SEAHAM TRINITY PRIMARY SCHOOL

Curriculum Statement

2021/2022

Seaham Trinity Primary School

Curriculum Statement 2022

Rights respecting Schools' Article/s

Article 29: Education must develop every child's personality, talents and abilities to the full.

Seaham Trinity Primary School is at the heart of the local area. Although the local community has limited diversity we work hard to ensure our curriculum recognises and celebrates diversity within society, locally, nationally and globally. By providing children with opportunities to participate in a variety of learning and cultural experiences that enrich the curriculum whilst supporting the pupils' spiritual, moral and cultural development.

Intent

We believe deeply in the importance of helping our pupils develop as a whole person- happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point. We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

Our curriculum will promote and foster confidence, independence, co-operation and self-esteem throughout the time they spend at Seaham Trinity Primary School, which will prepare them for life in 21st Century Britain.

The curriculum is designed to support our school vision and ethos of experience, excel and enjoy. We want all of our children at Seaham Trinity to leave with a range of experiences, the self-belief to excel and for them to understand the feeling of enjoyment and achievement.

We are constantly reviewing our curriculum design to ensure that we can maximise the opportunities for the children to develop their academic, social and cultural capital.

During their time at Seaham Trinity we want all children to have access to an enriched curriculum with activities on and off site. By the end of their Primary school career we want all children to:

- Visit a theatre performance in school or off site
- Watch a live music performance
- Play a musical instrument
- Visit a museum
- Visit an art gallery
- Visit a place/s of worship or have someone into school from a place of worship
- Have a visit from local community groups
- Visit places of local interest
- Take part in a sporting event
- Offer of residential visits
- Learning opportunities indoors and outdoors
- Links with charities both local and national.

Based upon our knowledge of the National Curriculum we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum map shows how at Seaham Trinity we intend to cover the fundamental concepts of each national curriculum subject. Each subject has a subject leader who has an overview of planning for areas of learning across the school. Each subject lead has considered how each skill and knowledge statement connects and builds over time in their subject. They have also given consideration to how larger concepts are developed over time and in a variety of contexts to create a bespoke curriculum offer matched to our children's needs.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential:

- Every child will be educated to the highest possible standard, as set by the Department of Education
- Every child, in every lesson, will be provided with opportunities to be engaged in, challenged in and process their learning
- Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every child will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every child will be provided with opportunities to experience the wider world as a core part of their curriculum

Daily assessment for learning allows staff to provide timely and appropriate feedback so pupils know exactly how much progress they are making and which steps are need to make further progress.

Our broad and balanced curriculum is designed to:

- Develop strong characters in order to be resilient and cope with adversity.
- Develop creative individuals who collaborate and co-operate and can solve problems, seeing failure as an opportunity to learn.
- Develop pupils who can think critically and care about their learning so they always do their best
- Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
- Ensure all pupils have high aspirations
- Develop a thirst for learning for all pupils.
- Understand and respect fundamental British values.

Literacy

Implementing the Literacy Curriculum (re Ofsted Framework 2019)
December 2021
G Cowgill (Coordinator)

Intent – what we teach and why we teach it (sequence)
Implication - how we teach it
Impact – how do we know what the children know

Statement of Intent:

We know our children and we have a Literacy Curriculum that encourages our children to become enthused and engaged with Literacy and English. We aim to provide our children with rich and varied learning opportunities that support them to become confident learners. We want our children to communicate well and express their thoughts, emotions and ideas with a good degree of independence. We teach the children the importance of reading, writing, speaking and listening and how vital these skills are in the wider world. We help the children appreciate the value of English and encourage them to aspire to be more.

What are we teaching?

We want all our children to be capable readers, writers and speakers who can transfer their English skills to other curriculum subjects.
Our lessons develop spoken language, reading, writing, grammar and vocabulary. We teach our pupils to speak clearly, convey their ideas and ask questions to further their learning.
Our pupils are encouraged to read for pleasure and read widely. We develop writing skills so that our children have the stamina and ability to write at a level appropriate to them.
We provide opportunities for writing for purpose and would like for pupils to see themselves as writers. Handwriting sessions are regularly incorporated into lessons.
We celebrate writing through weekly star writer awards and in class achievement awards.

How?
Literacy is taught daily across school to develop the basic skills of reading and writing to all children – from EYFS up to Year 6 inclusive. We take Literacy to mean reading, writing, grammar, drama (inc speaking & listening)
In September 2021, the new EYFS framework was updated and now has a heavier focus on Literacy – a stronger emphasis on pre reception Literacy learning and the link between language comprehension and later reading and writing.

RWI is implemented in YR, Y1 and Y2 with the intention of moving children away from the full programme by Y3 however, RWI phonics (speed sounds) and spelling continues to be delivered in Y3 daily and as an intervention or catch-up programme.

Writing is delivered across the curriculum, bespoke as a stand-alone Literacy lesson or through other curricular areas such as history, geography etc – it takes the form of stories, lists, instructions, diaries, poetry, adverts, reports etc
Although there is no longer a strict sequence of what is taught when – we follow the structure set out in our AWL frameworks and apply this to our planning. For example, we wouldn't teach direct speech before the children are confident with basic sentence structure. There is clear sequence across our AWL strands.

In past years we would teach different genres in different year groups, e.g. instructions in Y1, stories with a historical focus in Y4 or suspense in Y6 but we no longer have this as a rigid format. All year groups 1-6 will teach narrative, non-fiction and poetry over the course of the academic year.
Grammar forms an integral part of daily Literacy going from the basics of using capital letters and full stops lower in KS1 up to using subjunctive form and progressive tense in Year 6. It is taught when the child is ready. If a child is in Year 6 but working at say a Year 3 standard, they will be introduced to grammatical structures appropriate for their ability level. Differentiation is key. It is possible to deliver one lesson to a class but have different grammatical foci within that lesson.
The children are aware of their success criteria for a unit of work.
Ability appropriate spellings sent home weekly for pupils to practise their words.
Our overall aim is to teach a broad and balanced curriculum to give the children the best possible chance to develop as learners and have the basic skills of reading and writing to prepare them for later in life.

How do we teach reading?
This begins with our RWI Phonics approach in EYFS where children are taught sounds and to link sounds to letters. This is reinforced as they move into KS1 and children become more fluent with their reading.
As the children build confidence, the comprehension and inference become a clearer focus. Children are encouraged to talk about their reading, to discuss vocabulary, question and predict events.
We use guided reading at KS1 covering a wide variety of both fiction and non-fiction books and helping to advance the children's comprehension skills.
In KS2, we move onto Reciprocal Reading which begins to deepen the focus on comprehension – children use the skills of clarifying, questioning, summarising and predicting and begin to take more ownership of their reading.
Individual reading still takes place for those children that need it.
We use Reading Pro, Fiction Express and Project Code X to support reading across school.
Teachers read aloud from a class novel daily.

National Tutoring Programme: Currently running for Y5 and 6 – focus on PP (65%) – due to end on Jan 13th
Following on from this, staff are currently training ready for the next cohort beginning with a wider school focus (Ts and TAs to be involved)

Impact?

In the long term, pupils will be able to:

- Be confident when speaking and listening
- Enjoy writing across arrange of genres
- Succeed in lessons
- Have a wide vocabulary and be adventurous with it
- Adapt their writing based on context and audience

<u>The impact of our English curriculum is measured through:</u>

- lesson observations
- book monitoring
- AWL – stranded sheets updated regularly – sheets regularly amended and updated by GC
- Testing (NFER, Phonics Screening, SATs)

Monitoring:

- Skills progression should be evident in children's books
- Tracking progress to inform planning
- Pupil progress meetings (to ensure SEND, PP and EAL being supported)
- Moderating pupils' work – used to identify groups to ensure targets being met
- Observations

Enrichment:

- After school Y6 writing group for Year 6 more able writers
- Literary events such as World Book Day, National Poetry Day, World Book Day to celebrate reading / writing
- Writing displays around school
- Cross curricular writing across the subjects

Mathematics

Mathematics at Seaham Trinity Primary School

Intent

Mathematics is a fundamental part of everyday life and our curriculum provides our children with the opportunities, to solve problems, to reason, to think logically and to work systematically and accurately within all subjects. All children are challenged and encouraged to excel in Maths through an enriched, bespoke curriculum which is tailored to the needs of the children. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics and allowing them to have clear models and images to aid their understanding. Children's learning is scaffolded so that mathematical concepts are embedded and children are fluent and confident in Arithmetic and basic math skills. These skills are applied and utilised within all areas of the curriculum through investigative and conceptual approaches.

Implementation

From EYFS – Y6 Maths is taught daily.
Teachers create a bespoke curriculum to fit their children's learning needs using White Rose maths sequencing and Inspire sequencing which follow the Concrete, Pictorial, Abstract approach.
EYFS have independent learning areas where children can embed and investigate number and spatial reasoning- the building blocks of maths.
Using NFER Termly assessments from Y2-Y6, teachers can plan and teach children a bespoke curriculum to embed understanding of specific topics.
Lessons are differentiated and challenge children of all anilities through bespoke planning and resources.
A range of reasoning resources are used to challenge all children and give them the opportunity to reason with their understanding.
Pre and post teaching sessions are used to support and consolidate children's understanding of mathematical concepts.
Times Table Rock Stars is used from Y2 with termly competitions and specific focus in class to support children's fluency in times table knowledge and prepared for the Y4 MTC statutory tests.
Homework is set to develop and review children's learning.
Where possible, links are made with other subjects across the curriculum.

Impact

As a result of our Maths teaching at Seaham Trinity you will see:
Engaged children who are all challenged.
Confident children who can all talk about Maths and their learning and the links between Mathematical topics.
Lessons that use a variety of resources to support learning.
Different representations of mathematical concepts.
Learning that is tracked and monitored using NFER Termly assessments and annotated planning to ensure all children make good progress.

Art

Intent

At Seaham Trinity we aim to nurture young artists who are engaged, inspired and challenged.

A key part of our intent is to ensure that all children have self-belief in their own artistic ability and feel secure to experiment in drawing, painting, sculpture, printing, textiles and craft activities. Furthermore, we aim to enable pupils to express what they see, feel and think through the use of colour, texture, form and pattern.

We offer opportunities to discover and appreciate art within the local community and wider world, through visits to areas of art and design interest, art galleries and working with established artists. We ensure that all children know about great artists, craft makers and designers, and understand how they have shaped our history and contributed to our culture.

Through our delivery of a broad progression-based curriculum, we will equip all children with the knowledge and skills to experiment, think critically, invent and create their own powerful works of art.

Implementation

In our curriculum:

- There is an expectation of high standards of teaching and learning in Art and Design with progression built in throughout the whole school.

- Teaching is predominantly skills-based, which covers drawing, painting, sculpture, textiles and printing. (Full details of our Art and Design curriculum can be found in the long term plan.)

- Art and Design lessons are planned using our progression of knowledge and skills document. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

- Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts.

- An Art and Design Assessment Tracker for each term allows teachers to use data to inform future practice. Skills are revisited and honed in a spiral curriculum, which progresses in terms of depth and challenge, to build on the children's previous learning.

- Each child develops their skills and techniques in a way appropriate to them. Through clear differentiation, they are support in active and purposeful experiences, using a variety of art materials and teaching.

- Emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists, architects and designers that they are learning about and being inspired by.

- Effective CPD both through County Training and "in house" training opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

In the classroom:

- Art and Design is taught in every year group, once per week, for at least half of each term.

- Each child has a sketchbook. The pupils have ownership of their sketchbook in order to foster their sense of creativity and feel safe to experiment and take risks. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions.

- Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work.

- We promote the development of confident art critics and encourage evaluation with both peers and adults. The pupils share their opinions and make informed observations about what will improve their own practical work.

Beyond the classroom:

- The children are given opportunities to visit local art galleries, museums, local sculptures and the beach area. (Some year groups have local area art and design topics - Year 1 George Emly Lifeboat and Y5 Seashells and environmental art.)

- The outdoor area of the school grounds is used to inspire children e.g. sketching buildings and street furniture, creating outdoor collages, observational nature drawings and paintings, sculptures using natural materials.

- In EYFS and KS1 the outdoor areas play a crucial part in developing and enhancing children's Art and Design experience. In KS2 every year group at least one aspect of outdoor art woven into their planning during the year.

- Within the school year the children are immersed in whole school projects: Cauliflower Christmas cards, whole school portrait drawing, and an arts week focussing on an area of art.

- We value the importance of our community art links to inspire children's art work and create an understanding that art has purpose in the wider world and community. (Links with Greenscape Community Garden, Shaw Trust, Nissan, Creative Pop and Art Hub)

- Displays around school reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.

- We celebrate effort, progress and achievement in art through displays, exhibitions and enrichment activities, such as trips out and competitions.

Impact

By the end of their time at our school, we want pupils to have learned, improved and embedded a range of artistic skills. They should have an awareness of a broad range of artists, crafts people, cultures and art movements, and be able to consider and discuss them using the correct terms and vocabulary.

We want our pupils to be confident with a range of art materials in order to explore, experiment and take risks, placing value on the process and journey that they take, not just on the finished product.

Most importantly, children at Seaham Trinity Primary School have experienced a creative outlet of imagination, self-expression and enjoyment.

