

North Heath Community Primary School



PROGRESSION IN KNOWLEDGE AND SKILLS

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Art Progression of Knowledge and Skills: Reception	
1. To develop ideas	Reception
a. Record ideas and talk about the marks they make.	✓
b. Explore different methods and materials.	✓
c. Talk about own ideas and express likes.	✓
2. To take inspiration from the greats (classic and modern)	
a. Talk about different artists work.	✓
b. Talk about likes and dislikes.	✓
c. To look at famous pieces of art and attempt to recreate.	✓
3. To master techniques- DRAWING	
a. Chooses to make marks on a variety of surfaces.	✓
b. Attempt to colour work.	✓
c. Use different materials to draw and colour, e.g. chalk, felt tips, pencils, coloured pencils.	✓
4. To master techniques- PAINTING	
a. Use a range of tools using a variety of brushes and sponges (different sizes).	✓
b. Explore colour mixing.	✓
c. Hold a brush and control the paint.	✓
5. To master techniques- SCULPTURE	
a. Handle, feel, enjoy and manipulate materials.	✓
b. Use materials such as rolled up paper, straws, paper, card, clay, natural materials, playdough, recycled materials, construction.	✓
c. Use techniques such as rolling, cutting, pinching, moulding and joining.	✓
6. To master techniques- COLLAGE	
a. Handle and use a combination of materials.	✓
b. Explore different textures by combining different materials	✓
7. To master techniques- PRINTING	
a. Random experimental printing.	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

b. Print with a variety of objects.	✓
c. Use techniques such as rolling, pressing, stamping and rubbing to make prints.	✓
8. To master techniques- TEXTILES	
Handles and manipulates materials, such as threads, cottons and wool	✓
9. Artists studied	
Pupils are provided with an introduction to notable artworks through topics and events of the year, e.g. Van Gogh's sunflowers for Mother's Day	

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Art Progression of Knowledge and Skills: Year 1 / 2		
1. To develop ideas	Year 1	Year 2
a. Respond to ideas and starting points by exploring and recording ideas and collecting visual information.	✓	✓
b. Explore different methods and materials as ideas develop.	✓	✓
c. Evaluate own and others' ideas and work.	✓	✓
2. To take inspiration from the greats (classic and modern)		
a. Describe similarities and differences between the work of notable artists, artisans (craft makers) and designers.	✓	
b. Express an opinion on the work of notable artists, artisans (craft makers) and designers	✓	✓
c. Use some of the ideas of artists studied as inspiration for own work.	✓	✓
3. To master techniques- DRAWING		
a. Draw lines of different sizes and thickness.	✓	
b. Colour (own work) neatly following the lines.	✓	✓
c. Show pattern and texture by adding dots and lines.	✓	
d. Use different materials to draw and colour, e.g. chalk, felt tips, pencils, coloured pencils	✓	✓
4. To master techniques- PAINTING		
a. Use thick and thin brushes.	✓	✓
b. Mix primary colours to make secondary, e.g. to create colour wheels	✓	✓
c. Add white to colours to make tints and black to colours to make shades		✓
5. To master techniques- SCULPTURE		
a. Use a combination of shapes, lines and texture, including different materials like rolled up paper, straws and natural materials		
b. Use techniques such as rolling, cutting, pinching, moulding and carving.		✓
6. To master techniques- COLLAGE		
a. Use a combination of materials that are cut, torn and glued	✓	✓
b. Sort, arrange and mix materials to create texture		✓
7. To master techniques- PRINTING		

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

a. Use repeating or overlapping shapes and mimic print from the environment (e.g. wallpaper)		
b. Use objects or materials to create prints (e.g. fruit, vegetables or sponges)	✓	
c. Use techniques such as rolling, pressing, stamping and rubbing to make prints	✓	✓
8. To master techniques- TEXTILES		
a. Use weaving to create a pattern.	✓	
b. Join and/or decorate materials using glue and/or a stitch		✓
c. Use a dyeing technique to alter a textile's colour and pattern		
9. Artists studied		
a. Y1 - Robert Delauney, Jackson Pollock, Kandinsky, Michelle Reader		
b. Y2 – Kandinsky, Paul Klee, Joan Miro		

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Art Progression of Knowledge and Skills: Year 3 / 4		
1. To develop ideas through use of a sketchbook	Year 3	Year 4
a. Develop ideas from starting points throughout the curriculum.	✓	✓
b. Collect information, sketches and resources, exploring ideas in a variety of ways		✓
c. Review and revisit ideas, adapting and refining as they progress.	✓	✓
d. Build resilience, make mistakes and suggest improvements to improve their work.	✓	✓
2. To take inspiration from the greats (classic and modern)		
a. Replicate some of the techniques used by notable artists, artisans and designers.	✓	✓
b. Create original pieces that are influenced by studies of others.	✓	✓
c. Express opinions on notable artists, referring to technique and effect.	✓	✓
3. To master techniques – DRAWING		
a. Experiment with line, tone and texture by using different grading of pencil and by using hatching and cross hatching.	✓	
b. Annotate sketches to explain and elaborate ideas.	✓	✓
c. Sketch lightly without the need to use a rubber to correct mistakes	✓	✓
d. Use shading to show light and shadow.	✓	✓
e. Use a variety of different materials to draw, e.g. pastels, chalk, felt tips.	✓	✓
4. To master techniques – PAINTING		
a. Use a range of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.		✓
b. Mix colours effectively using correct language		✓
c. Use a range of paint washes, e.g. watercolour, acrylic, poster, for backgrounds then add detail.	✓	
d. Experiment with colour to create moods	✓	
5. To master techniques - SCULPTURE		
a. Create and combine shapes to create recognisable forms, e.g. shapes made from nets or solid materials	✓	
b. Use clay and other mouldable materials	✓	✓
c. Add materials to provide interesting detail	✓	

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

6. To master techniques – COLLAGE		
a. Select and arrange materials for a striking effect, giving reasons for their choices		✓
b. Refine work to ensure precision, using techniques including coiling, overlapping, tessellation, mosaic and montage.		✓
c. Use key vocabulary to demonstrate knowledge and understanding		✓
7. To master techniques - PRINTING		
a. Use layers of two or more colours.	✓	
b. Replicate patterns observed in natural or built environments.	✓	
c. Make printing blocks, e.g. from coiled string glued to a block.	✓	
d. Make precise repeating patterns.	✓	
8. To master techniques – TEXTILES		
a. Use a variety of techniques including printing, dyeing, weaving and stitching	✓	
b. Select appropriate materials and giving reasons for choices	✓	
c. Use techniques such as quilting, padding, gathering and colouring fabric.	✓	
9. Artists studied		
a. Y3 – Unnamed Stone Age and Roman mosaic artists, Wayne Andersen		
b. Y4 – Quentin Blake, William Morris		

