Lesson Evaluation	
					Below	Exceeding
1	Ancient Greece - a study of Greek life and achievements and their influence on the western world	To understand when Ancient Greece was <b>Place the time studied on a timeline</b> <b>Use dates and terms related to the study unit and passing of time</b> <b>Sequence several events or artefacts</b>	BC AD Timeline Period Era	<b>BC (before Christ) and AD (anno domini) are used to say when things happened.</b>  Children should be taught about how BC and AD are structured (BCE/CE). Then be able to sequence events that include both. Can also teach about scaling timelines if appropriate. Key learning is to be able to sequence events including those that include BC and AD.  Introduce the topic of Ancient Greece and discuss where children think it fits in chronologically with other periods they've studied/ heard of (the ideal selections are the Stone Age, Egyptians and Romans as <u>these tie</u> in but any are valid!) Hand out the periods of Greek history sorting cards and ask the children to sequence them chronologically.  Use coloured border paper or ribbon (colour-coding is beneficial) to map out the duration of each of the Greek periods.  Give children a chance to compare the duration of the periods by looking at the visual scale they've constructed using the coloured ribbon. Identify and discuss the fact that there is overlap because changes took time to reach parts of Greece and we cannot give precise dates for every event.  Can you link these periods to any you already know?  Why do they cross over?  What questions do we have related to the Greeks? <b>Task- Order the different periods of Ancient Greece and construct a timeline that orders 4 Greek artefacts using BC and AD.</b> <b>SEND- Provide a number line to support ordering of place value. Mixed ability pairings.</b>		
2	Ancient Greece - a study of Greek life and achievements and their influence on	To locate Ancient Greece <b>Begin to use the library and internet for research</b>	Country Civilisation Citizen	<b>Greece is a country that still exists in south-east Europe and it is made up of many different islands.</b>  Children should be taught how to extract information from maps and, with support, infer how this would impact Ancient Greeks.  Key learning is to extract information from visual sources and infer its impact.		



# Examples of work

✓cc 10- To describe the features of the  
19/9 Victorian Society.

4,000BC Stone age	43AD Romans	787AD Vikings	1485AD Tudors	Britain Britain since 1945/AD
Iron age 750BC	Anglo- Saxons 450AD	Normans 1066AD	World Wars 1918AD	7021

Queen Victoria reigned  
for 64 years!

Victorians  
1837-1901AD

The Industrial Revolution was a  
period in history from the 1760-1900.  
It was when the factories got  
bigger and many people stopped  
working at farms and moved to  
the city to get better wages.  
You didn't have to get trained  
before going to work in factories  
or mines. Through the years the  
technology grew bigger. The population  
- in cities - also increased, but so  
did crimes.

\* because machines did it for you.

From source A, which is a photograph  
from 1837-1900, I infer:

- They are upper class.
- They are wearing expensive clothes  
such as dresses.
- They have got ~~as~~ enough money to  
have a photograph taken.

From source B, which is a painting from  
1837-1900, I infer:

- There are some ~~wealth~~ wealthy horse-  
drawn ~~carriages~~ carriages.
- The sky is very murky and grey.
- Some of the houses are ~~very~~ rich-down  
but some look more wealthy.
- There are some less wealthy horse-  
drawn ~~carriages~~ carriages.
- Busy with people.
- Some upper class are socialising together.

① During the Victorians, ~~the~~ the classes were:

- Upper class
- Middle class
- Working class

② I think factories were positive and  
negative because they gave people better  
wages and provided more things in  
quicker periods but it also meant  
the air got polluted and not ~~so~~ many  
people worked ~~at~~ on the farm producing  
farm products like food.

Between 1760  
and 1900 an  
Industrial  
Revolution  
took place in  
Britain.