Art and Design Overview 2021-2022

	Autumn	**Spring**	**Summer**
EYFS Topics: Ourselves Diwali Bonfire Night Remembrance Day Christmas Shapes- Kandinsky Traditional Tales Chinese New Year New life – Plants and Animals Easter People who help us The Sea	*Painting* Self-portraits – facial features Exploring colour *Sculpture* Making Diva Lamps - clay pinch pots *Collage* Making Poppies Collage inside and out *Printing* Shape print pictures Artist Kandinsky Christmas Crafts	*Sketching and Painting* Observational drawings of flowers and plants indoor and outdoor Artist: Van Gogh *Sculpture* Design a house/bridge/boat	*Multimedia Collage* Artwork with Recycling *Painting* Pattern, colour Artist: Henri Matisse
Year 1 Topics: All about me Growing and changing George Emly Lifeboat	*Drawing* Self Portraits Facial features Portrait Collage and outdoor collage using natural and man-made materials. Artist- Acrimboldo Christmas Craft – Stained glass collage	*Painting* Introduction to wash and stippling Abstract painting Appreciation of Bruegel Figures and comparing to Lowry Painting Large Scale Lowry Figures Artists: Paul Klee, Bruegel, LS Lowry	*Collage and Printing* Looking at sea creatures Sketch and collage Large whole class ‘under the sea’ collage with recycling materials Printing using everyday objects and recycling Looking Eric Carle Print work Large scale printed Caterpillar and other Mini beasts. Author /Artist: Eric Carle – The Hungry Caterpillar

Year 2 Topics: Local Area Where in the World? Circle of Life	*Drawing* Observational drawings Homes, school building using shapes within shapes. I.T. Using iPad to take photos of shapes around the school. Christmas Craft – material/card weaving	*Painting* Primary and mixing secondary colours. Mini Mondrian painting Whole class large Kandinsky painting Van Gogh Style Sunflowers Artists: Mondrian, Kandinsky and Van Gogh	*Sculpture* Jungle animals - clay Slab work Jungle shoe box scene- mixed media collage Artist: Elizabeth Frink
Year 3 Topics: Stone Age Egyptians Ancient Greece	*Drawing/Mark making* Cave drawings using pastels Sketching fossils Stonehenge Artists: Stone Age Cave paintings from around the world Christmas Craft – wool wrapping	*Painting* Exploring tertiary colours Henri Matisse –View of Collioure *Collage* Egyptian Jewellery Metals, gem stones and meanings Artist: Henri Matisse	*Sculpture* Greek Pottery styles and names Greek Vase using clay –coil pot *Printing* Low relief Greek Key Pattern tile – mono-print Art works: Greek Artefacts
Year 4 Topics: Romans Ancient Rome Anglo Saxons	*Drawing* Still Life Drawing nature I.T. Zoom Photos fruits, leaves and flowers Artist: Georgia O'Keeffe Christmas Craft – salt dough candle holder	*Sculpture* Observing moving figures, standing and reclining Foil figures ModRoc sculptures Artists: Alberto Giacometti, Henri Moore	*Painting* Shade, tint and tone Monochromatic painting The Impressionists Artists: Renoir, Monet

Year 5 Topics: Continents and Biomes Local Mining Living Things	*Drawing/ Pen work* Japanese Manga Features Quick draw Portrait Shading using coloured pencils to add tone Christmas Craft – curve stitching	*Collage / Textiles* Weaving Making a weaving loom Natural wools Warp and weft Weaving patterns and styles Make a woven wall hanging	*Drawing and Printing* Seashell study Cross hatching, hatching, blending, contour hatching Seashell design - two tone block printing *Sculpture* Beach sculptures –whole class and groups using naturals materials Artist: Andy Goldsworthy Book: The Giants Necklace
Year 6 Topics: WW1 and WW2 South Africa Australia	*Drawing* One-point perspective New York Buildings Christmas Craft – cross stitch	*Painting* Watercolours techniques, wash, stipple, overlays, splatter The Pitman Painters *Sculpture* Pitman Sculpture in the style of "Tommy" using clay Artists : Norman Cornish, Bob Olley	*Printing* Studying Graffiti Artists Creating designs influenced by graffiti art Screen Printing Acrylic painting Artists: Banksy, Keith Haring

Computing

Intent

At Seaham Trinity Primary School, we aim to provide a high-quality computing education which equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which our pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Implementation

Alongside the main computing curriculum, use of technology will be integrated into daily life around school with laptops, iPads, digital cameras, photocopiers and interactive whiteboards being used to create, record and share children's work. Links with home are established through the shared use of the Class Dojo and their portfolios as well as the children having individual access to sites with literacy and numeracy activities via EdShed and Times Tables Rockstars websites.

There are 3 areas of computing: Programming, IT and Digital Citizenship (Online Safety). All three areas are supposed to be taught each term across the school.

Programming – This is taught discretely across school. In the EYFS it can be taught offline, with APPs and games online and they may start to use robots such as Beebots. In KS1, the skills of programming are taught offline at first and then skills develop onto Beebots and appropriate programming APPs. In LKS2, pupils are then introduced to Scratch to further develop coding skills by designing, writing and debugging programmes. In UKS2, pupils continue to use Scratch to create more complex programmes and animations but they also move onto Kodu to build extend their skills on a more complex programme. We have a 'Progression in Programming' document which shows the skills taught in each year group along with suggested activities and planning ideas.

IT – This is a tool for cross curricular learning. Staff plan this alongside their main topics and try to use IT to present and embed learning of other curriculum areas. The skills that need to be covered for each key stage are in the assessment document. The main areas that are covered are: handling information, modelling and simulation, communication publishing and collaborating and digital imagery and video.

Digital citizenship (Online Safety) – This is to be taught discretely every half term with a school 'theme' each term that has progressive skills for each year group. These themes cover all areas of the online safety curriculum to enable us to teach pupils to be safe and respectful digital citizens. Should any online safety issues arise with our pupils, either in school or at home, we also respond by teaching appropriate lessons to ensure that all pupils know how to act in those particular situations, this is important in an ever-changing and evolving online world.

Impact

Upon leaving Seaham Trinity, all children will have an understanding and be able to apply the fundamental principles and concepts of computer science. They will be able to analyse problems in computational terms, which will be developed through repeated practical experience of writing their own computer programs. Children will acquire the skills needed to evaluate and apply information technology analytically to solve problems and become responsible, competent, confident and creative users.

Computing – Progression in Programming

Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extension
Learning Descriptors	•Understand what algorithms are •Create simple programs	•Understand that algorithms are implemented as programs on digital devices •Understand that programs execute by following precise and unambiguous instructions •Debug simple programs •Use logical reasoning to predict the behaviour of simple programs	•Write programs that accomplish specific goals •Use sequence in programs •Work with various forms of input •Work with various forms of output	•Design programs that accomplish specific goals •Design and create programs •Debug programs that accomplish specific goals •Use repetition in programs •Control or simulate physical systems •Use logical reasoning to detect and correct errors in programs •Understand how computer networks can provide multiple services, such as the World Wide Web	•Solve problems by decomposing them into smaller parts •Use selection in programs •Work with variables •Use logical reasoning to explain how some simple algorithms work •Use logical reasoning to detect and correct errors in algorithms	•Solve problems by decomposing them into smaller parts •Use selection in programs •Work with variables •Use logical reasoning to explain how some simple algorithms work •Use logical reasoning to detect and correct errors in algorithms	•Use computational abstractions that model the state and behaviour of real-world problems and physical systems •use one programming language, to solve a variety of computational problems; •understand data structures [for example, lists, tables or arrays]; •understand how numbers can be represented in binary, •understand how instructions are stored and executed within a computer system;
Understand what algorithms are.	Sequencing activities eg Humpty Dumpty pictures - put in order to make rhyme . Months of the Year .	Algorithms - sets of instructions eg putting a jumper on / make a fruit salad / make a sandcastle.		Program your teacher to make Jam Sandwich. eg. http://www.code-it.co.uk/unplugged/jamsandwich.html			
Algorithms and the use of directional	Give instructions to a friend and follow their instructions.	Give instructions to a friend (using fd/ bk / rt / lt) and	Pupils draw simple 2D shapes using a Floor Turtle. Use	Pupils make use of a sensor on a robot to respond to the	Pupils program a robot to explore a room using both		

instructions on physical devices	Pupils use remote control toys. They learn to program a Floor Turtle on simple routes. (Bee Bot - fd/ bk rt/ lt)) They use non-standard units and can make simple corrections to their instructions. Challenge Begin to use arrow cards to write instructions for their routes.	physically follow their instruction to move in a shape.Pupils learn to program a Floor Turtle on more complex routes (Probots) and record their routes. They correct (debug) their routes. They begin to use standard units (cm degrees) (Bee Bot LA and Pro Bot MA / HA) Challenge Begin to explore the use of programming (Probot) to make shapes - eg initial of name / a staircase	repeat command to make shapes. They can correct their programs and record their instructions. They can predict the effect of instructions. Challenge Make more difficult shapes eg hexagon/ equilateral triangle	environment eg change direction to "escape" from a room by changing direction when hitting a wall.	forwards and backwards sensors. Challenge they are able to find and park the vehicle in a dark "Garage" using sensors.		
Algorithms and the use of directional instructions on screen (Computers)		Probotix software - TTS	Using Scratch pupils draw simple 2D Shapes. They can start to repeat them to make more complex shapes. Use Logo eg Textease Turtle to	Using Logo or Textease Turtle pupils draw 2D Shapes. They can start to repeat them to make more complex shapes. Challenge Improve efficiency by using			

			move an on screen turtle using basic toolbar.	procedures to draw basic shapes.			
Algorithms and the use of directional instructions on screen (Web Based)	Bear Hunt - Newham http://www.itass.newham.gov.uk/curriculum/fssow/topic.aspx?topic=6 http://www.j2e.com/j2code/ http://www.iboard.co.uk/iwb/Drawing-with-a-Control-Toy-697	http://www.iboard.co.uk/iwb/Controlling-Round-a-Route-693 http://www.iboard.co.uk/iwb/Drawing-with-a-Control-Toy-697 http://www.iboard.co.uk/iwb/Cheese-Sniffer-657 Purple mash (subscription) http://www.snapfiles.com/get/stickfigure.html Lego Wedo programming lego models	Rapid Router - levels 1-18 (https://www.codeforlife.education/rapidrouter/) (LA Mole Maze (90o) http://www.iboard.co.uk/iwb/Mole-Maze-663) Other Angles - Spiders Web (http://www.iboard.co.uk/iwb/Spider-Web-665)	Rapid Router up to L32 Hour of code - Frozen http://studio.code.org/s/frozen/stage/1/puzzle/1	Rapid Router up to L50 Hour of Code - Flappy Birds (http://studio.code.org/flappy/1)	Rapid Router up to L 91	Rapid Router - Levels 92+ - Using Python
Algorithms and the use of directional	Kodable / Bee Bot – Sequencing Instructions	Daisy the Dino – Sequencing Instructions	Alex – Sequencing directional Instructions	Lego - Fix the Factory - More	Light Bot – Sequencing	Cargo Bot – Sequencing Instructions –	

instructions on screen (Tablets)				complex directional control.	instructions – loops and Procedures	procedures and developing efficiency.	
Sequencing Instructions and coding		Scratch Jnr - (tablet) Beginning to create simple animation in a picture format .	Create a simple animation (Scratch) with characters and speech. Debug e.g. http://www.code-it.co.uk/scratch/scratchconversation.html	Design an animation using a storyboard, adding movement and sounds. Debug and be able to explain how it works. (Scratch)	Design an animation and use the Broadcast Command to pass control between elements. (Scratch)		Begin to program a Raspberry Pi to create and test elements of code in Python. Start to appreciate how the device stores and executes instructions.
Designing an interactive activity (Scratch Based)			Create an animation using a flipbook character use the move command to make the character move across the stage. eg. http://www.code-it.co.uk/scratch/dressingup/dressingupoverview.html Challenge make the background of the stage move.	Create a game (Scratch) that uses an input to steer an on-screen object. eg. http://www.code-it.co.uk/scratch/smoking_car/smokingcaroverview.html Challenge turn it into a game and add some criteria for winning eg. http://www.code-it.co.uk/scratch/slugtrail/slugtrailoverview.html	Design a game eg a driving or moving an object around the screen activity. eg. http://www.code-it.co.uk/scratch/primarygamesmaker/primarygamesmakeroverview.html	Create a times table testing game that makes use of variables, conditional responses and loops eg. http://www.code-it.co.uk/scratch/tablesgame/tablesgameoverview.html Challenge add a timer to test if the response is too slow.	

Designing an interactive activity (Kodu Based)		Create a simple imaginary 3D world (Kodu) that they can explore and describe. Challenge Add characters that move on predetermined paths.		Create an on-screen game in Kodu that makes use of movement and includes a scoring system. eg "Shooting Fish" Challenge Add criteria for winning and loosing.	Develop an on screen game in Kodu (e.g. collecting coins) with characters that can interact with the environment. Challenge Add criteria for winning and loosing.	Develop an on-screen game in Kodu such as "Space Invaders" Include movements and scoring.	Complete one of the Mars Explorer missions available in Kodu.
Control / Simulate Physical systems				Simulate simple physical system (e.g. Traffic Lights) (Go)	Simulate more complex system with both inputs and outputs (Go)		Simulate Complex system requiring the use procedures to solve real life problem eg. Go and pelican crossing.
Uses of the Internet / How the internet works			Pupils use the shared area on the DLG to collaborate. Pupils use a simple blog to share ideas and collaborate	Pupils begin to understand how data passes around the internet http://community.computingatschool.org.uk/resources/2864 They watch "There and back again" and can see or use Open Visual Trace Route.	Pupils use a blog and incorporate multimedia elements to make it more attractive to the audience.	Know that networks are interconnected. Activities on http://www.code-it.co.uk/netintsearch.html	
Coding and sequencing digital media. *(Note Making and*		Create and sequence simple linear PowerPoint	Create and sequence simple linear PowerPoint add animated effects.	Create an animation with several timed events on one page, Challenge Use the	Create non-linear PowerPoint with internal hyperlinks between pages	Use on-line presentation tools to collaborate with others to produce	Create a VB Macros to make a PPT based quiz.