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Art Progression of Knowledge and Skills: Year 5 / 6		
1. To develop ideas through use of a sketchbook	Year 5	Year 6
a. Collect information, sketches and resources and present ideas imaginatively in a sketch book.	✓	✓
b. Evaluate and analyse own and others' artworks using key vocabulary	✓	✓
c. Review and revisit ideas as a project progresses, identifying areas of strength	✓	✓
d. Develop a personal style, drawing upon own ideas and experiences, as well as notable artists' influences.	✓	✓
2. To take inspiration from the greats (classic and modern)		
a. Make detailed observations about the style of some notable artists, artisans (craft makers) and designers, including architects.	✓	✓
b. Understand how the work of those studied was influential in both society and to other artists.	✓	✓
3. To master techniques- DRAWING		
a. Use a choice of techniques to depict movement and interesting effects, e.g. perspective, shadows and reflection.		✓
b. Choose a style of drawing suitable for the work, e.g. realistic or impressionistic.	✓	✓
c. Select most appropriate tools and materials, e.g. charcoal, pastel, different grading of pencil.	✓	✓
4. To master techniques- PAINTING		
a. Create a colour palette based upon colours observed in the natural or built world.	✓	✓
b. Use the qualities of materials, e.g. watercolour and acrylic paints, to create visually interesting pieces.	✓	✓
c. Combine colours, tones and tints to enhance the mood of a piece.		✓
d. Use brush techniques and the qualities of paint to create texture.	✓	
5. To master techniques- SCULPTURE		
a. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.	✓	✓
b. Use tools to carve and add shapes, texture and pattern, combining visual and tactile qualities	✓	
c. Use frameworks, e.g. wire or moulds, to provide stability and form		✓
6. To master techniques- COLLAGE		
a. Plan and design a collage, considering purpose and effect	✓	✓
b. Mix textures, e.g. rough and smooth, plain and patterned, to combine visual and tactile qualities.	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

c. Use a range of materials and techniques, e.g. ceramic mosaic.	✓	✓
7. To master techniques- PRINTING		
a. Design and create printing blocks to reflect the purpose of the work.	✓	
b. Create an accurate pattern, showing fine detail.	✓	
c. Build up layers of colours.	✓	
8. To master techniques- TEXTILES		
a. Combine previously learned techniques to create pieces, showing care and precision.		✓
b. Develop a range of stitching techniques.		✓
c. Experiment with a range of fabrics.		✓
9. Artists studied		
a. Y5 – Andy Warhol, Christopher Wren, Chris Riddell, Banksy		
b. Y6 – Lowry, Picasso (Guernica), Albert Giacometti, Hokusai, Frida Kahlo		

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Computing Progression Knowledge and Skills : EYFS (Understanding the World)	
1. Code	EYFS
a. Complete a simple program on a computer.	✓
2. Connect	
a. Use technology to interact with age- appropriate software.	✓
b. Say how to stay safe online.	✓
c. Follow the school rules on how to use technology.	✓
d. Recognise that a range of technology is used in home and school.	✓
3. Communicate	
a. Select and use technology for a purpose.	✓
4. Collect	
a. Contribute to internet research in a group and as a class.	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Computing Progression Knowledge and Skills : Year 1 and Year 2		
1. Code	Year 1	Year 2
a. State what an algorithm is.	✓	
b. Physically follow and give instructions to move around.	✓	
c. Create a simple programme on the computer or using a floor robot to achieve an algorithm.	✓	
d. Predict what will happen for a short sequence of instructions in a program.	✓	
e. Use the word debug to correct any mistakes when programming e.g. a floor robot.	✓	
a. State what an algorithm is and give an example.		✓
b. Debug simple problems in my instructions and programming.		✓
c. Predict what will happen in a simple program e.g. Where the robot will go if I programme it to...?		✓
2. Connect		
a. State how to stay safe online.	✓	
b. Explain how people might use information technology in school and outside of school.	✓	
a. Follow the school rules on how to use a computer.		✓
b. Explain how to stay safe online.		✓
c. Explain what I should do if I see something online which upsets me.		✓
3. Communicate		
a. Use technology to present work.	✓	
b. Use technology to change the way my work looks. E.g change the formatting.		✓
4. Collect		
a. Save work.	✓	
b. Open a saved document.	✓	
c. Open and save work in a folder.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Computing Progression Knowledge and Skills : Year 3 and Year 4		
1. Code	Year 3	Year 4
a. Plan and enter a sequence of instructions to achieve a specific outcome.	✓	
b. Test and debug problems within my program.	✓	
c. Use repeat to achieve solutions to tasks.	✓	
d. Suggest improvements to the simple programs I write.	✓	
e. Write a program which achieves a given goal.		✓
f. Debug specific problems within a program.		✓
g. Use repetition within a programme e.g loops/iteration to make my program more efficient.		✓
h. Control simple machines using programming techniques.		✓
2. Connect		
a. Follow the school rules on how to use a computer.	✓	
b. Talk about what makes a secure password and why they are important.	✓	
c. Explain how to stay safe online.	✓	
d. Explain what to do if I see something online which upsets me.	✓	
e. Choose and set a secure password when using a website.		✓
f. Evaluate digital media I use and tell you how reliable it is.		✓
g. Explain how to stay safe online.		✓
h. Explain what to do if I see something online which upsets me.		✓
3. Communicate		
a. Use a variety of software and hardware to showcase work.	✓	
b. Select and use a variety of different tools and software to present work in a suitable format.		✓
4. Collect		
a. Describe how a search engine works.	✓	
b. Describe how to use a search engine.	✓	
c. Use the internet responsibly to collect relevant information for a specified task.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Computing Progression of Knowledge and Skills : Year 5 and Year 6		
1. Code	Year 5	Year 6
a. Know what a variable is and use variables within programs.	✓	
b. Use reasoning to work out if a program will work or not.	✓	
c. Create programs which use selections e.g <i>if</i> and <i>else</i> in Scratch	✓	
d. Use multiple variables within programs.		✓
e. Detect and correct errors in programs I write and in others.		✓
f. Create programs which use selections e.g <i>if</i> and <i>else</i>		✓
2. Connect		
a. Explain how computer networks work.	✓	
b. Protect my password and other personal information	✓	
c. Explain the different dangers on the internet and how to stay safe while online.	✓	
d. Explain what to do if I see something online which upsets me and how to report it.	✓	
e. Discuss the suitability and reliability of digital media.		✓
f. Explain how computer networks work, including the internet.		✓
g. Explain how to stay safe online and identify the risks associated with the online world.		✓
h. Report an online incident if I am unhappy with something that has happened or I've seen.		✓
3. Communicate		
a. Combine a selection of digital tools to complete a given task.	✓	
b. Explain how digital devices aid communication for different people.	✓	
c. Send emails with attachments.	✓	
d. Combine a selection of suitable digital tools to complete a given task.		✓
e. Explain how digital devices aid communication.		✓
4. Collect		
a. Explain how search engines rank their results and use this to search the internet more effectively.	✓	
b. Analyse and evaluate a variety of websites and discuss how reliable they are.	✓	
c. Analyse and evaluate a variety of programs and discuss their main purpose and audience.		✓
d. Analyse and evaluate a variety of websites and discuss how reliable they are.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Design & Technology Progression of Knowledge and Skills: EYFS	
1. Design	EYFS
a. Ask and answer questions about the starting points for their work.	✓
b. Design with a purpose in mind through mark making including the use of technology.	✓
c. Begin to use the language involved in designing and making	✓
d. Learn about planning and adapting ideas to make them better.	✓
2. Make	
a. Begin to make their designs.	✓
b. Begin to build structures, exploring how they can be made stronger, stiffer and more stable.	✓
c. With help mark out, cut and shape a range of materials.	✓
d. Fold, cut, tear paper and card	✓
e. Explore using tools safely.	✓
f. Begin to assemble, join and combine materials and components together.	✓
g. Construct with a purpose in mind.	✓
3. Evaluate	
a. Say what they like and don't like about their product and explain why.	✓
b. Identify what they might change in their product or develop in their future work.	✓
c. Begin to talk about changes made during the making process.	✓
4. Technical knowledge	
a. Explore how to make their structures stronger, stiffer and more stable.	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Design & Technology Progression of Knowledge and Skills: Year 1 and Year 2		
1. Design	Year 1	Year 2
a. Use their knowledge of existing products and their own experience to help generate their ideas linked to simple design criteria	✓	
b. Design products that have a purpose and are aimed at an intended user (where possible using simple computing software)	✓	✓
c. <i>Describe what their products are for and how they will work</i>	✓	✓
d. <i>Develop and communicate ideas by talking & drawing (where appropriate use ICT to support)</i>	✓	✓
e. Plan and test ideas using templates and mock-ups		✓
2. Make		
a. With support, follow a simple plan or recipe (<i>following procedures for safety and hygiene</i>)	✓	✓
b. Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer	✓	
c. Select from a range of materials, textiles and components according to their characteristics	✓	
d. Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations	✓	✓
e. With help, measure and mark out		✓
f. Cut, shape and score materials with some accuracy	✓	✓
g. Assemble, join and combine materials, components or ingredients	✓	✓
h. Use a basic running stitch		✓
i. Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups (safely & hygienically)		✓
3. Evaluate		
a. Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations	✓	✓
b. Talk about their design ideas and what they are making	✓	✓
c. As they work, start to identify strengths and possible changes they might make to refine their existing design		✓
d. Evaluate their products and ideas against their simple design criteria		✓
4. Technical knowledge		
a. Build simple structures, exploring how they can be made stronger, stiffer and more stable	✓	✓
b. Talk about and start to understand the simple working characteristics of materials and components	✓	✓
c. Explore and create products using mechanisms, such as levers, sliders and wheels	✓	