Place current study on  
a timeline in relation  
to other studies

Sequence up to 10  
events on a timeline



✓ CC 28/9	Q- To <del>How</del> How did living conditions change during the Industrial Revolution?	Crime.	From a photo taken in 1829, I can learn that the first police were named the bobbies after Robert Peel - who made the first police. They travelled around on horse back. <del>Before the police</del>
	Living Condition. What can I learn from the source?		
	Health.		<ul style="list-style-type: none"> <li>From a letter that was sent to the Board of Health in 1849, I can learn that people had bad health because of opened <del>drains</del> drains (that smelt offensive) which cause breathing diseases.</li> <li>From a table from Dr John Snow's paper in 1855, I can learn that the bigger the population the more deaths there were and most of the deaths were from Cholera. Lambeth House Company was a better company because they provided better health in their houses because less people died from Cholera having their houses instead of Vauxhall's Housing Company. Cholera was a water disease.</li> </ul>
			<ul style="list-style-type: none"> <li>From a police gazette in <del>January</del> 25 1828, I can learn that police put crimes in a gazette every week to make people try and help catch criminals because there weren't many police.</li> </ul>
			The sources we used were primary because they were from that time. E.G. <del>the</del> The letter was to the Board of health in 1829.
			Cholera was a disease to do with water. It was when you got ill for drinking dirty water.

Living conditions were poor during this era due to poorly built housing and lack of sanitation.

The first Metropolitan police force were introduced in 1829 "Bobbies."

Link sources and work out how conclusions were arrived at

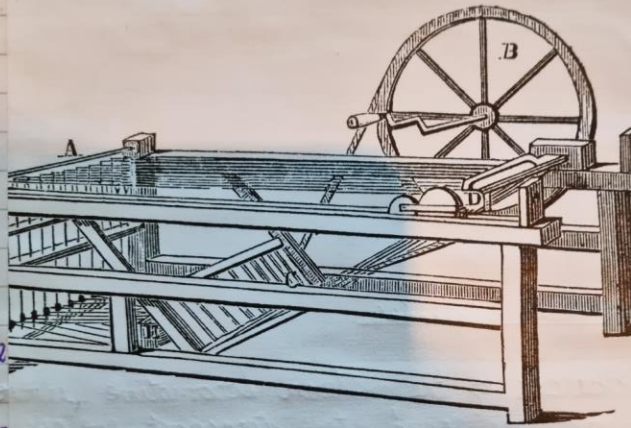
Recognise primary and secondary sources



Wednesday 20<sup>th</sup> October 2021

Q10 - To Which inventions revolutionised the lives of British people?

The x Spinning Jenny. 1765.



\*made  
more  
pollution.

I think  
that both  
inventions  
were good  
and bad  
because  
both had  
beneficial  
points and  
negative  
points. The  
Spinning

Jenny made  
decrease in jobs;  
the steam locomotives

The causes

The causes of the Spinning Jenny was there were more developments in textile industry; a need for mass production and need it to be a quicker process.

The effects.

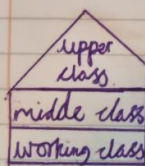
\*inter The effects were: increased <sup>international</sup> trade, machines greatly increased the ~~prod~~ production, the products were made cheaper, factory employers didn't earn much and they worked 14-16 hours 6 days a week. Men, women and small children worked in the factories. There would also be a decrease in jobs.

The Spinning Jenny, the water frame and the steam locomotive (railways) were all inventions that revolutionized the lives of people in Britain

Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation



① We learnt that the Industrial Revolution was in 1760-1900 and we looked at sources and observed what was in the source to know more about the Era.



⑤ We learnt about the Spinning Jenny and steam locomotive. The spinning jenny was a machine made for the factories. The steam locomotive was used for transport and to transport freight & goods.

\*of the Alps. People came to Perrith because it was a cheap version of the Alps. The water supplies were very poor.

# THE VICTORIANS

Key Vocabulary	Definition
Industrial Revolution	A period of time where factories & machines came a bigger part of life.
Class System	<ul style="list-style-type: none"> <li>Upper class</li> <li>Middle class</li> <li>Working class</li> </ul>
Factory act	Children and women stopped working in the factories in 1833.
Sanitation	How clean and hygienic something is.
Spinning Jenny	A machine made in 1763 by James Hargreaves.
Economy	The state of a country is in with the supply of goods and money.
Bobbies	Bobbies are police named after Robert Peel who made the first police.

When was this era?				
Normans	Middle Ages	Tudors	Victorians	WW1
			✓	

Robert Peel.



Dr Jon Snow.



Queen Victoria.



The houses cramped together.