Delivering presentations is part of the IT curriculum)			Challenge add sound or video effects	Kiosk mode in PPT to create a virtual museum.	Challenge Create hotspots on a map or image to explore content.	presentation eg. Google Slides or Prezzi.	
Writing Webpages *(Designing a website is part of the IT curriculum)*					Edit a webpage by using X-Ray Goggles. Print the finished version.	Write a webpage to be published internally	Write a webpage to be published internally and include interactive content

Online Safety Curriculum Coverage: Year 1-6 Progression

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media Balance and Well-Being							
Autumn 1		CS Lesson: **Pause for People**	CS Lesson: **How Technology Makes You Feel**	CS Lesson: **Device-Free Moments**	CS Lesson: **Your Rings of Responsibility**	CS Lesson: **My Media Choices** **Digital Passport: Twalkers**	CS Lesson: **Finding My Media Balance** **Digital Passport: Twalkers**
	Supporting Resource: **Smartie the Penguin (Lesson Plan)**	Supporting Resource: **Jessie & Friends: Episode 1**	Supporting Resource: **Smartie the Penguin Lesson**	Supporting Resource: **Interland: Reality River**	Supporting Resource: **The Adventures of Kara, Winston and the SMART Crew: Chapter 1**	Supporting Resource: **Net Aware: Social Networks, Apps and Games**	Supporting Resource: **Children's Commissioner: Digital 5 a day**

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cyberbullying							
Autumn 2		Media Balance Is Important	Pause & Think Online	Putting a STOP to Online Meanness	The Power of Words Digital Passport: E-volve	Be a Super Digital Citizen Digital Passport: E-volve	Is it Cyberbullying? Digital Passport: E-volve
	Digiduck's Famous Friend	Barefoot Computing: Safety Snakes	Lee and Kim: Lesson 1	Interland: Kind Kingdom	Band Runner: Like	BBC Own It: Cyberbullying Quiz	Net Aware: Social Networks, Apps and Games

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Digital Footprint and Identity							
Spring 1		**Media Balance Is Important**	**Pause & Think Online**	**Digital Trails**	**This Is Me**	**Our Online Tracks** **Digital Passport: Share Jumper**	**Beyond Gender Stereotypes**
	Safer Internet Day Resources: 'Free To Be Me – Exploring identity Online'						
		This Is Me	**Staying Safe Online**	**Everyone Can...**	**Who Am I Online?**	**'Free to Be' Online?**	**Free to Be Me?**

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Privacy and Security							
Spring 2		Safety in My Online Neighbourhood	Internet Traffic Light	That's Private!	Password Power-Up Digital Passport: Password Protect	Private and Personal Information Digital Passport: Share Jumper	You Won't Believe This! Digital Passport: Mix-n-Mash
	Barefoot Computing: Safety Snakes	Jessie & Friends: Episode 2	Lee and Kim: Lesson 2 PANTS: The Underwear Rule	Interland: Tower of Treasure	Interland: Mindful Mountain	Band Runner: Lock ICO: Resources For Schools	Website Cookies Explained

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
News and Media Literacy							
Summer 1		**Pause for People**	**Pause & Think Online**	**Let's Give Credit!**	**Is Seeing Believing?**	**A Creator's Rights and Responsibilities**	**Reading News Online**
		Smartie the Penguin Lesson	**How Long Do Things Stay Online?** **BBC Own It: What Is Digital Footprint and Why Should I Care?**	**BBC Own It: Where are your photos going?**	**The Adventures of Kara, Winston and the SMART Crew: Chapter 4**	**Things Spread Quickly Online**	**Are You Living an Insta Lie? Social Media Vs. Reality**

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships and Communication							
Summer 2		Media Balance Is Important	Pause & Think Online	Who Is In Your Online Community?	Our Digital Citizenship Pledge	Keeping Games Fun and Friendly	Digital Friendships Finding Credible News Digital Passport: Search Shark
	Digiduck's Big Decision	Jessie & Friends: Episode 3	Lee and Kim: Lesson 3	Band Runner: Share	Band Runner: Chat Minecraft Education: Becoming Digital Citizens	The Adventures of Kara, Winston and the SMART Crew: Chapter 5 Chicken-Shop Grooming County Lines Guidance	The Guardian: Fake News Lessons Childnet: Trust Me Lessons BBC Own It: Fake News

Curriculum Standards and Links

Document	Standards
Education for a Connected World	• Health, well-being, and lifestyle • Privacy and security • Copyright and ownership • Self-image and identity • Online reputation • Online relationships • Online bullying • Managing online information
Common Sense: Digital Citizenship	• Media balance and well-being • Privacy and security • My digital footprint and identity • Relationships and communication • Cyberbullying • Digital drama • Hate speech • News and media literacy
National Curriculum: Computing Programmes of Study	• Use technology safely and respectfully, keeping personal information private. • Recognise acceptable/unacceptable behaviour. • Identify where to go for help and support when concerns are raised about content, or contact, on the internet and other online platforms.

	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Relationships Education, Relationships and Sex Education (RSE) and Health Education	**Online Relationships** **Pupils should know:** • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. • how information and data is shared and used online. **Being Safe** **Pupils should know:** • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	• how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. **Mental Well-Being** **Pupils should know:** • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary, and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking

	support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet Safety and Harms** **Pupils should know:** • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. • where and how to report concerns and get support with issues online.
Keeping Children Safe in Education	• Governing bodies and proprietors should ensure that children are taught about

	safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. • This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. • Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over 24 blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
Teaching Online Safety in School	Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.
Digital Passport Educator Guide	This guide provides an overview of Digital Passport and each mini-game, additional downloadable classroom materials, and recommendations on aligned Digital Citizenship lessons.

Design Technology

Design and Technology at Seaham Trinity Primary School
Design and Technology – Intent, Implementation and Impact statement.

Intent

At Seaham Trinity Primary School, teachers plan Design & Technology lessons that meet the aims set out in the EYFS framework and the National Curriculum. Our Design and Technology curriculum is an inspiring, rigorous and practical subject that encourages children to learn to think and intervene creatively to solve problems, both as individuals and as members of a team.

As a whole school we encourage our pupils to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts. Children are given opportunities to manage risks well and create products safely and hygienically. Through the teaching of Design and Technology, pupils will productively work with others, carry out research, show initiative, ask questions, act as responsible designers, and use tools, equipment and materials to make their products. We also aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art.

Through our Design and Technology curriculum, children should be inspired by historical, current and local engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textile, electrical systems and food products with real life purpose and relevance.

The Design and Technology Units at Seaham Trinity Primary School include:

- Materials and Textiles
- Structures
- Mechanisms
- Cooking and Nutrition

Leading D.T at Seaham Trinity Primary School is Miss S.Tupling.

Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an interactive process of designing and making:

Design – Use research and develop design criteria to design for a purpose and communicate their ideas through a range of mediums.

Make – Use a wider range of tools and equipment with accuracy and use a wider range of materials and components according to their qualities.

Evaluate – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Through this process, the aim is to develop the pupils' technical knowledge and vocabulary in relation to structures, mechanisms, materials and textiles and cooking and nutrition. In addition, the school aims for these tasks to be completed collaboratively and therefore links directly with the school aims of enabling children to realise their full social and educational potential and become

confident, valuable and caring members of society with a continuing thirst for knowledge. Long term planning is carefully tailored to curriculum themes whilst completing the National Curriculum Programme of study.

Teaching of Design and Technology follows the design, make and evaluate cycle. Each stage should be immersed in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria.

Design and Technology skills and understanding are built into each series of lessons. It allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guides and accurate design and technology subject knowledge are provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the skills and knowledge that they are teaching.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in.

Curriculum Expectations

Early Years Foundation Stage

Design & Technology will cover a combination of the seven areas of learning and development, which include, 'Expressive Arts & Design', 'Communication and Language' 'Physical Development' and 'Personal, Social and Emotional development'. All areas of learning and development are important and are inter-connected. Weekly opportunities are planned for children to develop their skills in order for children to meet age-related and end of year expectations (Early Learning Goals – ELGs). Teachers adapt planning to suit emerging needs and interest of the children.

Primary Phase

Our Design & Technology curriculum has been designed to cover all of the skills set out in the National Curriculum

<table>
<tr><th colspan="2">Seaham Trinity Primary School: Design and Technology Curriculum Overview</th></tr>
<tr><td colspan="2">As Designers, we will demonstrate:
• Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
• An excellent attitude to learning and independent working.
• The ability to use time efficiently and work constructively and productively with others.
• The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
• The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
• A thorough knowledge of which tools, equipment and materials to use to make their products.
• The ability to apply mathematical knowledge.
• The ability to manage risks exceptionally well to manufacture products safely and hygienically.
• A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.</td></tr>
<tr><td colspan="2">EYFS
<u>EAD ELG: Creating with Materials</u> -Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.
<u>P.D: ELG: Fine Motor Skills</u> - Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
<u>C&L: ELG: Speaking</u> - Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
<u>PSED: Self-Regulation ELG:</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
<u>PSED: ELG: Managing Self</u> - Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</td></tr>
<tr><td>Breadth of Study: KS1
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to</td><td>Breadth of Study: KS2
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to</td></tr>
</table>

engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, pupils should be taught to: <u>Design</u> • design purposeful, functional, appealing products for themselves and other users based on design criteria. • generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <u>Make</u> • select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <u>Evaluate</u> • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. <u>Technical Knowledge</u> • build structures, exploring how they can be made stronger, stiffer and more stable. • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.	engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. When designing and making, pupils should be taught to: <u>Design</u> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <u>Make</u> • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • 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. <u>Evaluate</u> • investigate and analyse a range of existing products. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand how key events and individuals in design and technology have helped shape the world. <u>Technical Knowledge</u> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

	• apply their understanding of computing to programme, monitor and control their products.
<u>Cooking and Nutrition</u> • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from	<u>Cooking and Nutrition</u> • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Health and safety:
Teachers and Classroom Assistants will always teach and model the safe use of tools and equipment and insist upon good practice. Children will be taught to take steps to control risks. Glue guns will be used by Key Stage 2 children under direct supervision. Children are taught to follow proper food safety and hygiene rules. Risk Assessments developed by teachers.

Impact

- Using a range of Performance Indicators to ensure pupils develop the following:
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate, and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products.
- Develop a critical understanding of its impact on daily life and the wider world and have a strong understanding of diversity in the world.
- All children make good or better progress.
- Children become confident resilient learners, developing a rich vocabulary that reflects their learning.
- The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of Design and Technology.
- The learning environment across the school will be more consistent with design and technology technical vocabulary displayed, spoken and used by all learners
- Whole-school and parental engagement will be improved through the use of design and technology-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning.
- We want to ensure that Design and Technology is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of skills and understanding, now and in the future.
- Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.
- Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning.
- Areas of curriculum strengths and weaknesses are analysed by the DT lead and actions planned, with the agreement of the SLT, to address areas for improvement.
- Due to the nature of this curriculum area, DT monitoring takes various forms. A key component of this is pupil voice; school DT lead to use pupil voice as an effective tool to ascertain the pupils' ability to express themselves through a range of different mediums.
- Planning/ D.T book/project monitoring throughout all year groups also takes place to compliment this, allowing the DT lead to ensure our pupils have the opportunity to develop their skills fully and showcase their talents.
- Examples of our pupils' work is exhibited and celebrated throughout the school, both on classroom and communal displays.

As the children end their journey at Seaham Trinity Primary School they will leave as confident, creative, problem solvers who show resilience and risk takers. We encourage pupils to think creatively and solve problems as individuals and as part of a team. In order to help prepare pupils for their next steps in their educational journey as they move onto secondary education our, curriculum for design and technology aims to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Design and Technology Overview 2021-2022

	Autumn	Spring	Summer
EYFS			
Year 1 Topics: All about me. Growing and changing. George Emly.	**Structures: Freestanding Structure - Houses and buildings.**	**Cooking & Nutrition: Preparing fruit and vegetables - Fruit Kebabs/smoothies.** *Linking in with Growing and changing.*	**Mechanisms: Sliders and Levers - Moving Mini beast pictures.** *Linking to book /topic – Literacy/writing instructions.*
Year 2 Topics: Local Area. Where in the World? Circle of Life	**Mechanisms: Wheels and Axles - Vehicles** *Linking in with Local area/Fire engines.*	**Structures: Freestanding Structure - Photo Frame**	**Materials and Textiles: Templates and joining techniques- Finger puppets.** *Linking in with science and testing and comparing materials.*
Year 3 Topics: Stone Age. Egyptians. Ancient Greece.	**Cooking and Nutrition: Healthy and varied diet. Greek salad** *Linking in with Ancient Greece theme.*	**Structures: Shell structures- Desk Tidy**	**Mechanisms: Levers and Linkages - Historical book/poster**
Year 4 Topics: Romans. Ancient Rome. Anglo Saxons.		**Electrical systems and computing: Simple circuits and switches- Night light or lantern.** *Linking in with famous inventor Thomas Edison/Science and electricity.*	**Materials and Textiles: 2-D shape to 3-D product - Bag or carrycase.**
Year 5 Topics: Continents and Biomes. Local mining. Living things.		**Cooking & Nutrition: Celebrating culture and seasonality- Biscuits or bread.**	**Mechanisms: Pulleys or Gear - Pit Wheel – Winding Tower** *Linking in with Local mining theme.*
Year 6 Topics: WW1 &WW2. Tudors. Australia/ Africa.	**Structures: Freestanding Structure - Anderson shelter (wooden frame)** *Linking in with ww1 & ww2.*	**Materials and Textiles: Combining different fabric shapes Bag/satchel or boot bag with handles.**	**Electrical system and computing s: More complex switches and circuits - Control - I.T/ traffic light system.**