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Design & Technology Progression of Knowledge and Skills: Year 3 and Year 4		
1. Design	Year 3	Year 4
a. Use their knowledge of a broad range of existing products to help generate their ideas linked to simple design criteria	✓	✓
b. <i>Gather information about the needs and wants of particular individuals and groups to develop their own design criteria</i>	✓	✓
c. Design realistic and appealing products with a clear purpose aimed at a specific user (using computer aided design where possible)	✓	✓
d. Explain how particular parts of their products work and begin to explain choice of materials and components	✓	✓
e. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas	✓	✓
f. Test ideas out through using prototypes	✓	✓
2. Make		
a. With growing confidence, carefully select from a range of tools and equipment, explaining their choices	✓	✓
b. <i>Order the main stages of making</i>	✓	✓
c. Select from a range of materials and components according to their functional properties and aesthetic qualities	✓	✓
d. Use a wider range of materials & components eg construction materials & kits, textiles & mechanical & electrical components	✓	✓
e. With growing independence, measure and mark out to the nearest cm and millimeter	✓	✓
f. Cut, shape and score materials with some degree of accuracy	✓	✓
g. Assemble, join and combine material and components with some degree of accuracy	✓	✓
h. <i>Learn and practice a range of stitches for sewing</i>	✓	✓
i. Begin to select and use finishing techniques to improve the appearance of a product	✓	✓
3. Evaluate		
a. Explore and evaluate existing products, explain the purpose of the product, <i>by whom and when it was designed, sustainability</i> and whether it is designed well to meet the intended purpose	✓	✓
b. Explore what materials/ingredients products are made from and suggest reasons for this	✓	✓
c. Consider their design criteria as they make progress and be willing to alter their plans	✓	✓
d. Evaluate their product against their original design criteria	✓	✓
4. Technical knowledge		
a. Understand that materials have both functional properties and aesthetic qualities;	✓	✓
b. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in their products	✓	
c. Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products		✓
d. Use mechanical systems in their products (such as levers & linkages) to create movement		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Design & Technology Progression of Knowledge and Skills: Year 5 and Year 6		
1. Design	Year 5	Year 6
a. Use research to design products that have a clear purpose and indicate the design features that will appeal to the intended user	✓	✓
b. <i>Develop a simple design specification to guide their thinking</i>	✓	✓
c. Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly CAD) to develop and communicate their ideas	✓	✓
d. Generate a range of design ideas and clearly communicate final designs, explaining how particular parts of their products work	✓	✓
e. Consider the availability and costings of resources when planning out designs		✓
2. Make		
a. Independently plan by suggesting what to do next	✓	✓
b. With growing confidence, select from a wide range of tools and equipment, explaining their choices		✓
c. Select from a range of materials and components according to their functional properties and aesthetic qualities	✓	✓
d. Create step-by-step plans as a guide to making	✓	
e. Independently take exact measurements and mark out, to within 1 millimetre	✓	✓
f. Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components	✓	✓
g. Cut a range of materials with precision and accuracy	✓	✓
h. Shape and score materials with precision and accuracy	✓	✓
i. Assemble, join and combine materials and components with accuracy	✓	✓
j. Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch	✓	✓
k. Refine the finish using techniques to improve the appearance of their product	✓	✓
3. Evaluate		
a. Complete detailed competitor analysis of other products on the market (<i>incl how much products cost to make, how innovative they are, how sustainable the materials are, the impact of products beyond their intended purpose</i>)		✓
b. Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make	✓	✓
c. Evaluate their ideas and products against the original design criteria, making changes as needed	✓	✓
4. Technical knowledge		
a. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to improve characteristics of products	✓	✓
b. Understand and demonstrate that mechanical and electrical systems have an input, process and output	✓	✓
c. Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products	✓	✓
d. Apply their understanding of computing to program, monitor and control a product	✓	