Year 6 Skills Checklist	
14.9.21 ✓	Place current study on a timeline in relation to other studies
28.9.21 ✓	Use relevant dates and terms
14.9.21 ✓	Sequence up to 10 events on a time line
20.10.21 ✓	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
28.9.21 ✓	Know key dates, characters and events of time studied
14.10.21 ✓	Link sources and work out how conclusions were arrived at
	<input type="checkbox"/> Confidently use the library and internet for research
28.9.21 ✓	Recognise primary and secondary sources
3.12.21 ✓	Select and organise information to produce structured work, making appropriate use of dates and terms.



crime was more popular, there were more diseases because of health like Cholera. Dr Jon Snow was a Cholera expert. Robert Peel created the first official police. They were called the Bobbies after Robert's nickname. Living conditions were very poor during this era.

③ We learnt that the working conditions were dangerous in the Mines Act 1842. There is the trapper, thruster, hummer and the getter.



④ We went to Perrith Museum to know more what it was like

Our tour guide was called Karen. in R Perrith in the Industrial Revolution.

# Assessment



Date/Week	Year groups	Assessment to be delivered:	Test result actions including reporting and responsibility	Outcome summary	Any additional comments
July	All year groups	Transfer of AAP info - Read and signed and acknowledged with parents.	School SEND leads to check and QA	All AAPs completed ready for September	SENCO to meet and discuss with teachers
Sept week 3: week beginning 19.9.22	Year 3	CATs <b>Level A</b>	Discrepancies in progress and attainment identified and all reports sent to Head.	SEND identified	Further detail for teacher planning given where appropriate. SLT to agree on what and how information is shared.
Sept/Oct	N/A	LAB Report meeting 1	Data report from summer results to include GL outcomes as well as statutory tests. All year group progress data reported as <b>Working towards, Expected, Beyond Expected</b> . School Targets set.		
Oct week 1: week beginning 3.10.22	Y3,2 to 6	PASS (Pupil Attitudes to Self and School) online.	School profile analysed and school SEMH action plan devised from GL PASS resources and advice.	Progress from last year to be analysed	Individual and small group intervention groups identified.
Oct week 1&2 Week beginning 3.10.22	All groups all children	NGRT- reading tests / NGST- spelling tests <b>Test A</b> (Where needed <b>Test B</b> will be delivered for those on intervention after 8 weeks.)	Reading and spelling baseline used for compilation of intervention groups and planning for differentiation, stretch and challenge	Progress/impact assessment data report written and reviewed against identified areas on SIP.	School reading approach to be evaluated in line with results.
Oct week 1: week beg 3.10.22	Year 4	Mock Times tables check	Intervention programme established		
HALF TERM					
Week beginning 31.11.22	All year groups	Internal school moderation writing using the ITAFs and update LL for reading and maths. writing moderation task set by SIT group	Heads to QA data report from data team	Interventions identified and discussed at heads MM	
November	N/A	LAB report meeting 2	Data report to report on – PASS progress from last year, NGRT/ST data, CAT profiles shared, SEND profiles shared, TA from LL and internal writing assessment.		
Dec week 1: week beg 5.12.22	Year 4	Mock Times tables check	Comparison data to Oct check	Intervention groups modified	
Dec week 2 data collection- from Learning Ladders	All year groups	Working towards Expected Working beyond	Record behaviour on LL	GL data use to verify TA/LL data	Intervention/catch up strategy written for Term 2
Dec week 1: week beginning 5.12.22	All year groups	Review of Term 1 AAPs Discussed with and signed by parents	Concerns raised with SENCO where no/little progress is made.	Individual action	Learning Ladders updated
END OF AUTUMN TERM					
Jan week 2: week beg 9.1.23	All year groups CW/CF will moderate	<b>Progress Tests</b> (See test guidance overview for number test per year group) All on paper and marked in school by the end of week beg 16.1.23 <ul style="list-style-type: none"> <li>English - Mon</li> <li>Maths – Tues</li> <li>Science - Wed</li> </ul>	PT data to CET for LAB. Class teachers to analyse their data. SLT to complete Pupil Progress meetings and identify next steps needed.	PT (GL) 1 summary used to verify and action discrepancies with TA/LL data.	SEND needs identified and actioned by school SEND leads.
February	N/A	LAB report meeting 3	<b>From Learning Ladders Jan week 1</b> All year group progress data reported as Working towards, Expected, Beyond Expected with commentary.		
Week beg 13.3.23	All year groups	Writing assessment March English SIT to host a writing moderation	Moderation & data concerns actioned. Intervention groups identified.	Schools to report to CW where they are in line with predictions for outcomes	
Week beg 20.3.23	Review of Term 2 AAPs	Discussed with and signed by parents	Concern raised with SENCO where no/little progress is made.	Individual action	SENCO to hold progress meetings with staff.
Week beg 20.3.23	Year 4	Mock Times tables check	Comparison data to Dec check	Intervention groups Modified	
END OF SPRING TERM					
Summer term week 1- data collection from LL	All year groups	Working towards Expected Working beyond	Record behaviour on LL	GL data use to verify TA/LL data	Intervention/catch up strategy written for Term 2
May	N/A	LAB meeting 4	All year group progress data reported as Working towards, Expected, Beyond Expected with commentary.		
Week beg 2.5.23	Year 4	Mock Times tables check	Comparison data to March check	Intervention groups identified	
May	Year 2	KS1 SATs	TA and declarations completed on PAG	RAPs written for children who haven't met the standard for the rest of the term.	
Week beg 8.5.23	Year 6	KS2 SATs			
HALF TERM					
Week beg 5.6.23	Year Groups / all children	NGRT / NGST <b>Test C</b>	Comparable data analysed and actioned. SENAT used for further diagnostics where identified as a need.		
Within 3 weeks of the week beg 5.6.23	Year 4	National Times Table tests.			
Week beg 12.6.23	Y3,1,3,4,5	<b>Progress Tests</b> (See test guidance overview for number test per year group) All on paper and marked in school by the end of week beg <ul style="list-style-type: none"> <li>English - Mon</li> <li>Maths – Tues</li> <li>Science - Wed</li> </ul>	Comparable data analysed and actioned SENAT used for further diagnostics where identified as a need.	PT (GL) 2 summary used to verify and action discrepancies with TA/LL data.	
Week beg 3.7.23	All year groups	Review of Term 2 AAPs (written in March/April for transition) Discussed with and signed by parents- handed over to new teachers.	Concern raised with SENCO where no/little progress is made.	Individual transition actions.	
Week beg: 10.7.23	Heads meeting	To review outcomes and plan the assessment calendar for 23/24			
Week beg 10.7.23	All year groups	Learning Ladders updated for transition. Record behaviour on LL	Profile of class noted for planning.	Transition/ handover meetings	Learning Ladders data capture for September LAB