Design and Technology Long Term Planning and Progression of Skills

	Master Practical Techniques			Take Inspiration from Design	Design, Make, Evaluate and Improve	Communicate with the Vocabulary of Design Technology
	Materials and textiles	**Structures and Mechanisms**	**Cooking and Nutrition**			
Early Years	• I can begin to cut materials safely using tools provided. • I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• I can use a range of small tools, including scissors, paintbrushes and cutlery.		• I can explore how things work	• I can share my creations, explaining the process I have used • I can create collaboratively, sharing ideas, resources and skills	• plan, design, investigate • make, cut, join chop, slice, taste
Year 1	• I can begin to cut materials safely using tools provided. • I can begin to measure and mark out in centimetres. • I can begin to use a range of cutting and shaping techniques.	• I can begin to explore ways products can be made stronger. • I can create a product using a lever.	• I can begin to cut, peel and grate ingredients safely. • I can begin to measure or weigh using measuring cups or electronic scales. • I can assemble and cook ingredients.	• I can begin to explore objects and designs to identify likes and dislikes. • I can begin to suggest improvements to existing designs. • I can begin to explore how products have been created.	• I can begin to design products that have a clear purpose and an intended user. • I can begin to make products, refining the design as work progresses. • I can begin to use software to design.	• planning, investigating design, evaluate, make, user, purpose, ideas, product • slicing, peeling, cutting, healthy diet, ingredients • finish, sew, template, mark out • slider, lever, pivot, slot, bridge/guide, join, pull, push, up, down, straight, curve, forwards, backwards
Year 2	• I can cut materials safely using tools provided. • I can measure and mark out to the	• I can explore a range of ways products can be made stronger.	• I can cut, peel and grate ingredients safely. • I can measure or weigh using	• I can explore objects and designs to confidently identify likes and dislikes.	• I can design products that have a clear purpose and an intended user.	• investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function

	nearest centimetre. • I can demonstrate a range of cutting and shaping techniques.	• I can create a product using wheels and winding mechanisms.	measuring cups or electronic scales. • I can assemble and cook a range of ingredients, and discuss my choices.	• I can suggest some improvements to existing designs. • I can explore how products have been created.	• I can make products, refining the design as my work progresses. • I can use software to design.	• soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, ingredients • template, pattern pieces, mark out, join, decorate, finish • vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, tools, equipment, materials
Year 3	• I can begin to cut materials accurately and safely by selecting appropriate tools. • I can begin to measure and mark out to the nearest millimetre. • I can begin to apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material.	• I can begin to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. • I can begin to choose suitable techniques to construct products or to repair items. • I can begin to strengthen materials using suitable techniques.	• I can begin to prepare ingredients hygienically, using the appropriate utensils. • I can measure ingredients to the nearest gram, with support. • I can follow a simple recipe.	• I can begin to identify some of the great designers to generate ideas for designs. • I can begin to improve upon existing designs, suggesting some reasons. • I can disassemble products to begin to understand how they work.	• I can begin to design with a purpose, identifying some opportunities for design. • I can make products by beginning to work efficiently. • I can begin to refine my work and techniques, by evaluating what I am doing.	• user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing • equipment, utensils, technique, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, fresh, savoury, hygienic, edible, grown, frozen, tinned, processed

	• I can begin to select appropriate joining techniques.					• fabric, fastening, compartment, button, structure, finishing technique, templates, stitch, seam, seam allowance • frame structure, three-dimensional, marking out, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong

	Master Practical Techniques				Take Inspiration from Design	Design, Make, Evaluate and Improve	Communicate with the Vocabulary of Design Technology
	Materials	**Electrics and Computing**	**Structures and Mechanisms**	**Cooking and Nutrition**			
Year 4	• I can cut materials accurately and safely by selecting appropriate tools. • I can measure and mark out to the nearest millimetre. • I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. • I can select appropriate joining techniques.	• I can strengthen materials using suitable techniques.	• I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. • I can choose suitable techniques to construct products or to repair items. • I can strengthen materials using suitable techniques.	• I can prepare ingredients hygienically, using the appropriate utensils. • I can measure ingredients to the nearest gram. • I can follow a recipe. • I can assemble and cook ingredients.	• I can identify some of the great designers in all areas of study, to generate ideas for my designs. • I can improve upon existing designs, providing reasons for my choices. • I can disassemble products to understand how they work.	• I can design with a purpose, identifying opportunities for design. • I can make products working efficiently. I can refine my work and techniques, by continually evaluating what I am doing.	• evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, appealing, planning, annotated sketch, sensory evaluations • products, equipment, utensils, technique, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy, varied, diet • shell structure, length, width, breadth, marking out, adhesives, joining, assemble, accuracy, material, stiff, strong • series circuit, fault, connection, switch,

							control, LED, conductor
Year 5	• I can begin to cut materials with precision, and refine the finish using appropriate tools. • I can begin to show an understanding of the qualities of materials in order to select appropriate tools to cut and shape them.	• I can create products using electronic kits that employ a number of components.	• I can begin to develop a range of practical skills to create products. • I can use innovative combinations of electronics and mechanisms in product designs.	• I can begin to understand the importance of correct storage and handling of ingredients. • I can begin to measure accurately and calculate rations of ingredients. • I can begin to demonstrate a selection of baking and cooking techniques. • I can begin to create and refine recipes; including ingredients, methods, cooking times and temperatures.	• I can begin to combine elements of design from a range of inspirational designers throughout history, suggesting some reasons for my choices. • I can begin to create innovative designs that improve upon existing products. • I can evaluate my design, and begin to suggest improvement to the user experience.	• I can begin to design with the user in mind, considering the service a product will offer. • I can begin to make products using stages of prototypes, making continuing refinements. • I can begin to ensure that products have a high-quality finish, using artistic skills where appropriate. • I can begin to use prototypes and cross-sectional diagrams to represent designs.	• design decisions, functionality, authentic, user, purpose, specification, brief, innovative, research, evaluate, criteria, annotate, mock-up, prototype, evaluate, improve • ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble • shell structure, stiffen, strengthen, reinforce, stability, shape, join,

							temporary, permanent • axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, battery, battery holder, wire, insulator
Year 6	• I can cut materials with precision, and refine the finish using appropriate tools. • I can demonstrate an understanding of the qualities of materials in order to select appropriate tools to cut and shape them.	• I can write code to control and monitor models or products.	• I can develop a range of practical skills to create products. • I can convert linear motion to rotary using cams.	• I can understand the importance of correct storage and handling of ingredients. • I can measure accurately and calculate rations of ingredients, including scaling up or down. • I can demonstrate a selection of baking and cooking techniques. • I can create and refine recipes; including	• I can combine elements of design from a range of inspirational designers throughout history, giving reasons for my choices. • I can create innovative designs that improve upon existing products. • I can evaluate my design, in order to suggest improvement to the user experience.	• I can design with the user in mind, motivated by the service a product will offer. • I can make products using stages of prototypes, making continual refinements. • I can ensure that products have a high-quality finish, deploying artistic skills where appropriate. • I can begin to use prototypes, cross-sectional diagrams and computer-aided designs to represent designs.	• function, innovative, specification, brief, user, purpose, brief, prototype, annotated sketch, purpose, user, research, functional, mock-up, evaluate, improve • ingredients, products, equipment, utensils, technique, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy, varied, diet, source, origin, spice,

				ingredients, methods, cooking times and temperatures.			herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, cook, temperature • transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, LED, bulb, bulb holder, battery, battery holder • cam, pulley, lever, mechanism, rotation, spindle, axle, driver, follower, annotated drawings, exploded diagrams

	Autumn	Spring	Summer
EYFS	**EAD ELG: Creating with Materials** -Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used. **P.D: ELG: Fine Motor Skills** - Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. **C&L: ELG: Speaking** - Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. **PSED: Self-Regulation ELG**: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions **PSED: ELG: Managing Self -** Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.		
Year 1	**Cooking & Nutrition: Preparing fruit and vegetables - Fruit Kebabs/smoothies.** *Linking in with Growing and changing.*	**Structures: Freestanding Structure - Houses and buildings.**	**Mechanisms: Sliders and Levers - Moving Mini beast pictures.** *Linking to book /topic – Literacy/writing instructions.*
Year 2	**Mechanisms: Wheels and Axles - Vehicles** *Linking in with Local area/Fire engines.*	**Structures: Freestanding Structure - Photo Frame**	**Materials and Textiles: Templates and joining techniques- Finger puppets.** *Linking in with science and testing and comparing materials.*
Year 3	**Cooking and Nutrition: Healthy and varied diet. Greek salad** *Linking in with Ancient Greece theme.*	**Mechanisms: Levers and Linkages - Historical book/poster**	**Structures: Shell structures- Desk Tidy**
Year 4	**Electrical systems: Simple circuits and switches- Night light or lantern.** *Linking in with famous inventor Thomas Edison*		**Materials and Textiles: 2-D shape to 3-D product - Bag or carrycase.**
Year 5		**Cooking & Nutrition: Celebrating culture and seasonality- Biscuits or bread.**	**Mechanisms: Pulleys or Gear - Pit Wheel – Winding Tower** *Linking in with Local mining theme.*
Year 6	**Electrical systems: More complex switches and circuits - Control - I.T/ traffic light system.**	**Materials and Textiles:Combining different fabric shapes Bag/satchel or boot bag with handles.**	**Structures: Freestanding Structure - Anderson shelter (wooden frame)** *Linking in with ww1 & ww2.*

Geography

Intent

The intention of the Geography Curriculum in our school is to inspire pupil curiosity about their world and to engage them in outdoor learning and geographical enquiry (National Curriculum).

We aim to broaden their sense of self and where they come from by using every opportunity, big or small, to do so. This may come from educational visits or simply looking for and exploring links that can be made to geography in other subjects. Many of our children do not have a good basis of knowledge and understanding of the world so we need to give them those experiences and raise their cultural capital to help develop this understanding and subject specific vocabulary that will help them later in their school career.

Implementation

Long Term Geography Plan 2021-2022

YEAR GROUP	AUTUMN	SPRING	SUMMER
RECEPTION	All Around Our School	It's Chilly Here. Where am I?	What is Seaham like?
YEAR 1	Home Sweet Home	What a Wonderful World	What's It Like In The Jungle?
YEAR 2	You're Great Britain	Hot and Cold Climates	Oh, We Do Like To Be Beside The Seaside!
YEAR 3	Me and My UK	Towns and Cities in the UK	I Spy Europe!
YEAR 4	Incredible Italy	Angry Earth: Volcanoes and Earthquakes	Water: Friend or Foe?
YEAR 5	South America and the Rainforest	Seaham - How Has It Changed Over Time?	Biomes, Climate Change and Pollution
YEAR 6	Out of Africa		Sensational Seaham – Investigating Coasts

The curriculum has been sequenced to enable pupils to gradually widen their sense of scale from knowledge of their immediate geography to global geography. The sequence of lesson over the course of their primary school education allows the children to build upon their knowledge and embed what they know so that they 'know more and remember more'.

Lessons are taught on a weekly basis, ensuring the children are constantly recapping and revisiting prior knowledge again allowing them to 'know more and remember more'. Planning shared with members of staff gives clear guidelines of the rationale behind the sequence of lessons and clearly shows why it is being done in the order it is, and how it builds upon previous learning in different units and year groups. Staff need to be more aware of all the objectives of the curriculum not just those of their year group to be able to prepare children and to recap on their prior learning.

Impact

The planning shared with staff this year has the national curriculum objectives. Outcomes in the geography books evidence a balances and broad geography curriculum that meets these objectives and demonstrates children's acquisition of the key knowledge. The children recap on their knowledge each lesson to ensure what they have learned can be recalled. As of yet, we don't have an assessment 'grid' as such but this is something I, as a coordinator, am working towards and hopefully with the introduction of Corner Stones, this will be something that we can use that will show coverage and progress of children in a more accessible way.

Seaham Trinity Primary **Subject: Geography** **Leader: Demi Turnbull**

Statements in black: Guidance of skills and knowledge to cover within each unit of work.
Statements in red: Taken directly from the National Curriculum or Early Learning Goals.

Reception

Children in Reception will begin to use their skills of enquiry through developing curiosity and a fascination about the world, and the people, animals and landscapes that we find within it. They will particularly begin to visit their local area and learn about the features that they can see developing appropriate geographical vocabulary to explain what they observe to answer the question: what is this place like?

Topic: Exploring our school environment **All around our school**	Topic: Exploring Contrasting Environments e.g. Polar Environment **Its chilly here! Where am I?**	Topic: Introducing our local area: **What is Seaham like?**
Seasonal changes – Autumn Exploring our school environment. Walks around school – what can they see, hear. W 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live. 	Seasonal changes – Winter and Spring Finding out about contrasting environments e.g. polar, desert, rockpool. Record simple representations of environments through drawing, art, oral discussions. W ELG: Children know about similarities and differences in relation to places and living things. They talk about how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	Seasonal changes – Summer Talking about features of our local area through undertaking simple fieldwork. Draw simple maps of their route around school or walk in the local area. Follow simple maps in school or school grounds. W ELG: Children know about similarities and differences in relation to places and living things. They talk about the features of their own immediate environment. They make observations of plants and explain why some things occur and talk about changes.

Year 1

Pupils should be taught to use basic geographical vocabulary to refer to:
◊ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
◊ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop

Pupils should be taught to
• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Year 1: Using maps
Use a simple picture map to move around the school
Use relative vocabulary such as bigger, smaller, like, dislike
Use directional language such as near and far, up and down, left and right, forwards and backwards

Year 1: Map knowledge
Locate and name on a world map and globe the seven continents and five oceans.
Use maps to locate the four countries and capital cities of UK and its surrounding seas

Year 1: Making maps
Draw basic maps, including appropriate symbols and pictures to represent places or features
Use photographs and maps to identify features

Rationale:
The three units below have a focus on the local scale and builds on the outdoor experiences of the EYFS. In this way the unit reflects the first steps in personal geography essential for all pupils starting with the geography of their school and its grounds. This first unit is an opportunity to introduce some of the basic geographical terms that will be important throughout KS1&2. The basic fieldwork and introduction to maps are important steps.
This knowledge is built upon over the year and teachers will use their professional discretion on whereabouts in the local area to focus upon. Pupils will have met aerial views and simple maps in unit one. Basic maps will be used to add detail as they progress through the year. Fieldwork techniques are widened as pupils choose what to take a photograph of. Discussion of distance and location throughout this unit are important so that accurate vocabulary is modelled and used.