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Geography Progression of Knowledge and Skills : EYFS (Understanding the World)	
1. Developing Locational and Place Knowledge	EYFS
a. Talk about features of their environment including naming, exploring and locating different parts of school	✓
b. Talk about places in the local community that are familiar to them	✓
2. Developing Human and Physical Geography Understanding	
a. Explore and talk about how environments might vary from one another in both the built up and natural environment	✓
b. Explore and find out about features of their environment	✓
3. Developing Geographical Enquiry, Interpretation and Communication	
a. Represent their own ideas in original ways through design and technology and art	✓
b. Explore, question, identify and talk about similarities and differences of places and living things	
c. Explore, find out and talk about environments and places using a range of sources eg maps, photos, magnifiers, local visits	✓
d. Observe and record the weather regularly	✓
4. Fieldwork and Mapping Skills	
a. Show care and concern for living things and the environment	✓
b. Follow simple directions	✓
c. Use a simple map, with symbols, to identify features of imaginary or familiar, real places	✓
d. Draw and create their own maps using a variety of media, materials, real objects and/or pictures and symbols	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Geography Progression of Knowledge and Skills: Year 1 and Year 2		
1. Developing Locational and Place Knowledge	Year 1	Year 2
a. Name and locate places in the locality	✓	
b. Use a map to locate places in the UK – Horsham, countries, counties, cities	✓	✓
c. Use a map or infant atlas to locate places in the wider world – continents, oceans, equator, poles	✓	✓
d. Use a range of sources (maps, globes, images) to find out about places and features	✓	✓
2. Developing Human and Physical Geography Understanding		
a. Describe places using basic geographical vocabulary – hills, lakes, roads, mountains, houses	✓	✓
b. Make observations about and express views on some features of their environment	✓	✓
c. Make observations about and express views on some features of other environments (within UK and other countries)	✓	✓
3. Developing Geographical Enquiry, Interpretation and Communication		
a. Ask and answer simple geographical questions	✓	✓
b. Describe similarities, differences and patterns between places eg features, climate, rural/urban	✓	✓
c. Draw, write or speak about simple geographical concepts	✓	✓
d. Express views about the environment and how people can sometimes affect it		✓
e. Use maps and other images to talk about everyday life eg places, journeys	✓	✓
4. Fieldwork and Mapping Skills		
a. Observe, describe and identify daily and seasonal weather patterns and how they affect people	✓	
b. Use simple fieldwork and observational skills to study the school and local environment	✓	✓
c. Follow and use directions for routes and locating features (up, down, left, right, forward, backward, N, S, E, W)	✓	✓
d. Create/draw picture maps of imaginary places from stories or familiar real places (creating their own symbols)	✓	✓
e. Use a simple map or plan view to move around the school environment, recognising that any symbols have meaning	✓	
f. Compare maps and aerial photographs, recognising similarities and differences		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Geography Progression of Knowledge and Skills: Year 3 and Year 4		
1. Developing Locational and Place Knowledge	Year 3	Year 4
a. Use a map to locate counties, cities and regions in the UK	✓	✓
b. Use a map or junior atlas to locate countries and cities within Europe and the wider world	✓	✓
c. Use a map to locate specific regions of the world – equator, tropics, Arctic/Antarctic circle	✓	✓
d. Use an OS map, and interpret the relevant symbols, to find out more about specific places	✓	✓
2. Developing Human and Physical Geography Understanding		
a. Use geographical language to describe and compare some human and physical features	✓	✓
b. Make observations and describe how features change over time	✓	✓
c. Describe the link between people, environments and their features	✓	✓
3. Developing Geographical Enquiry, Interpretation and Communication		
a. Ask and answer geographical questions about places and environments eg How? Why?	✓	✓
b. Identify and describe similarities, differences and patterns between places, environments, features and people	✓	✓
c. Use a range of sources to research and present geographical information eg globes, maps, satellite images	✓	✓
d. Express environmental views, using a variety methods, and recognise how people can affect it positively and negatively	✓	✓
e. Use 4 figure grid references to find and express the position of geographical features	✓	✓
4. Fieldwork and Mapping Skills		
a. Observe, record, name and explain human and physical geographical features in the local environment	✓	✓
b. Follow and give directions using 4 compass points	✓	✓
c. Use letter/number co-ordinates to locate features on a map	✓	✓
d. Make a map of a route, with features in the correct order using a key and/or some standard symbols	✓	✓
e. Make a simple scale drawing		✓
f. Follow a route on a large scale map, interpreting symbols as necessary	✓	✓
g. Use a key and understand its purpose on a map	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Geography Progression of Knowledge and Skills: Year 5 and Year 6		
1. Developing Locational and Place Knowledge	Year 5	Year 6
a. Use a map or atlas to locate countries & cities of the world, including within N and S America, using 4 figure co-ordinates	✓	✓
b. Identify and describe the significance of the equator, latitude/longitude, hemispheres, time zones	✓	✓
c. Use atlases to find out about other features of places eg mountain ranges, height above sea level	✓	✓
d. Use the symbols on an OS map to find out about specific locations and their features and facilities	✓	✓
2. Developing Human and Physical Geography Understanding		
a. Use geographical language to identify & explain patterns, similarities & differences in human and physical features	✓	✓
b. Identify, describe and explain links and interactions between people, places and environments	✓	✓
c. Understand some conditions, processes or changes that influence the patterns and distribution of human & physical geographical features	✓	✓
3. Developing Geographical Enquiry, Interpretation and Communication		
a. Ask and respond to questions concerning geographical features, phenomena and causes	✓	✓
b. Recognise and explain geographical issues affecting people from different places	✓	✓
c. Express and explain their opinions on geographical and environmental issues, recognising views differ	✓	✓
d. Make predictions and test hypotheses about people, places and geographical issues		✓
e. Interpret geographical information and maps (incl satellite projections, thematic maps) to investigate specific features and their distribution	✓	✓
f. Communicate geographical information using different methods eg writing at length, plans, graphs, tables, maps	✓	✓
4. Fieldwork and Mapping Skills		
a. Observe, measure and record human and physical features using a range of methods eg sketch maps, charts, ICT	✓	
b. Draw a variety of thematic maps and sketch maps based on collected data, using symbols and keys as necessary	✓	✓
c. Demonstrate an understanding of the difference between OS & other maps and when which is most useful for a task	✓	✓
d. Follow a short route on an OS map, using 6 figure grid references, and describe the features that will be passed	✓	
e. Follow and give directions using 8 compass points	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

History Progression of Knowledge and Skills: EYFS

1. Understanding The World		EYFS
a. Talk about past and present events in their own lives and in the lives of family members.		✓
b. Know about similarities and differences between themselves and others, among families, communities and traditions.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