# Statutory Assessments

Early Learning Goals – Children are baselined at the beginning of Reception and assessed against the ELG at the end of Reception.

Year 1 Phonics Screening – children in Year 1 complete a phonics screening in June. This is just a pass or fail. Children who fail will resit in Year 2. If they fail again in Y2 then a SEND assessment is carried out to find the barrier to reading. This assessment should not be done too early as it is based on their development.

Year 2 SATs – These are the end of KS1 tests. They are paper form but are based on teacher judgments too so we do not Over prepare them for these as the work in their everyday books is used to for their final assessment.

Year 4 Multiplication check – this is a times table test, based on the compuer which gives children 6 seconds to answer A question before automatically moving onto the next one. This is a pass or fail. There is currently no resit for this.

Year 6 SATs – these are the end of KS2 tests. They are in paper form and take place in a designated week in May. The Timetable for these is dictated to us by the governments and children who miss school that day will take the test on their first day back at school.



# Assessments we use and their purpose



## **Summative assessments completed:**

### **GL Assessments and SEND APP Tool Kit**

- NGRT – twice a year, those on an AAP will complete them 3 times
- NGST – same as above
- Progress tests – completed twice a year in January and July for all year groups from Y2-5
- Mock SATs – these are for Y6 to gauge where children are working at and to identify their current gaps.

### **Formative Assessments: inc. work in books, KO, pupil voice, GKB**

**Tapestry** – This identifies where children in EYFS are currently working and their next steps.

**Development matters** – this is used to aid the EYFS team with their planning for small step success.

**Learning Ladders** – this is a whole school assessment platform that teachers use to upload their teacher assessment on. This is cross referenced with the GL progress tests to make sure that teacher judgments are in line with the scores.