This unit then moves pupil's knowledge up the scale from local to international. The sequence of planning enables pupils to locate the UK at different scales and reinforces locational language while seeing the world as a bigger picture (continents and oceans introduced). Knowledge is built upon from the first unit in the last by using what the know about Seaham and contrasting this with the Amazon in South America.		
Autumn Topic: **Home sweet home** Place knowledge	Spring Topic: **What a wonderful world** Locational Knowledge	Summer Topic: **What is it like in the jungle?** Place knowledge
What can we find on our school grounds? Take photographs of the school grounds looking for human and physical features. Use a simple map to move around school, use directional language Draw basic maps, including appropriate symbols and pictures to represent Seaham or simple routes (walk) around Seaham – Messy mapping. Use photographs and maps to identify features of Seaham or County Durham. **National Curriculum coverage:** Key stage 1 Pupils should develop knowledge about their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify continents and oceans studied at this key stage How can we protect the Earth? **National Curriculum coverage:** Key stage 1 Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary begin to use geographical skills, to enhance their locational awareness. Pupils should be taught to: Locational knowledge ○ name and locate the world's seven continents and five oceans Human and physical geography	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Seaham) and a contrasting non-European country (Amazon, South America) Use world maps, atlases and globes to identify countries (England) and continents (South America) **National Curriculum coverage:** Key stage 1 Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography to enhance their locational awareness. Pupils should be taught to: Locational knowledge ○ name and locate one of the world's seven continents Place knowledge ○ understand geographical similarities and differences through studying the human and

Pupils should be taught to: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	○ use basic geographical vocabulary to refer to: key physical features, including: land, sea, ocean Geographical skills and fieldwork ○ use world maps, atlases and globes to identify continents and oceans	physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography ○ use basic geographical vocabulary to refer to: key physical features, ○ key human features, Geographical skills and fieldwork ○ use world maps, atlases and globes to identify the countries, continents and oceans studied

Year 2

Pupils should be taught to:
use an increasing range of basic geographical vocabulary to refer to:
◊ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
◊ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop

Year 2: Using maps
Follow a route on a map
Use simple compass directions (North, South, East, West)
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Year 2: Map knowledge
Use world maps to identify the UK in its position in the world.
Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Year 2: Making maps
Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
Use and construct basic symbols in a key

Rationale:

Autumn Topic: **You're Great Britain!** Locational knowledge (Four countries in the UK, Capital cities)	Spring Topic: **Exploring hot and cold climates in our wonderful world** Human and physical Geography (Locating the Equator, North and South pole)	Summer Topic: **Oh we do like to be beside the seaside!** Locational/place knowledge Comparing our local area to a contrasting area of the UK – Edinburgh
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to	Use simple fieldwork and observational skills Use appropriate geographical vocabulary to describe their own location and that of a contrasting location (Edinburgh)

National Curriculum Coverage: Key stage 1 Pupils should develop knowledge about the United Kingdom. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills to enhance their locational awareness. Pupils should be taught to: Locational knowledge ○ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ○ understand geographical similarities and differences through studying the human and physical geography Human and physical geography ○ use basic geographical vocabulary to refer to: ○ key physical features, key human features Geographical skills and fieldwork ○ use world maps, atlases and globes to identify the United Kingdom and its countries ○ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location on a map	identify the equator, North and South Pole **National Curriculum Coverage:** Key stage 1 Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to enhance their locational awareness. Pupils should be taught to: Locational knowledge ○ name and locate the world's seven continents and five oceans *(for the first year in this curriculum this is new knowledge for Year 2)* Place knowledge ○ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ○ use basic geographical vocabulary Geographical skills and fieldwork ○ use world maps, atlases and globes to identify the continents and oceans studied ○ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map ○ use aerial photographs to recognise landmarks and use and construct basic symbols in a key	Be able to compare their local area to a contrasting location in the UK (Edinburgh) **National Curriculum Coverage:** Key stage 1 Pupils should develop knowledge about the world and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Place knowledge ○ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small contrasting location Human and physical geography ○ use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ○ use simple fieldwork and observational skills to study the geography of the location and the key human and physical features of its surrounding environment.

○ use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key		

Key stage 2 objectives to be covered progressively over the key stage: (Taken from KS2 POS for Geography National Curriculum)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geography

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 3

Geographical map skills for Year 3:

Year 3: Using maps
Follow a route on a map with some accuracy
Locate places using a range of maps including OS & digital
Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

Year 3: Map knowledge
Locate the UK on a variety of different scale maps
Name & locate the counties and cities of the UK

Year 3: Making maps
Try to make a map of a short route experiences, with features in current order
Create a simple scale drawing
Use standard symbols, and understand the importance of a key

Autumn Topic: **Me and My UK**	Autumn Topic: **Me and My UK**	Autumn Topic: **Me and My UK**
Name and locate the major cites of the UK Name and locate counties of the UK – Focussing in on County Durham – directional language and compass directions. If I start in X and travel NW, where will I end up? Mountain ranges and rivers in the UK – add these to their map.	Name and locate the major cites of the UK Name and locate counties of the UK – Focussing in on County Durham – directional language and compass directions. If I start in X and travel NW, where will I end up? Mountain ranges and rivers in the UK – add these to their map.	Name and locate the major cites of the UK Name and locate counties of the UK – Focussing in on County Durham – directional language and compass directions. If I start in X and travel NW, where will I end up? Mountain ranges and rivers in the UK – add these to their map.

Weather and Climate in the UK – How this differs from N, E, S and W of the country. How do mountains and seas affect the regional weather. Follow a route on a map with some accuracy Try to make a map of a short route experiences, with features in current order – walk around Seaham. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Human and physical geography: ○ describe and understand key aspects of: ○ physical geography ○ human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location	Weather and Climate in the UK – How this differs from N, E, S and W of the country. How do mountains and seas affect the regional weather. Follow a route on a map with some accuracy Try to make a map of a short route experiences, with features in current order – walk around Seaham. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Human and physical geography: ○ describe and understand key aspects of: ○ physical geography ○ human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location	Weather and Climate in the UK – How this differs from N, E, S and W of the country. How do mountains and seas affect the regional weather. Follow a route on a map with some accuracy Try to make a map of a short route experiences, with features in current order – walk around Seaham. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Human and physical geography: ○ describe and understand key aspects of: ○ physical geography ○ human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location

Year 4

Geographical map skills for Year 4:

Using maps
Follow a route on a large scale map
Locate places on a range of maps (variety of scales)
Identify features on an aerial photograph, digital or computer map
Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge
Locate Europe on a large scale map or globe,
Name and locate countries in Europe (including Russia) and their capitals cities

Making maps
Recognise and use OS map symbols, including completion of a key and understanding why it is important
Draw a sketch map from a high viewpoint

Topic: **Incredible Italy (work inwards from Europe)**	Topic: **The angry earth: Why and where do Volcanoes and Earthquakes occur?**	Topic: **Water: friend or foe? (focus on Rivers)**
Where is Italy in the world? – what continent? where is it in relation to the UK? (using geographical language) Neighbours? - what countries and seas are close? What is Italy like? What do we already know about Italy from position – it has a lot coastlines? Make a model of Italy (shape) that shows rivers and mountain ranges, capital cities – photograph it and children to annotate their images – physical features of Italy.	Show clip of volcanic eruption in Italy – what is happening in the clip? Have the children ever had a volcanic eruption where they live? WHY? Discuss plate boundaries – why do they happen? What happens when a volcano erupts? Chain of events after a volcanic eruption – focus accurate vocabulary and effect it has on people who live there. What happened here? Show clips of after effects of earthquakes. Introduce earthquakes.	Where does out water come from? – Link to science the Water Cycle Where do we find rivers on a map? – Rivers in the UK and find these using an atlas. What places do they pass if the follow the flow of a river? Talk about direction of flow How do rivers affect our lives? – look at flooding – how do they affect lives? Where do they occur? Positive ways rivers affect our lives.

Cities/areas within Italy – human and physical features of these cities – locate these on their map of Italy. How are the UK and Italy similar/different? Make comparisons with regards to human and physical features. Pupils should extend their knowledge and understanding beyond the local area to include Europe. Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	How and why earthquakes happen – produce an earthquake warning guide. Why do people live in these areas? Human and physical geography ○ describe and understand key aspects of: ○ physical geography, including: volcanoes and earthquakes ○ human geography, including: types of settlement and land use around these locations Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate volcanoes and earthquakes studied	Rivers of the world – Use maps to locate different Rivers around the world (longest, shortest) compare these with UK rivers. Human and physical geography ○ describe and understand key aspects of: ○ physical geography, including: rivers, mountains and the water cycle ○ human geography, including: types of settlement and land use, economic activity including trade links Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate river features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

Year 5

Geographical map skills for Year 5:

Using maps
Compare maps with aerial photographs
Select a map for a specific purpose
Begin to use atlases to find out other information (e.g. temperature)
Find and recognise places on maps of different scales
Use 8 figure compasses, begin to use 6 figure grid references.

Map knowledge
Locate the world's countries, focus on North & South America
Identify the position and significance of lines of longitude & latitude

Making maps
Draw a variety of thematic maps based on their own data
Draw a sketch map using symbols and a key
Use and recognise OS map symbols regularly

Autumn Topic: **South America and the rainforest**	Spring Topic: **Seaham – How has it changed over time?**	Summer Topic: **The Earth's Biomes, Climate Change and Pollution**
Autumn 1: Locate continent of South America and use atlases/map/satellite imagery to locate Sao Paulo and Rio De Janeiro. Look at their geographical features (using different maps) and write a geographical description of the Brazilian cities (including time zones, longitude and latitude, location, continent, where in terms of equator.	Look at the physical and human features of Seaham – have they always been there? WHY & WHY NOT? Show images of Seaham in the past. Why have the human features changed? Talk about how the mining created a need for more house which had a knock on effect on other human features.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Look at biome distribution and plot these on a world map. In groups, research the features of a chosen biome. Add to a class display with this information. Create a Biome in a Box (see internet for ideas)

Brazil's location – what does it mean for the country? – what does the location mean for the physical features of Brazil? Climate, tropics, vegetation, natural hazards? Comparison between Sao Paulo and Durham. Find out information about both physical and human geographical features. Things to consider; weather, population, main jobs, school life, transport, foods, languages spoken, animals, currency, vegetation, rivers, landmarks, life expectancy, health care. Autumn 2: Rainforests Where are they located? WHY? Brief look at different types of forests. Features, layers of the rainforest, processes that take place. What do rainforests do for us? Look at products that the rainforest provides us with. What about the climate? Why are they in danger? How could we help?	Have any of the physical features of Seaham changed over time? (briefly look at this – look at this closer in Y6)	<u>Climate Change and Pollution</u> Study chosen area – Arctic – how has this been affected by the global climate crisis? Has pollution played a part in this? HOW? What can we do to help?
Pupils should extend their knowledge and understanding beyond the local area to include North and South America. Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics. Understand geographical similarities and differences through the study of human and physical geography of	Name and locate counties, cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and map work: ○ use maps, atlases, globes and digital/computer mapping to locate and describe features studied	Human and physical geography ○ describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key

a region of the United Kingdom, and a region within North or South America. Geographical skills and mapwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	(including the use of Ordnance Survey maps) to build their knowledge of the wider world

Year 6

Geographical map skills for Year 6:

Using maps
Follow a short route on an OS map
Describe the features shown on an OS map
Use atlases to find out data about other places
Use 8 figure compass and 6 figure grid reference accurately
Use lines of longitude and latitude on maps

Map knowledge
Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

Making maps
Draw plans of increasing complexity
Begin to use and recognise atlas symbols

Topic: **Out of Africa**	Topic: **Investigating coasts (Sensational Seaham)**
Locate African countries on a map and discuss how the continent is split into 5 regions N E S and W and central. Nigeria – focus on country and look at its human and physical features using imagery and different types of maps. South Africa – focus on the physical features of South Africa. Discuss what can and can't be found out from pictures. Talk briefly about apartheid. Explore the 9 different biomes found within South Africa and its biodiversity. How is the country threatened and what it means for the country?	<u>1.Our changing world</u> <u>What is weathering and erosion?</u> Explain the terms. Explain what the processes that happen are and talk about 3 main types (physical, chemical and biological) Explore these practically. <u>Costal Features</u> What is a coastline? What can you see and do there? (thinking about human and physical features) Introduce new vocabulary – bay, headlands, caves, arches, stacks. Identify these features on UK coastlines using different maps. Locate these coastlines using 6/8 figure grid references.

	<u>Changing Coastlines</u> Using maps (Digimaps) look at how UK coastline has changed over time. Look at erosion (linking from first lesson) and make a comparison between now and the 1800s. Look at how much closer to the coast they are now due to erosion. <u>What does the future hold for our coastline?</u> Focus on human effects hat change our landscape. Gather ideas; new houses, building being demolished, trees cut down, flooding. Discuss the positive and negative impact these changes have had. What do we need to ensure positive effects for the future? <u>2. Sensational Seaham - Investigation based on pollution of Seaham Beach.</u> Pose question – Is Seaham beach polluted? Discuss different types including water. How could we investigate if the beach is polluted? What things could we carry out? Plan the investigation as a class (Field trip. Trip – Three groups along the beach at different levels; water level, mid beach and head of beach (using OS maps to divide the beach). Using 1 square metre. Photograph and record what is in the 1m square. Sketch map of area to note features (human and physical) Return to school: discuss why some areas were more polluted than others. Look at human and physical features that were around from sketch map. Blue Flag Beaches – what can we improve to get Seaham a Blue Flag?
Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. Name and locate counties, cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features

Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate Africa and describe features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and mapwork: ○ use maps, atlases, globes and digital/computer mapping to locate and describe features studied ○ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

History

Intent

At Seaham Trinity we recognise the importance of history and how it shapes our lives and locality.

We follow the National Curriculum for history which aims to ensure that all children.

At Seaham Trinity Primary School, our intent is to provide opportunities for children to engage in an exciting and empowering curriculum that equips them for today and for the future. Our curriculum is designed to recognise children's prior learning, provide first hand experiences, develop interpersonal skills, build resilience and enable them to become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We provide enrichment opportunities to engage children in their learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We work with the children to build positive learning behaviours such as independence, resilience, cooperation, concentration, improvement, imagination, curiosity and enjoyment.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences whenever possible.

There is a high focus on developing children's moral, spiritual, social and cultural understanding creating a respectful, thoughtful and reflective culture. We aim to develop our children's understanding of diversity and cultural awareness.

Implementation

<u>How is history taught?</u>
We believe children learn best by having opportunities to revisit previous learning. Therefore, we teach history termly, allowing children to build on their previous knowledge so that the children can fully immerse themselves and have opportunities to reflect and build on prior learning. Our long-term plan allows each class to develop their prior learning from the previous year allowing then to build a depth on their learning.

We currently use Durham County Council planning for a chronology and key skills but has been adapted to ensure it tailor made for our children.