History Progression of Knowledge and Skills: Year 1 / 2		
1. To investigate and interpret the past	Year 1	Year 2
a. Observe or handle evidence to ask questions and find answers to questions about the past.	✓	✓
b. Ask questions such as: What was it like for people? What happened? How long ago?	✓	✓
c. Use artefacts, pictures, stories, online sources and databases to find out about the past.	✓	✓
d. Identify some of the different ways the past has been represented.		✓
2. To build an overview of World History		
a. Describe historical events.	✓	✓
b. Learn about significant people from the past.	✓	✓ King Charles II, Samuel Pepys, Grace Darling, Queen Victoria
c. Recognise that there are reasons why people in the past acted as they did.		✓
3. To understand chronology		
a. Sequence artefacts or events and place them in order on a timeline.	✓	✓
b. Label time lines with words or phrases such as: past, present, older and newer.	✓	✓
c. Recount changes and memories that have occurred in their own lives.	✓	
d. Use dates where appropriate.	✓	✓
4. To communicate historically		
a. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, in the past, to describe the passing of time.	✓	✓
b. Show an understanding of the concept of nation and a nation's history.		✓
c. Show an understanding of historical terms, such as monarch, government, war, remembrance		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

History Progression of Knowledge and Skills: Year 3 / 4		
1. To investigate and interpret the past	Year 3	Year 4
a. Use evidence to ask questions and find answers to questions about the past.	✓	✓
b. Suggest suitable sources of evidence for historical enquiries.	✓	✓
c. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	✓	✓
d. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	✓	✓
e. Suggest causes and consequences of some of the main events and changes in history.	✓	✓
2. To build an overview of World History		
a. Describe changes that have happened in the locality of the school throughout history.	✓	✓
b. Give a broad overview of life in Britain from ancient until medieval times.	✓	✓
c. Compare some of the times studied with those of other areas of interest around the world.	✓	✓
d. Describe the social, ethnic, cultural or religious diversity of past society.	✓	✓
e. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	✓	✓
3. To understand chronology		
a. Place events, artefacts and historical figures on a time line using dates.	✓	✓
b. Understand the concept of change over time, representing this, along with evidence, on a time line.	✓	✓
c. Use dates and terms to describe events.	✓	✓
4. To communicate historically		
a. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, civilisation, empire, invasion.	✓	✓
b. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past using drama and different genres of writing.	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

History Progression of Knowledge and Skills: Year 5 / 6

1. To investigate and interpret the past	Year 5	Year 6
a. Use sources of evidence to deduce information about the past.	✓	✓
b. Select suitable sources of evidence, giving reasons for choices.	✓	✓
c. Use sources of information to form testable hypotheses about the past.	✓	✓
d. Seek out and analyse a wide range of evidence in order to justify claims about the past.	✓	✓
e. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	✓	✓
f. Understand that no single source of evidence gives the full answer to questions about the past.	✓	✓
g. Refine lines of enquiry as appropriate.	✓	✓
2. To build an overview of World History		
a. Identify continuity and change in the history of the locality of the school.	✓	✓
b. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	✓	
c. Compare some of the times studied with those of the other areas of interest around the world.	✓	✓
d. Describe the social, ethnic, cultural or religious diversity of past society.	✓	✓
e. Describe characteristic features of the past, incl. ideas, beliefs, attitudes and experiences of men, women and children.	✓	✓
3. To understand chronology		
a. Describe main changes in a period of history using terms like social, religious, political, technological, cultural	✓	✓
b. Identify periods of rapid change in history and contrast them with times of relatively little change.	✓	✓
c. Understand the concepts of continuity and change over time, representing them, with evidence, on a time line.	✓	✓
d. Use dates and terms accurately in describing events.	✓	✓
4. To communicate historically		
a. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy	✓	✓
b. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past using drama and different genres of writing.	✓	✓
c. Use original ways to present information and ideas based on their own research.	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Music Knowledge and Skills Progression : EYFS

1. Performing	EYFS
a. Take part in singing	✓
b. Sing a range of nursery rhymes and songs	✓
c. Perform songs, rhymes and poems with others	✓
d. Clap familiar repeating patterns	✓
e. Follow instructions on when to sing or to play an instrument	✓
f. Follow and imitate simple patterns using body movements (clapping etc) percussion instruments	✓
g. Begin to move in time with music	✓
2. Listening and appraising	
a. Begin to say what they like and dislike about the music	✓
b. Respond to different moods of music, in different ways	✓
c. Identify when sounds in music change	✓
3. Knowledge of Music	
a. Begin to understand that music can tell a story	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Music Knowledge and Skills Progression: Year 1 and Year 2		
1. Performing (singing)	Year 1	Year 2
a. Follow instructions on how and when to sing	✓	
b. Take part in singing, following the melody with increasing accuracy	✓	✓
c. Make and control long and short sounds, using voice and instruments	✓	✓
d. Imitate changes in pitch- high and low	✓	✓
e. Sing rhythmic patterns in contrasting tempo; keeping to the pulse		✓
2. Playing and Performing (instruments)		
a. Experiment with different sounds using a range of instruments	✓	
b. Follow instructions about when to play an instrument.	✓	✓
c. Begin to perform simple rhythmic patterns and accompaniments keeping a pulse	✓	✓
d. Perform with others	✓	✓
e. Make and control long and short sounds, using instruments		✓
3. Composing		
a. Create a sequence of long and short sounds	✓	
b. Create a mixture of different sounds (long and short, loud and quiet, high and low)		✓
c. Sequence sounds to create an overall effect	✓	✓
d. Order sounds to create a beginning, middle and end in a composition.		✓
e. Use symbols, pictures or patterns to represent sounds		✓
4. Listening and appraising		
a. Say what they like/dislike about a piece of music	✓	✓
b. Respond to different moods in music, explaining how a piece of music makes them feel	✓	✓
c. Clap the beat in different pieces of music	✓	✓
d. Recognise the sounds of different instruments.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

e. Listen to and copy short rhythmic and melodic patterns		✓
f. Begin to recognise different genres of music		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Music Knowledge and Skills Progression: Year 3 and Year 4		
1. Performing (Singing)	Year 3	Year 4
a. Sing from memory with accurate pitch and maintaining the tune	✓	✓
b. Maintain a simple part within a group.	✓	✓
c. Sing in tune controlling breathing		✓
d. Perform with control of volume and an awareness of what others are singing		✓
e. Sing in unison maintaining the correct pitch and using increasing expression		✓
2. Playing and Performing (instruments)		
a. Play notes on an instrument with care so that they are clear	✓	✓
b. Confidently perform simple patterns and accompaniments keeping a pulse	✓	✓
c. Sustain a rhythm to accompany singing	✓	✓
d. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent		✓
3. Composing		
a. Choose and order different sounds to create a specific mood or feeling	✓	✓
b. Create repeated patterns with a range of instruments.	✓	✓
c. Create accompaniments for tunes	✓	✓
d. Compose and perform melodic songs		✓
e. Use digital technologies to compose pieces of music	✓	✓
4. Listening and appraising		
a. Listen to and compare traditional songs from within the UK	✓	✓
b. Evaluate music using musical vocabulary to identify areas of likes and dislikes	✓	✓
c. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.		✓
d. Understand the layers of sounds and discuss their effect on mood and feeling.	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