**Power Bi** – is a cross trust learning platform that all of the above feeds into alongside assessment and behaviour information Generated from schools. This allows us to complete cross trust moderation easily.

# Assessment & Staff CPD

Week	Monitoring focus/ CPD	SLT focus	Staff Meeting / CPD	Key school events	Sustainable School Improvement
31.10.22	SEND monitoring and triangulation – MAPs, Planning, book look	Pupil Progress data – analysis – key messages disseminated individually and in staff meeting	Pupil progress – Maths Key areas of strength and next steps from current data	Yr 3 Swimming 1.11.22 CET CPOMs Training 2.11.22 SIT Review Meeting 3.11.22 SG SIT Meeting 3.11.22 Tempest School Photo Day 4.11.22	SSI P1 <a href="#">To</a> improve outcomes for maths across the school
7.11.22	English – learning walks, book looks, pupil voice, planning	Report to SLT – SEND monitoring – key messages disseminated individually and in staff meeting	Parents evening	Yr 3 Swimming Remembrance Day 11.11.22 External monitoring 11.11.22 MB HLTA Course 1-3pm 10.11.11	
14.11.22	Maths – learning walks, book looks, pupil voice, planning	Report to SLT – English monitoring – key messages feedback individually and in staff meeting	Parents evening	Press Pause Day 14.11.22 Parent Forum – 3.30pm & 5pm 15.11.22 Grip 1 Aldridge Instructional Coaching Yr 3 Swimming MPQSL 9-12pm SD Absent 17 <sup>th</sup> /18 <sup>th</sup> Heads Conference	
21.11.22	Science – learning walks, book looks, pupil <a href="#">voice</a> , planning	Report to SLT – Maths monitoring – key messages feedback individually and in staff meeting	Maths – CPA	22.11.22 Yr 6 Netball OR Safe Guarding course CET Leadership Meeting 23.11.22 Vulnerable Group SIT 24.11.22 Whole School Xmas Craft Day 25.11.22 Year 6 Parent Forum 4pm 25.11.22	SSI P1 <a href="#">To</a> improve outcomes for maths across the school SSI P3 <a href="#">To</a> develop teachers subject knowledge enabling them to provide excellence across the curriculum and support students to know more and remember more
28.11.22	Humanities – learning walks, book looks, planning	Report to SLT – Science monitoring – key messages feedback individually and in staff meeting	Christmas school preparations	Aira force decoration making 28.11.22 N/R, 1/2 <a href="#">Aira</a> force visit 29.11.22 Y3-6 Aira force Visit 30.11.22 Staff Wreath Making & Snowflake trail 30.11 Christmas Market 1.12.22	
5.12.22	Curriculum check – does planning match curriculum	Report to SLT – Humanities monitoring – key messages feedback individually and in staff meeting	Maths – structure of a lesson, planning development and adaptations to children in class.	Yr 4 Mock Timetable Check Theatre by the Lake Y1-6 5.12.22 Reception height/weight check 6.12.22 Yanwath LAB 5pm 6.12.22 LP Meeting 2 7.12.22 CET Leadership Meeting 7.12.22 N/R Theatre by the Lake 8.12.22	SSI P1 <a href="#">To</a> improve outcomes for maths across the school SSI P3 <a href="#">To</a> develop teachers subject knowledge enabling them to provide excellence across the curriculum and support students to know more and remember more
12.12.22	Plan for Spring – Curriculum	Headspace – Reflection & Next steps	No staff meeting – nativity productions etc	Nativity Dress rehearsal 11am 12.12.22 Nativity Parent performance 4pm  SENCO Q&A Session 14.12.22 Whole School Santa Visit 15.12.22 Whole School Carol Service 16.12.22	
19.12.22	Plan for Spring – CPD	Reflection & Next steps	Planning for next term	Prepare Classrooms for Spring 1 Christmas Party Day 20.12.22	SSI P3 <a href="#">To</a> develop teachers subject knowledge enabling them to provide excellence across the curriculum and support students to know more and remember more

# So what.....