Teachers will have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives.

High quality teaching is differentiated accordingly.

We recognise the importance of different style lessons (not just writing) should be taught throughout the topic to give every child the opportunity to use specific vocabulary and show their knowledge and understanding of history.

Each class have an enquiry part of continuous provision in their classroom which contain books and artefacts of a relevant historical topic as well as access to computers/iPads to further develop their research.

Chronology

In KS1 the sequence of learning in history moves from History within the child's living memory to looking at familiar features in the recent past and then gradually moving onto events beyond living memory.

In KS2. A strong local thread runs through in order for children to build on prior knowledge and lay the foundations for future learning.

In KS2 knowledge is sequenced chronologically from the Stone Age in Year 3 to WW1 and WW2. There is the addition of local studies which are linked to Romans, Anglo Saxons, Vikings and WW1. Throughout the different year groups, we have a focus on the development of vocabulary, specific to the topics being taught.

- Children will use words to relate to the passing of time as well as being topic specific.
- Children will find similarities and differences between present lives and lives of the past.
- Children will develop their historical enquiry skills to ask questions.
- Children will understand some of the ways we find out about the past and develop critical thinking skills to analyse sources and representations.
- Children will develop an understanding of significant events and individuals and how they have shaped Britain.
- Children will develop an understanding of the passing of time and a sense of chronology.
- Cross curricular outcomes in history will be planned for, with strong links between the history curriculum enabling further contextual learning.
- Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.
- The local area will be utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom which should be embedded in practice
- Educational visits are arranged when appropriate to enrich the History curriculum.
- Durham Learning Resources are used to provide children the opportunity to handle historical artefacts.
- School visits
- Outreach visits are arranged to visitors can share their experiences/knowledge with the children.

Parents/Carers

Curriculum leaflets/updates in Class Dojo to be sent home to inform parents/carers what their child will be learning about at home and ways to support learning at home

Impact

We monitor throughout the year to assess the impact of the history curriculum plans and to ensure that they reflect a sound understanding of the key kills.

Senior leaders and subject leaders carefully monitor history on every year group: reviewing learning of outcomes from history books, literacy books evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. We gather evidence to ensure a broad and balanced curriculum which demonstrates the children acquisition of identified key knowledge.

Coverage and progress are assessed through careful analysis of the application of skills across the curriculum. Children develop their understanding and use of the correct topic vocabulary, knowledge and skills to demonstrate their understanding in each subject taught.

<u>Why is history taught in this way?</u>

The history curriculum is taught this way at Seaham Trinity so that children understand major events from the past which have affected their town and immediate locality and so they have a deep understanding of different civilisations from different periods of time. The main reasons for teaching history this way is that by the end of KS2 pupils will be confident when:

- Using timelines to show their understanding of chronology
- Discussing the importance of our locality in history
- Understanding how national events have affected our community
- Identifying reliable sources of information (primary)
- Recalling key knowledge from the topics completed e.g., dates etc.

Children will be able to discuss or record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past.

Our children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We endeavour to involve members of the community in children's learning and positive role models from the community in children's learning and providing positive role models from the community from the children to learn from.

We believe that through teaching History in this way our children will gain a more coherent knowledge and understanding of Britain's past and the wider world to build respect, appreciation, and pride of their country. We aim for it to inspire pupils' curiosity about the past to develop their understanding of key events. Children will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach pupils to understand the complexity of people's lives, including those of the present, the process of change, the diversity of societies and beliefs, whilst celebrating these differences.

History Proposed Long Term Planning/Overview 2021 -2022

Seaham Trinity Primary School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	How have I changed since I was a baby?	What are our favourite celebrations throughout the year?	Why do we wear different clothes at different times of the year?			
	All above enquires can be carried out over the year linked to Early learning Goal • Children talk about the **past and present events** in their **own lives and in the lives of family member**s. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the s**imilarities and differences between themselves and other**s, and among **families, communities** and **traditions**. See suggested planning for ideas.					
Year 1	Changes within living memory All about me History on our doorstep. How is life different to my Grandparents? Toys/Christmas Changes within living memory All about me Significant places locally Our Homes		Changes within living memory in local area Focus on toys/ Buildings Local walks 1950's onwards Beamish		Who made my corner of the world special long ago? Significant local individuals George Elmy Life Boat Disaster Who helped make History (What toys might they have played with to continue theme and compare) Victorians Schools (Beamish)	
Year 2	Significant places in own locality		Fantastic First Globally significant events beyond living memory.		Changes within living memory and beyond. Holidays Now and Then	

	History in regional area Significant place in the locality. Focus on one.		Tim Peake/ Neil Armstrong 2018 .		
Year 3	Changes Stone age- iron age		Achievements in early civilisations Ancient Egypt	How have Ancient Greeks shaped my world? Achievements and influence Ancient Greeks	
Year 4	Local history study Romans in local area		Achievements of Roman empire and influences Romans /Britain Daily life/ how impacted on Britain (Visit to Arbeia)	Britain settlements in Anglo Saxons Anglo Saxons Kings/Kingdoms Northern Saints Lindisfarne Visit to Bede's World	
Year 5	Britain settlements in Anglo Saxons Anglo Saxons Kings/Kingdoms Northern Saints Lindisfarne Visit to Bede's World (Revisit if not covered in Year 4)	Viking and Anglo Saxon struggles for power How vicious were the Vikings? How and why has historical perspective changed over time?	Local study/Mining Changes during the Industrial Revolution impacting on the Local Area – Who were the Londonderry family and how did they change Seaham?	Non-European society in contrast to British History Mayans Who were the Maya & what happened to them?	
Year 6	World war 1 Who was Tommy? Local heritage link		NC Aspect or theme since 1066 – Monarchy Focus: Can we choose the UK's most important monarch?		

Modern Foreign Language

Intent

To enable children to celebrate and welcome differences, it is vital that they understand and appreciate different languages, countries and cultures. As an inclusive school, teaching of Modern Foreign Languages begins gradually from EYFS to instil the ability to respect others and become a good global citizen.

Teaching and learning of MFL should:

- be a positive and exciting experience for children. Lessons should be built on improving transferrable speaking and listening skills, with some emphasis on writing and reading by UKS2.
- be used to encourage children to be more confidence and resilient through exploration of another language.
- be embedded in children's learning experience through use of song and rhyme, practical phrases that can be used in the classroom and interactive school and classroom displays.

Implementation

French is taught across Key Stage 2 using the 'Salut!' scheme of work to support teaching and learning. This provides clear progression for the development of speaking and listening and vocabulary acquisition. The scheme provides a range of resources that use a variety of techniques to encourage active engagement during lessons. Lessons are taught regularly by class teachers and children are supported in their use of new vocabulary and speaking and listening skills through conversation, singing and games. As confidence and skill grows, children independently record their work through pictures, captions and sentences.

This year, we celebrated European Day of Languages which enabled all children to engage in the learning of a modern foreign language at a level that was age appropriate. Looking forward, we hope to make this an annual event in school.

Impact

Our MFL curriculum ensures all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.
We measure the impact of our MFL curriculum in a variety of ways:

- Pupil voice evidences that pupils are acquiring a developed understanding of the vocabulary and grammar of the French language.
- Book and work sampling shows that pupils have had opportunities for practice and refinement of skills within the MFL curriculum which will support them on their journey through high school.

Through high quality teaching, we will see children being able to communicate in French, understanding the skills involved in learning a language and being able to apply skills to learning a range of languages as they transition to KS3 and beyond.

Music

At Seaham Trinity Primary School, we strive to provide a music education which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to provide a high-quality music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians.

Through our scheme (Charanga Musical School), pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own and with others and also have the opportunity to learn a musical instrument.

In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music.

Children in KS2 build on the skills acquired in KS1 so that, by the end of year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

Durham County Council provides brass lessons for all Y4 pupils, and Y5/6 group lessons with Mr Hinds. Mr Charlton teaches Ukulele to all Y3 pupils, and provides pupils in Y4 with group guitar lessons.

All children take part in singing assemblies which contribute to our Harvest, Christmas and Easter celebrations. Our Christmas and end of year performances provide an opportunity for the children to share their work in music with parents, governors and other friends of the school.

Implementation

Use of Charanga Music resource. We are looking for each class to complete at one music unit on the Charanga service per half term.

Curriculum Coverage – see below

Image 1 -Overview of units from Reception to Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 1	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 2	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 3	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 4	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 5	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 6	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Image 2 – Scaffolding of musical skills