5. Knowledge of Music		
a. Describe different purposes of music in history/ other cultures	✓	✓
b. Compare music from different periods in history		✓
c. Name some composers and genres of music from different eras		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Music Knowledge and Skills Progression: Year 5 and Year 6

1. Performing (singing)	Year 5	Year 6
a. Sing from memory with confidence showing control, phrasing and expression	✓	✓
b. Perform solos or as part of an ensemble.	✓	✓
c. Hold a part within a round	✓	✓
d. Sing a harmony part	✓	✓
e. Sustain a drone or a melodic ostinato to accompany singing		✓
f. Perform with controlled and conscious breathing (voice)		✓
2. Playing and Performing (instruments)		
a. Play from memory with awareness of others	✓	✓
b. Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression	✓	✓
c. Read/work out notes on the musical stave	✓	✓
d. Play more complex instrumental parts		✓
3. Composing		
a. Create songs with verses and a chorus	✓	✓
b. Combine a variety of musical devices, including melody, rhythm and chords.	✓	✓
c. Use digital technologies to compose, edit and refine pieces of music.	✓	✓
d. Thoughtfully select elements for a piece in order to gain a defined effect.		✓
e. Convey the relationship between the lyrics and the melody.	✓	✓
f. Use drones and melodic ostinati (based on the pentatonic scale).		✓
4. Listening and appraising		
a. Use a range of words to describe and appraise music: duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).	✓	
b. Use these words confidently to identify strengths and weaknesses in own and others' music	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

5. Knowledge of Music		
a. Listen to and compare music from around the world	✓	✓
b. Contrast the work of famous composers and show preferences	✓	✓
c. Describe different purposes of music in history/ other cultures.	✓	✓
d. Investigate how technology has impacted on music.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

PE Progression of Knowledge and Skills: EYFS

To begin to develop practical skills in order to participate, compete and lead a healthy lifestyle

1. Games (including Athletic skills)	EYFS
a. To talk about how the body feels when still and during exercise	✓
b. Develop control of different equipment (e.g. Various size balls, rackets, hoops, quoits)	✓
c. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	✓
d. Travel in different directions and speeds avoiding obstacles	✓
e. Work to improve fluency, grace and power of movements such as running, jumping, climbing	✓
2. Dance	
a. Join a range of movements together	✓
b. Change the speed and style of their movements	✓
c. Control the body when performing a sequence of movements	✓
d. To talk about what they and others have been doing	✓
3. Gymnastics	
a. Travel in different ways (over, under and through different objects and equipment/ tiptoe, step)	✓
b. Stretch in different ways	✓
c. Roll in different ways (curled side roll, log roll, teddy bear roll) with control	✓
d. Begin to balance (standing balance) with control	✓
e. Jump in different ways (straight jump, tuck jump, star jump, half turn jump, bunny hop, one-legged hop)	✓
f. Control the body when performing a sequence of movements	✓
g. Develop overall body-strength, balance, co-ordination and agility	✓
h. Confidently and safely use a range of large and small apparatus	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

PE Progression of Knowledge and Skills: Year 1 / 2		
1. Games (including Athletic skills)	Year 1	Year 2
a. Throw and roll accurately to a stationary target	✓	✓
b. Pass a ball in different ways	✓	✓
c. Strike a ball with increasing control	✓	✓
d. Master running, jumping, throwing, catching and kicking skills in combination	✓	✓
e. Use change of speed and direction whilst running	✓	✓
f. Develop simple tactics for attacking and defending		✓
g. Develop ideas for improving skills	✓	✓
h. Begin to choose and use the best space in a game	✓	✓
2. Dance		
a. Copy, remember and repeat actions	✓	✓
b. Change the speed and level of actions	✓	✓
c. Move with careful control and coordination	✓	✓
d. Link two or more actions to create a short motif inspired by a stimulus	✓	✓
e. Perform using simple movement patterns (including learned skills/ own composition) with increased control	✓	✓
f. Move in time to music	✓	✓
3. Gymnastics		
a. Copy, explore and remember actions (including front support wheelbarrow, scissor kick, skip, hopscotch, gallop)	✓	✓
b. Move with some control and awareness of space	✓	✓
c. Link two or more actions to make a sequence	✓	✓
d. Show contrasts (such as small/tall, straight/curved and wide/narrow)	✓	✓
e. Travel by rolling forwards, backwards and sideways (including crouched forward roll)	✓	✓
f. Hold a position whilst balancing on different points and patches of the body and balances with a partner	✓	✓
g. Climb safely on equipment	✓	✓
h. Stretch and curl to develop flexibility	✓	✓
i. Jump in a variety of ways and land with increasing control and balance	✓	✓
j. Carry and place equipment safely		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

<u>PE Progression of Knowledge and Skills: Year 3 / 4</u>		
1. Games	Year 3	Year 4
a. Explain why exercise is good for your health	✓	✓
b. Strike a ball with increased control and accuracy	✓	✓
c. Develop different ways of throwing at a variety of stationary and moving targets and catching	✓	✓
d. Bowl a ball with a straight arm		✓
e. Follow the rules of the game and play fairly	✓	✓
f. Maintain possession of a ball (e.g. with feet, a hockey stick or hands)	✓	✓
g. Make best use of space to pass and receive the ball	✓	✓
h. Apply basic principles suitable for attacking and defending	✓	✓
2. Dance		
a. Explain the reasons behind warming up and cooling down		✓
b. Perform dances using a range of movement patterns		✓
c. Move in a clear, fluent and expressive manner demonstrating rhythm and spatial awareness		✓
d. Confidently improvise independently or with a partner		✓
e. Create longer dances using learned and created movements in a small group		✓
f. Change speed and levels within a performance		✓
g. Develop physical strength and suppleness by practising moves and stretching		✓
3. Gymnastics		
a. Plan, perform an increasing range of actions, directions, speed and levels in sequences	✓	✓
b. Move in a clear, fluent and expressive manner	✓	✓
c. Improve placement and alignment of body parts in balances	✓	✓
d. Develop strength, technique and flexibility throughout performances	✓	✓
e. Travel in a variety of ways, including flight, by transferring weight to generate power in movements	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

f. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape)	✓	✓
g. Use equipment in a variety of different ways safely	✓	✓
4. Athletics		
a. Confidently demonstrate a technique for sprinting, focusing on arm and leg action	✓	✓
b. Use a range of throwing techniques (e.g. under arm, over arm)	✓	✓
c. Speed up and slow down smoothly	✓	✓
d. Jump in several ways, developing a run up where appropriate	✓	✓
e. Compete with others and aim to improve personal best performances	✓	✓
5. Swimming		
a. To be able to perform self-safe rescue in different water-based situations	✓	
b. Swim 25m+ distance	✓	
c. Use a range of strokes	✓	
d. To be able to breathe correctly in water	✓	

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

PE Progression of Knowledge and Skills: Year 5 / 6		
1. Games	Year 5	Year 6
a. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking)	✓	✓
b. Throw accurately and successfully under pressure in a game	✓	✓
c. Strike a bowled or volleyed ball with accuracy in a variety of ways		✓
d. Choose and make the best pass in game situations	✓	✓
e. Demonstrate a good awareness of space	✓	✓
f. Think ahead and create a plan of attack or defence		✓
g. Uphold the spirit of fair play and respect in all competitive situations	✓	✓
h. Lead others when called upon and act as a good role model within a team		✓
2. Dance		
a. Compose creative and imaginative dance sequences independently, with a partner or as part of a small group	✓	✓
b. Use dramatic expression in movements and motifs	✓	✓
c. Demonstrate strong and controlled movements throughout a dance sequence	✓	✓
d. Move rhythmically and accurately in dance sequences	✓	✓
e. Improvise with confidence	✓	✓
f. Perform sequences in time to music	✓	✓
3. Gymnastics		
a. Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills		✓
b. Hold shapes that are strong, fluent and expressive	✓	✓
c. Include in a sequence set pieces, choosing the most appropriate linking elements	✓	✓
d. Vary speed, direction, level and body rotation during floor performances	✓	✓
e. Develop flexibility, strength and control to refine the gymnastics techniques used in performances	✓	✓
f. Demonstrate good placement and alignment of body parts in actions, shapes and balances	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

g. Use equipment confidently to perform a series of movements and balances.	✓	✓
4. Athletics		
a. Combine sprinting with low hurdles over 60 metres	✓	✓
b. Choose the best place for running over a variety of distances	✓	✓
c. Work as a team to confidently perform in a relay	✓	✓
d. Show control in take-off and landings when jumping	✓	✓
e. Compete with others and compare performance with previous ones and demonstrate improvement to achieve a personal best	✓	✓
5. Outdoor Adventurous Activities		
a. Select appropriate equipment for outdoor and adventurous activity	✓	✓
b. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice	✓	✓
c. Embrace both leadership and team roles and gain the commitment and respect of a team	✓	✓
d. Empathise with others and offer support (seek support from the team and the experts if in any doubt)	✓	✓
e. Work effectively as part of a team, communicating effectively with others when under pressure	✓	✓
f. Use a range of devices in order to orientate themselves	✓	✓
g. Quickly assess changing conditions and adapt plans to ensure safety comes first	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

RE knowledge & skills END OF KEY STAGE EXPECTATIONS linked to 2020-25 Agreed Syllabus

KS1	At the end of KS1, pupils will be able to:	Year 1 ✓	Year 2 ✓
Aim A: Knowledge & understanding	A1: Describe and explain beliefs and practices, recognising the diversity which exists within and between communities		
	<i>*Recall and name different beliefs, practices, major festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied.</i>	✓	✓
	<i>*Find out about the meaning behind these.</i>		✓
	A2: Identify, discuss and respond to sources of wisdom found in religion and worldviews.		
	<i>*Retell and suggest meanings to some religious and moral stories.</i>		✓
	<i>*Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they derive.</i>		✓
	A3: investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning.		
	<i>*Recognise different symbols and actions and key practices associated with religious communities.</i>	✓	✓
	<i>*Identify and make connections between religious communities.</i>		✓
Aim B: Application & interpretation	B1: Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions.		
	<i>*Explore questions about belonging, meaning and truth.</i>	✓	✓
	<i>*Express their own ideas and opinions about these questions</i>		✓
	<i>*Respond using words, music, art or poetry.</i>		✓
	B2: Draw conclusions about what enables different communities to live together respectfully for the well-being of all.		
	<i>*Find out about examples of co-operation between people who are different.</i>	✓	✓
	<i>*Respond to this with their own ideas.</i>	✓	✓
	B3: Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.		
	<i>*Find out about questions of right or wrong.</i>	✓	✓
	<i>*Express their own ideas and opinions in response to this enquiry.</i>	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Aim C: Analysis & evaluation	C1: Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities.		
	<i>*Observe and understand varied examples of religion and worldviews.</i>		✓
	<i>*Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities.</i>		✓
	C2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.		
	<i>*Understand the challenges of a commitment to a community of faith or belief.</i>		✓
	<i>*Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</i>		✓
	C3: Appreciate and appraise varied dimensions of religion linking these to British values.		
	<i>*Understand and evaluate the value of diversity within religion.</i>		✓
	<i>*Identify and evaluate some religious and cultural differences between religions with the aims of promoting mutual respect and interfaith dialogue.</i>		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

KS2	At the end of KS2, pupils will be able to:	Year 3	Year 4	Year 5 ✓	Year 6 ✓
Aim A: Knowledge & understanding	A1: Describe and explain beliefs and practices, recognising the diversity which exists within and between communities				
	<i>*Describe and make connections between different features of the religion and worldviews studied.</i>	✓	✓	✓	✓
	<i>*Talk about celebrations, worship, pilgrimages, and the rituals, which mark important points in life.</i>	✓	✓	✓	✓
	<i>*Reflect on their own ideas and make a personal response.</i>	✓	✓	✓	✓
	A2: Identify, discuss and respond to sources of wisdom found in religion and worldviews.				
	<i>*Describe and understand links between stories and other aspects of the communities they are investigating.</i>	✓	✓	✓	✓
	<i>*Respond thoughtfully to the beliefs and teachings that arise from a range of sources of wisdom within different communities.</i>		✓	✓	✓
	A3: investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning.				
	<i>*Explore and describe the meaning of a range of beliefs, symbols and practices.</i>	✓	✓	✓	✓
	<i>*Understand the significance of symbols and practices.</i>			✓	✓
Aim B: Application & interpretation	B1: Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions.				
	<i>*Discuss and present their own and other's views on challenging questions about belonging, meaning, purpose and truth.</i>			✓	✓
	<i>*Draw upon a variety of creative means to further understand their knowledge and understanding of key religious concepts.</i>			✓	✓
	B2: Draw conclusions about what enables different communities to live together respectfully for the well-being of all.				
	<i>*Consider ways in which diverse communities can live together for the well-being of all and how these might be applied.</i>	✓	✓	✓	✓
	<i>*Respond thoughtfully to ideas about community, values and respect.</i>		✓	✓	✓
	B3: Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.				
	<i>*Discuss and apply their own, and others', ideas about ethical questions, including ideas about what is right or wrong and what is just and fair.</i>	✓	✓	✓	✓
	<i>*Express their own views clearly in response to this enquiry.</i>		✓	✓	✓
	C1: Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities.				