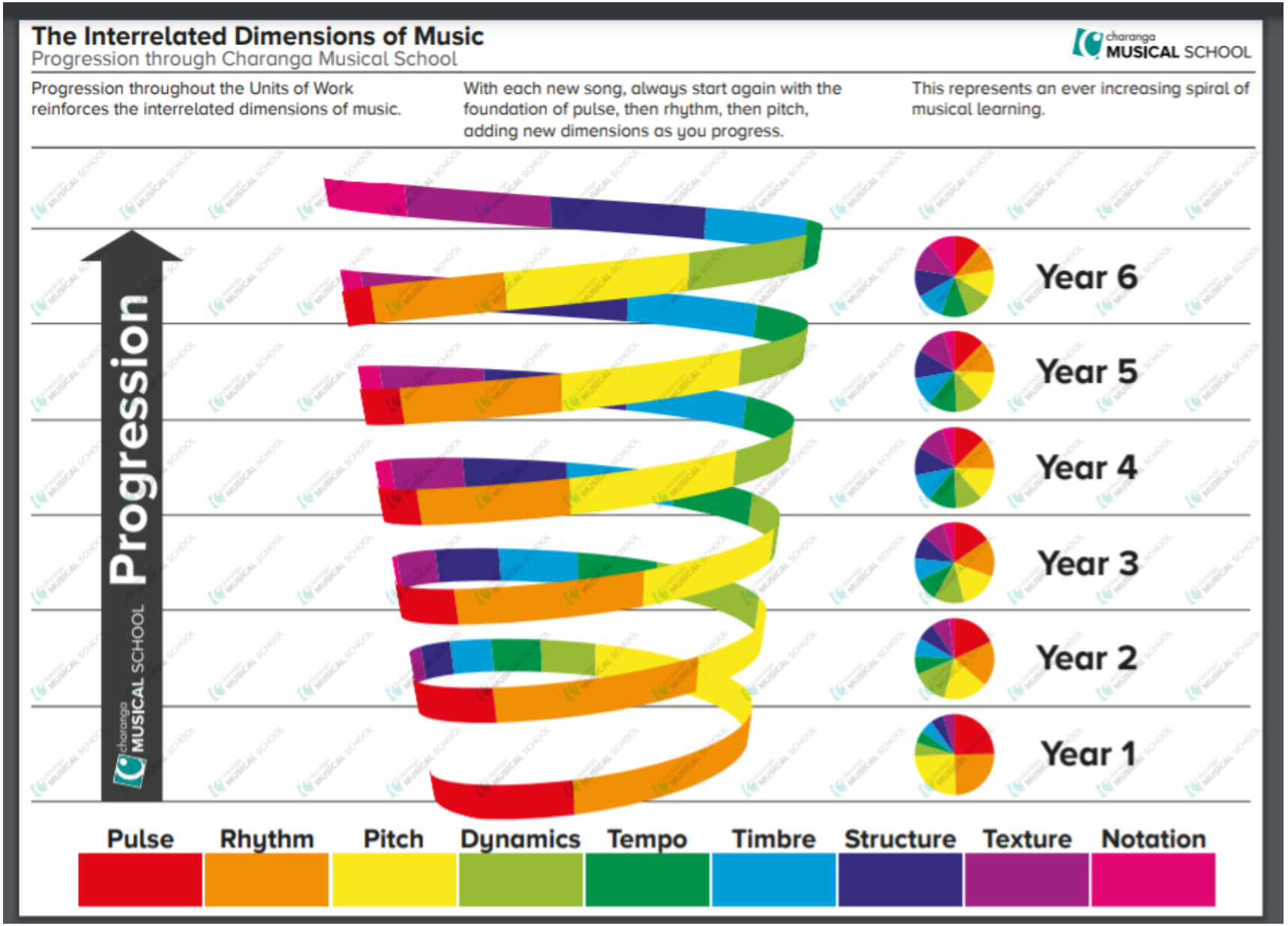

Image 3 -Overview of learning progression

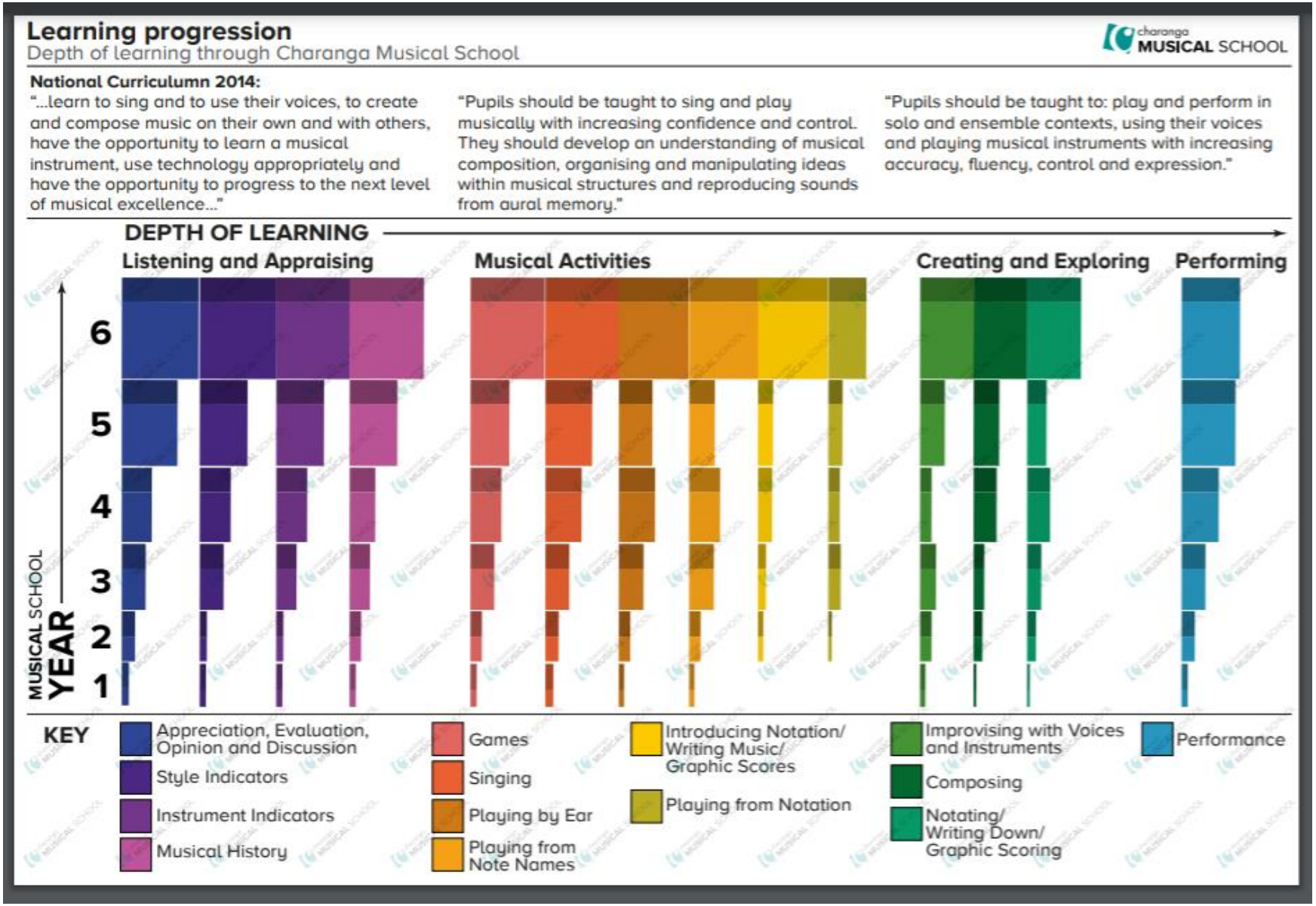

Image 4 – Foundation, knowledge and skills taught through units

Unit	1	2	3	4	5	6
Title	**Me!**	**My Stories**	**Everyone!**	**Our World**	**Big Bear Funk**	**Reflect, Rewind & Replay**
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Current Position

The return of daily school life in the autumn term has allowed for classroom Music teaching to resume. Staff have been able to return to using the Charanga programme's planning and resources for teaching. Various elements of Music have been covered including rhythm and pulse, choral singing, music appreciation and composition. Without bubbles, pupils can once again learn and compose simple melodies on instruments like recorders, ukuleles and glockenspiels.

Charanga Music continues to be the curriculum resource used to teach Music across the school. It provides staff with an ordered scaffolded curriculum for pupils as they move from Nursery, right through to upper Key Stage Two. Pupils develop and build upon their newly learnt skills as they progress through the Key Stages.

In November 2021, I completed my NPQML project, with a focus on improving Music teaching within the Key Stage One. As part of the project, I worked alongside Charanga and Durham Music Service to create assessment grids for all year groups across school. In September, I informed staff of the need to use these assessment sheets to create baseline and end of Unit assessments, along with video evidence.

Durham County Council provide brass lessons for all Y4 pupils, and Y5/6 group lessons with Mr Hinds. Mr Charlton teaches Ukulele to all Y3 pupils, and for the first time is providing pupils in Y4 with group guitar lessons.

Music continues to be taught inconsistently across the school. Teachers have varying levels of skill and confidence with the subject. After running a successful project in KS1 as part of my NPQML to improve the quality of Music provision and attainment, I now want to roll this out in upper Key Stage Two (UKS2).

In the Spring Term I want to introduce weekly Music lessons to UKS2.

The priorities in UKS2 are to:

1) Assess pupils prior to starting the programme (can Y6 access Y6 Charanga?).
2) Teach all UKS2 Music lessons using the Charanga programme and planning.
3) Teach Music across UKS2, on an agreed afternoon.
4) Thursday evenings to drop in with myself to discuss technical vocabulary, playing, ideas etc.
5) Use of video for evidence – stored on school computer/staff shared/music evidence 21-22
6) Continuous assessments on agreed grids.
7) To hear the pupil voice (use of speech bubbles/comments after every lesson). Each class create a small booklet of these.

The overall aim is to improve the quantity, quality and assessment of teaching/learning in Music in UKS2 upskill staff/build confidence in their subject knowledge and ability to deliver good lessons.

<u>Next steps:</u>

1) Ensure staff are making correct use of assessment grids, and storing video evidence in shared files location.
2) Introduce weekly lessons in UKS2.
3) Order additional glockenspiels (full octave to allow UKS2 to access full Charanga curriculum.
4) Audit and reorganisation of all music resources.
5) Create a KS2 choir in the Spring Term.

Measuring Impact

- After introduction to lesson 1 out 6 in the Charanga unit, pupils are filmed performing the unit's piece.
- On completing the final lesson in the Charanga unit, pupils are filmed performing the unit's piece, showcasing skills taught over the previous unit's lessons.
- Staff will upload before/completion video evidence to shared document on school computer drive.
- Staff will complete assessment of each pupil using agreed stranded assessment sheets.
- Assessment sheets for each unit to be completed and uploaded to OneDrive, Music, and Assessment 20-21.
  *newly added
- Staff will complete final assessment of pupil's abilities in July 2022 using stranded sheets and hand on to the next class's teacher.

Physical Education

Intent

At Seaham Trinity Primary School, Physical Education (PE) is an integral part of our Curriculum that is inclusive and engages all pupils, in a supportive and challenging environment. We aspire for children to acquire, develop, and refine their practical skills and techniques; to further their knowledge and understanding of PE concepts and principles and develop their overall competence, to enjoy, and excel in, a broad range of sports and physical activities.

We aim to deliver high-quality teaching and learning opportunities which enable all children to succeed; to enjoy their learning; to be resilient and consistently strive to always give their best efforts and achieve their potential and personal best.

Children participate in competitive sport and through this we teach children how to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect, values we hope to embed for future life.

We understand the importance PE, School Sport and Physical Activity has on children's' general health, fitness and mental wellbeing. We provide opportunities for all children to be physically active for sustained periods of time and we teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

Swimming is an important life skill, and we aspire for all children to leave primary school being able to swim at least 25 metres.

Implementation

- PE at Seaham Trinity Primary School provides challenging and enjoyable learning through a range of sporting activities including Invasion Games, Net & Wall Games, Strike and Field Games, Gymnastics, Dance, Outdoor & Adventure Activities and Swimming
- Children participate in one PE lessons in KS1 and two PE Lessons in KS2 each week, covering one sporting activity every half term.
- The Long-Term PE Curriculum Overview sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met.
- We use and adapt a Scheme of Learning from Easington Sports Partnership to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive
- We assess children each term, with a bespoke assessment sheets for individual core tasks and use video evidence at the beginning of the core task and at the end to show progression.
- The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND.
- Children in Years 3,4,5,6 attend Swimming lessons for at least a half a term
- We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons.
- Children in KS1 and KS2 and SEND children also have opportunities to participate in the School Sports Partnership Inter School sports competitions
- All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year
- We offer a Residential OAA experience for children in Years 4, 5 and 6 each year
- We have an annual inclusive House Sports Day, with the emphasis on participation and achievement for all

Impact

At Seaham Trinity Primary School, we ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. PE lessons are fun, enjoyable, and challenging and all children can achieve, to the best of their ability, in a supportive, safe, and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing. We aspire for all children to enjoy PE and develop a love of sport and physical activity, which hopefully becomes part of their future life outside of Primary School. Children have opportunities to participate in sport after school can also represent the school at sporting events from local to county level.

In PE, we also measure impact by:

- Observations/drop-ins
- Pupil questionnaires
- PE Premium spend analysis
- Analysis of participation at after school clubs and LSSP competitions
- Assessment data
- Photo and video analysis of children's practical work

PHSCE

Curriculum: Personal, Social, Health and Economic, PSHE including Relationships, Sex and Health Education, RSHE

At Seaham Trinity Primary school we believe that all children have the right to a comprehensive programme of study supporting them to be healthy, stay safe, and achieve economic well-being. We meet these goals through having a broad *PSHE, Personal, Social, Health and Economic* curriculum which incorporates the statutory subject area, *Relationships, Sex and Health Education, RSHE*. This far-reaching umbrella area of PSHE is central to the life of the whole school and forms the foundations for its relationships within the community.

Mission Statement

It is the mission of Seaham Trinity Primary school; through the PSHE curriculum to equip students with the mechanisms and life skills which will be of use to them now and throughout their lives. Our PSHE curriculum will provide students with the knowledge and skills and information to inform, educate and to protect themselves from harm. It is our aim that our students have the ability to make informed decisions to protect their personal well-being as well as to develop their sense of respect and tolerance. At Seaham Trinity Primary school this is facilitated through a holistic model of Personal and Social development that encourages pupils to engage in open debate, and focus on the importance of making the right choices and reflecting on the consequences of their own actions and the actions of others. Seaham Trinity Primary School recognises its responsibility in promoting pupils *Spiritual, Moral, Social and Cultural* (SMSC) development. The *Personal, Social, Health and Economic* (PSHE) education programme which includes statutory *Relationships, Sex and Health Education* (RSHE) forms an integral part of how the school meets this responsibility. The cornerstone of our personalised PSHE curriculum is centred on the wellbeing of the whole child.

Aims

- To promote mutual respect by providing all pupils with the necessary skills to develop their understanding of the responsibility of the individual towards others and the environment.
- To promote tolerance and acceptance within our diverse community and the wider world.
- To promote economic well-being and financial capabilities.
- To encourage and support pupils to make sensible choices.
- To encourage debate and discussion on a variety of topics.
- To promote democracy by involving pupils in their own learning by making sure their voice is heard through the choices they are given and make, and the attitudes that they display.
- To provide a good understanding of how to stay safe and the importance of their own personal safety in relation to drugs, alcohol, sex and relationships and mental health issues.
- To develop an understanding of individual liberty by promoting the rights of the individual and the responsibilities of the individual.
- To develop an understanding of the rule of law and the British judiciary system and its importance within our society.

Intention
Seaham Trinity Primary school will endeavour to provide a curriculum that is broadly based, balanced and meets the needs of all pupils by:

- promoting the spiritual, moral, cultural, mental and physical development of all pupils at the school.
- preparing pupils at the school for the opportunities, responsibilities and experiences of later life.
- promoting children's and young people's well-being (wellbeing is defined in the Children's Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic well-being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- promoting community cohesion (Education and Inspections Act 2006 (Education Act 2002). Personal, Social, Health and Education

The PSHE education programme will contribute to the work of other areas of the school by enabling pupils to develop their resilience and enquiry skills and supports pupils to build on their, self-esteem, and self-confidence. It enables pupils to distinguish between right choices and to accept responsibilities and show initiative.

Implementation
The content of our RHE curriculum has been mapped out carefully after extensive local authority-led training for subject leads. We refer to the PSHE association for best practice guidance and document for curriculum development. Governing body training was held remotely via a power point shared from the local authority advisory team. The evaluation of PSHE/ RSHE remains a termly agenda item for our designated governors. Our policy and mapping were created over a year and in consultation with parents, staff and pupils.

Children at Seaham Trinity Primary school receive 40 minutes of specific PSHE/ RSHE activities in two 20-minute sessions per week. Each term, the entire school, from our nursery to our year six pupils, cover objectives from the same overarching theme. This enables us to carry out whole-school activities such as assemblies, projects or events with a common theme. It also allows the subject lead to monitor delivery and progression in a clear and seamless way.

PSHE/ RSHE is not only restricted to 20-minute lessons. It is threaded throughout the curriculum and is referred to on a daily basis, our pupils are continuously developing their social, moral, spiritual and cultural skills and knowledge across all aspects of school. Our teaching staff utilise these interactions to embed core skills into the daily lives of our pupils. Evidence scrapbooks have been introduced into each class to record and demonstrate the journey our children go on throughout their primary years.

The school makes regular use of wider partnerships and community to support the teaching of RHE, such as working alongside health professionals, business partners and those who help to keep us safe.

Our PSHE/RSHE Coordinator is Miss Clayton.

Religious Education

Intent

Our aim at Seaham Trinity Primary School, is to celebrate the rich, culturally diverse society in which our children are growing up in. Religious Education plays a significant role in developing spiritual, moral, social and cultural awareness. We aim to promote respect and open-mindedness towards different faiths and beliefs, as well as an understanding of the diverse world around them. As a school, we encourage our children to develop their own sense of identity and belonging, through discussion and reflection which helps them to understand how they fit into the world around them. We celebrate diversity and difference by developing an understanding and appreciation for different world beliefs. As a school, we promote independence as well as supporting our children to develop an understanding of their role in the local community.

Implementation

It is the intention of Seaham Trinity Primary, that children are given the opportunities to develop an understanding of the main world faiths. We follow the Durham Syllabus 2021, which has been specifically structured to support children to develop a firm understanding about different religions. The new syllabus is structured to support the teaching of Christianity throughout, whilst also learning about other religions. Which provides opportunities for the children to compare and discuss similarities and differences. The children are given the opportunity to reflect and discuss their individual views and ideas within the lessons.

Religious Education is taught in half termly blocks, throughout the academic year. The syllabus promotes the teaching of Christianity, in line with religious events such as Easter and Christmas. The themes are discussed in more depth throughout the year groups, in order for the children to have a firm understanding of why these events are celebrated by Christians.

Pupil progress in RE is based on the expected outcomes outlined in the agreed syllabus. We offer opportunities for personal reflection and ideas, which are not formally assessed but enable teachers to determine the level of understanding of key concepts.

<u>Opportunities for engagement and enrichment</u>

- Handling artefacts
- Exploring a range of religious texts
- Expressing thoughts, feelings and ideas.
- Meeting visitors from local religious communities.
- Weekly collective worship assemblies.
- Visiting religious places of worship
- Links with the local church St Johns
- Taking part in whole school events such as Harvest, Inter-Faith Week.
- Participating in British Values assemblies.
- Discussing and debating religious beliefs and worldviews through targeted questions.