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Aim C: Analysis & evaluation	<i>*Observe and understand varied examples of religion and worldviews.</i>	✓	✓	✓	✓
	<i>*Explain, with reasons, the practices of the religion and worldviews studied to individuals and communities.</i>		✓	✓	✓
	C2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.				
	<i>*Understand the challenges of a commitment to a community of faith or belief.</i>		✓	✓	✓
	<i>*Suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</i>			✓	✓
	C3: Appreciate and appraise varied dimensions of religion linking these to British values.				
	<i>*Understand and evaluate the value of diversity within religion.</i>			✓	✓
	<i>*Identify and evaluate some religious and cultural differences between religions with the aims of promoting mutual respect and interfaith dialogue.</i>				✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Science Progression of Knowledge and Skills : EYFS (Understanding the World)	
1. To work scientifically	EYFS
a. Make comments and ask questions about aspects of their familiar world. Such as the place they live and the natural world.	✓
b. Talk about observations and know similarities and differences between the natural world around them and contrasting environments.	✓
c. Use observations to make simple predictions.	✓
d. Explain why things may occur.	✓
e. Look closely at and understand some important processes and changes in the natural world around them.	✓
f. Use all their senses in hands-on exploration.	✓
g. Explore how things work.	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Science Progression of Knowledge and Skills: Year 1 / 2

To work scientifically	Year 1	Year 2
1. Asking questions and carrying out fair and comparative tests		
a. Ask simple questions about how and why things happen.	✓	✓
b. Perform simple tests.	✓	✓
c. Use observations and ideas to suggest answers to questions.	✓	✓
d. Begin to recognise different ways in which they might answer scientific questions.	✓	✓
e. Carry out simple practical tests, using simple equipment.	✓	✓
f. Talk about the aim of scientific tests they are working on.	✓	✓
2. Observing and Measuring Changes		
a. Observe the natural and constructed world.	✓	✓
b. Observe changes over time.	✓	✓
c. Use simple equipment to make measurements.	✓	✓
3. Identifying, classifying, recording and presenting data		
a. Identify and classify objects into simple groups with support.	✓	✓
b. Compare objects, materials and living things using their features.	✓	✓
c. Sort, group, gather, record, communicate data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables with support.	✓	✓
4. Drawing conclusions, noticing patterns and presenting findings		
a. Notice links between cause and effect with support.		✓
b. Begin to notice patterns and relationships with support.		✓
c. Begin to draw simple conclusions.	✓	✓
d. Use simple scientific language.	✓	✓
e. Read and spell scientific vocabulary at a KS1 level.	✓	✓
f. Talk about their findings to a variety of audiences in a variety of ways.		✓
5. Using scientific evidence and secondary sources of information		
a. Use simple secondary sources to find answers.		✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Science Progression of Knowledge and Skills: Year 3 / 4		
WORKING SCIENTIFICALLY	Year 3	Year 4
1. Asking questions and carrying out fair and comparative tests		
a. Begin to raise their own, relevant questions in response to a range of scientific experiences.	✓	✓
b. Start to make independent decisions re: the most appropriate type of sci. enquiry needed to answer a question.		✓
c. Recognise when a fair test is necessary.	✓	✓
d. Contribute to class and group discussions about how to set up a fair test, including what observations to make, how long to make them for and equipment that may be needed.	✓	✓
e. Set up simple practical enquiries and comparative and fair tests.		✓
2. Observing and measuring changes		
a. Develop independence in making systematic and careful observations.		✓
b. Observe scientific changes over time.	✓	✓
c. Use a range of equipment, including thermometers and data loggers.	✓	✓
d. Begin to ask their own questions linked to scientific observations.	✓	✓
e. Make accurate measurements using standard units of measure and a range of equipment.	✓	✓
3. Identifying, classifying, recording and presenting data		
a. Gather and record data in a variety of ways to help answering questions.	✓	✓
b. Classify and present data in a variety of ways to help answer questions.	✓	✓
c. Record findings using simple scientific drawings, labelled diagrams, bar charts and tables.	✓	✓
d. Use and read scientific vocabulary correctly.	✓	✓
4. Drawing conclusions, noticing patterns and presenting findings		
a. Begin to make logical predictions based on prior knowledge.	✓	✓
b. Use results to draw simple conclusions.	✓	✓
c. Suggest improvements, new questions and predictions for setting up further tests.	✓	✓
d. Discuss and write about findings from enquiries presented in a variety of ways.		✓
e. Report and present their results to others in written and oral forms with increasing confidence.		✓
5. Using scientific evidence and secondary sources of information		
a. Make links between their own scientific results and other scientific evidence.	✓	✓
b. Use straightforward, scientific evidence to answer questions or to support their findings.	✓	✓
c. Identify differences, similarities or changes related to simple, scientific ideas and processes.	✓	✓
d. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	✓	✓

NORTH HEATH COMMUNITY PRIMARY SCHOOL
Progression of knowledge and skills in school phases

Science Progression of Knowledge and Skills: Year 5 / 6		
WORKING SCIENTIFICALLY	Year 5	Year 6
1. Asking questions and carrying out fair and comparative tests		
a. Independently raise their own relevant questions about the world around them, as well as from scientific experiences.	✓	✓
b. With increasing independence, make decisions about the most appropriate type of scientific enquiry they might use to answer questions.	✓	
c. Talk and explore their ideas, raising different kinds of questions about scientific phenomena.	✓	
d. Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions	✓	✓
e. Plan enquiries, including recognising and controlling variables where necessary.	✓	✓
f. Use test results to make predictions to set up further comparative and fair tests.		✓
2. Observing and measuring changes		
a. Take measurement using a range of scientific equipment with increasing accuracy in precision.	✓	✓
b. Choose the most appropriate equipment to take measurements and explain how to use it accurately.	✓	✓
c. Make careful and focused observations.	✓	✓
d. Understand the importance of taking repeat readings and take repeat reading where appropriate.	✓	✓
3. Identifying, Classifying, Recording and Presenting Data		
a. Independently group classify and describe living things and materials.	✓	✓
b. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar graphs, line graphs and scatter graphs.	✓	✓
c. Decide how to record data from a choice of familiar approaches.	✓	✓
4. Drawing conclusions, noticing patterns and presenting findings		
a. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions.	✓	✓
b. Draw conclusions based in their data and observations.	✓	✓
c. Use their scientific knowledge and understanding to explain their findings.	✓	✓
d. Read, spell and pronounce scientific vocabulary correctly.	✓	✓
e. Discuss the degree of trust they can have in set of results.	✓	✓
5. Using scientific evidence and secondary sources of information		
a. Use primary and secondary sources evidence to justify ideas.	✓	✓
b. Identify evidence that refutes or supports their scientific ideas.	✓	✓
c. Begin to separate opinion from fact using secondary sources to research ideas.	✓	✓
d. Discuss, communicate and justify their scientific ideas using relevant scientific language and diagrams.	✓	✓
e. Talk about how scientific ideas have developed over time.	✓	✓