<u>Teaching of Religious Education</u>

In the Early Years Foundation Stage, children are taught about religion, traditions and beliefs around them. They discuss the meaning behind Christmas and Easter, through stories and creative tasks. The children are taught to recognise some religious symbols such as the cross and identify some artefacts like hot cross buns. Children are given the chance to discuss their feelings and experiences of religious celebrations and are encouraged to identify what they find interesting about these

events. There is also an opportunity for the children to learn about how to care for others, which links into our PSHCE curriculum.

In Key Stage One, children are taught the knowledge, skills and a deeper understanding of religion. They continue to develop their knowledge of Christianity and the key celebrations, whilst discussing the differences and similarities of other religions. Children are given the chance to discuss and reflect upon their own religious views and what is important to them. Reflection is a key part of our RE curriculum and the children are given multiple opportunities to explore their beliefs through targeted questioning and discussion. In KS1, children start to develop an understanding of how religious ideas and beliefs impact on people's lives both personally and socially.

In Key Stage Two, children are taught the knowledge, skills and understanding needed through deeper enquiry into both Christianity and other world religions. Children continue to explore religious stories and texts, whilst discussing the meanings and teachings in them. They explore religious resources and begin to discuss religious responses to ethical and moral issues. Throughout KS2, children are encouraged to discuss their own views and respond to others' views, whilst understanding that these may differ. They continue to develop their understanding of religious vocabulary, whilst expressing their knowledge and understanding.

Impact
At Seaham Trinity Primary School, we envision our Religious Education curriculum impacting the pupils in the following ways:

- By developing their knowledge and understanding of a range of religions and beliefs.
- Developing a religious vocabulary through opportunities to discuss and reflect.
- Giving children the opportunities to question and offer insight on their beliefs.
- Providing children with the understanding of the diverse community around them.
- By developing spiritual, moral, social and cultural awareness.

The agreed syllabus is structured to ensure that Christianity is taught throughout the year, giving children the opportunities to develop an understanding of key events, whilst also offering the children the chance to explore other religions. These are sequenced throughout the year to coincide with celebrations such as Christmas and Easter.

By the end of each key stage, children are expected to know and understand the concepts of Christianity and be able to discuss and compare other main religions in comparison.

Pupil voice is a key part of our curriculum. We encourage discussion and opportunities to reflect and share ideas openly. On a termly basis, curriculum coverage is checked, books are scrutinised and lessons are observed when possible.

RELIGIOUS EDUCATION ACROSS THE PRIMARY PHASE - EYFS TO YEAR 6

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Nursery	Let's find out about Harvest. Let's find out about Divali.	Let's find out about the Christmas story.	Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).	Let's find out about the Easter story.	Let's find out about Christian baptism. Let's find out about Raksha Bandhan.
Reception	Let's find out about Harvest in a church. Let's find out about Shabbat.	Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.	Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Let's find out about Easter celebrations in churches.	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas).
Year 1	What can we learn about Christianity from visiting a church? What do Christians believe about God?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?
Year 2	Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs? What can we learn about our local faith communities?

	Autumn Term	How and why is Christmas celebrated by Christians?	Spring Term	How and why is Easter celebrated by Christians?	Summer Term
Year 3	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?
Year 4	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others? Why do people visit Durham Cathedral today?
Year 5	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
Year 6	What can we learn about religious diversity in our area? What can we find out about a local Muslim community?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (exploration through the concepts) Statutory Bridging Unit

Other core religions
Christianity
Whole school approach to Christmas/Easter
Diversity unit
Thematic unit

Science

Intent

At Seaham Trinity, our vision is to give children a science curriculum which enables them to confidently explore and discover the world around them, so that they have a deeper understanding of the world we live in. We aim to create fun and stimulating science lessons that nurture children's natural curiosity and motivate them to learn more.

Alongside scientific knowledge, vocabulary and the understanding of concepts, we hope that our children will develop curiosity and excitement about the natural world as well as use their skills to understand how Science can be used today and in the future.
We strive to promote a joy and excitement for learning, which our children can use in all other areas of the curriculum and ultimately of life. We want our children to experience many WOW moments and develop the ability to approach unknown and unexplainable phenomenon with awe and wonder.

This will be achieved through a hands-on, enquiry-based curriculum which promotes questioning, challenge, working practically, investigating, evaluating, making choices, working independently and using scientific vocabulary. Children will also develop an understanding of how important and relevant science is to their lives, now and in the future through after school clubs, Science Days, STEM activities and working with outside agencies and charities.

Implementation

We strive for high standards of teaching and learning in science and implement a curriculum that is progressive throughout the school. Pupils need to develop an extensive and connected knowledge base of both substantive knowledge – laws and theories, and disciplinary knowledge – knowledge of practices of science, knowledge needed to collect, understand and evaluate scientific evidence. When pupils learn new knowledge, it should become integrated with the knowledge they already have. We believe our pupils should be equipped with the skills and knowledge to describe their scientific learning, by using technical terminology accurately and precisely. They should build up an extended vocabulary, knowledge and apply this throughout their learning journey. This ensures that learning is meaningful. At the start of each topic teachers take time to find out what our children already understand and want to find out. We want our children to wonder and be amazed by the world around them as we recognise that our children sometimes lack experiences. Key scientific language is modelled and taught throughout lessons enabling our children to be familiar with and use vocabulary accurately (supported by knowledge organisers). Working scientifically is a focus of our learning and is embedded in all of our science lessons.

The sequencing of the curriculum has been specifically designed to build upon previous knowledge. Links between subjects and across year groups have been made explicit and will be referred to with the children, i.e. Animals including Humans, focussing upon building on previous learning from EYFS to Year 6, to encompass increased levels of mathematical and written learning and increasingly sophisticated scientific vocabulary and enquiry.

Our curriculum progression begins in EYFS with a focus on exploration through play. Activities in EYFS will provide opportunities for children to begin to make simple predictions and test out ideas as well many other skills that are the very first steps in working scientifically based upon the Statutory Framework for EYFS. Scientific knowledge will be centred upon the child and what they observe in their immediate surroundings: they will make observations of animals, plants, seasons and explain why some things occur. They will be observed talking about changes; they will know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy and safe.

In Key Stage 1, children will continue to focus on environments, organisms and materials that are most familiar to them or part of their everyday world. Teaching will promote respect for the natural world, living and non-living. They will begin to recognise the relationships between living things and familiar environments. There will be a focus on children beginning to use scientific terminology and articulating their ideas with increasing clarity

In Lower Key Stage 2 children will begin to broaden their scientific view of the world around them. Through exploring, natural curiosity, observation and discussion, children will test and develop ideas about every day, natural phenomena and the relationships between living things and familiar environments. They will also begin to develop their ideas about functions, relationships and interactions.

In Upper Key Stage 2, children will develop deeper knowledge and understanding of a wide range of scientific ideas and an appreciation for the accomplishments within the field of science. They will achieve this through exploring and talking about their ideas, posing their own questions about scientific phenomena and analysing functions, relationships and interactions more systematically. In years 5 and 6, the children will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

Planning is based upon PLAN and ASE planning which is available to all teaching staff via One Drive and assessment is based upon PZAZ assessment – also available to all staff (tailored to meet the needs of the child).
All children have knowledge organisers containing key information and vocabulary for each unit in books.
All learning and Working Scientifically objectives are displayed in all children's Science books.

Impact

The successful approach to the teaching of Science will result in a fun, engaging, high quality science education that will provide children with the foundations for understanding the world that they can take with them once they complete their primary education.

Formative assessment is used as the main tool for assessing the impact of Science learning as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure scientific foundations. Children will complete a formal assessment at the end of each unit. Aspects of working scientifically will be embedded within each Science unit.
This will support children in the learning of Science and help demonstrate a love of science work and an interest in further study and work in this field.

The use of knowledge organisers will support the retention of knowledge that is pertinent to the science unit with a real life context.
Through regular scientific enquiry, children will be able to question ideas and reflect on knowledge and articulate their understanding of scientific concepts.
Through cross curricular links, children will demonstrate simple mathematical skills through their work, organising, recording and interpreting results, working collaboratively and practically to investigate and experiment.
They will also begin to understand their role within society as global citizens (Rights Respecting).

Science Curriculum Map for Year Groups

Year	Term 1	Term 2	Term 3
EYFS	Seasons Animals	Potions Powers	Health Habitats Plants Materials

Science Skills Focus	Refer to KS1 WS Progress Matrix	Refer to KS1 WS Progress Matrix	Refer to KS1 WS Progress Matrix
1	Seasonal changes Everyday Materials	Animals including Humans	Plants
2	Animals including Humans	Uses of Everyday Materials	Living Things and their Habitats Plants

Science Skills Focus	Planning Investigations	Gathering Data	Evaluation of Investigations
3	Animals including Humans Rocks	Rocks Forces	Light Plants
4	Animals including Humans Electricity	States of matter	Living things and their habitats Sound
5	Forces	Properties and Changes of Materials	Space Animals including Humans Living things and their habitats
6	Animals including Humans Electricity	Light Living Things and their Habitats Evolution and Inheritance	

Science Working Scientifically Progression

Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Five types of experimental skills 1. Observe over time 2. Pattern seeking 3.Identifying, classifying and grouping 4. Comparative and Fair test 5. Research using secondary sources	1. I can observe changes over time 2. I can observe changes and patterns 3. I can identify and classify 4. I can perform simple tests 4. I can perform a fair test with adult support	1. I can observe changes over time 2. I can observe changes and patterns 3. I can identify and classify 4. I can perform simple tests 4. I can perform a fair test with adult support	1. I can use simple equipment to observe closely including changes over time 2. I can use observations and ideas to suggest answers to questions noticing similarities, differences and patterns 3. I can identify, group and classify 4. I can perform simple comparative tests 5. I can gather and record data to help in answering questions including from secondary sources of information	1. I can make systematic and careful observations over time 2. I can ask questions surrounding patterns I have found in data. 3. I can gather, record, classify and present data in a variety of ways 4. I can set up simple practical enquiries, comparative and fair tests 5. I can use secondary sources with adult support to help clarify results seen.	1. I can make systematic and careful observations over time, looking at similarities and differences. 2. I can ask questions surrounding patterns I have found in data. 3. I can gather, record, classify and present data in a variety of ways to help in answering questions 4. I can set up simple practical enquiries, comparative and fair tests 5. I can use secondary sources with adult support to help clarify results seen.	1. I can observe over time, asking pertinent questions about similarities and differences. 2. I can ask questions surrounding patterns I have found in data as to why something I have observed has happened. 3. I can classify, group and present data in a series of ways to help in answering questions 4. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. 5. I can use secondary sources to help interpret results seen.	1. I can recognise things change over time, and can ask pertinent questions and suggest reasons for similarities and differences over time 2. I can ask questions surrounding patterns I have found in data as to why something I have observed has happened. 3.I can develop and use keys and other information to classify and describe objects in ways to help answer questions 4. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 5. I can use secondary sources to help interpret results seen.
Questions	I can ask simple questions	I can ask simple questions and recognise that they can be answered in different ways I can use my observations and ideas to suggest answers to questions I can communicate my ideas, what I can do and what I can find out in different ways	I can ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum I can communicate my ideas, what I can do and what I can find out in different ways	I can ask relevant questions to answer my questions in different ways using scientific language from the national curriculum. I can ask questions surrounding patterns I have found in data.	I can ask relevant questions and use different types of scientific enquiries to answer them using scientific language from the national curriculum I can ask questions surrounding patterns I have found in data. I can develop a deeper understanding through talk, asking questions about scientific phenomena, analysing functions and interactions more systematically.	I can plan different types of scientific enquiries to answer questions, including recognising variables where necessary I can ask questions surrounding patterns I have found in data as to why something I have observed has happened. I can observe over time, asking pertinent questions about similarities and differences.	I can plan different types of scientific enquiries to answer my own or others' questions, including recognising and controlling variables where necessary I can recognise things change over time, and can ask pertinent questions and suggest reasons for similarities and differences over time

Using scientific equipment	I can use magnifying glasses to look at objects in more detail I can measure out ingredients using scientific and mathematic equipment	I can use simple equipment to observe closely I can use hand lenses and egg timers	I can use simple equipment to observe closely including changes over time I can ask my own questions about what I notice I can use hand lenses and egg timers	I can set up simple practical enquiries, comparative and fair tests I can make systematic and careful observations over time I can take measurements using standard units, using a range of equipment. I can set up simple practical enquiries, comparative and fair tests	I can set up simple practical enquiries, comparative and fair tests I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.	I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	I can take measurements, using a range of scientific equipment, including thermometers and data loggers, with increasing accuracy and precision, taking repeat readings when appropriate I can make my own decisions and select the most appropriate type of scientific enquiry to use and recognise how to set up a comparative and fair test.
Recording data	I can record observations in ways that are important and meaningful to me.	I can gather and record data to help in answering questions I can use simple scientific language such as: with help	I can gather and record data to help in answering questions including from secondary sources of information	I can gather, record, classify and present data in a variety of ways. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	I can gather, record, classify and present data in a variety of ways to help in answering questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to set up further comparative and fair tests	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to make predictions to set up further comparative and fair tests
Reporting on findings				I can report on findings from enquiries, using presentations of results and conclusions I can use results to draw simple conclusions. I can use secondary sources with adult support to help clarify results seen.	I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can use results to draw simple conclusions, make predictions for new values and suggest improvements. I can use secondary sources with adult support to help clarify results seen. I can classify, group and present data in a series of ways to help in answering questions	I can report and present findings from enquiries in oral and written forms such as displays and other presentations. I can use results to draw more complex conclusions, make predictions for new values and suggest improvements. I can use secondary sources to help interpret results seen. I can classify, group and present data in a series of ways to help in answering questions	I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations I can use results to draw more complex conclusions, make predictions for new values and suggest improvements and raise further questions. I can use secondary sources to help interpret results seen.

							I can develop and use keys and other information to classify and describe objects in ways to help answer questions
Using scientific evidence				I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support my findings	I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support my findings	I can identify scientific evidence that has been used to support or refute ideas or arguments	I can justify and evaluate my own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources