HPS Upper Phase Curriculum Map

Curriculum Area		4 – Autumn	4 - Spring	4 – Summer	5 – Autumn	5 - Spring	5 - Summer	6 – Autumn	6 - Spring	6 - SummerS
English	Key Texts	The Village that Vanished Varjak Paw Viking Boy Iron Man	Krindlekrax Gregory Cool The Diver's Daughter	Malala's Magic Pencil Charlotte's Web Charlotte's Web The Firework Maker's Daughter	The Ruin (animation) The Boy at the back of the Class The Girl Who Stole an Elephant The Last Wild	Varmints The Highwayman The High Rise Mystery Rumaysa: a fairy tale	Street Child Son of the Circus. A Victorian Story Romeo and Juliet	The Piano - Animation Goodnight Mr Tom Now or Never: A Dunkirk Story by Bali Rai	The Leopard Princess Beowulf The Wheel of Surya by Jamila Gavin	Pig Heart Boy by Malorie Blackman
	Writing outcomes	Recount Setting description Narrative Newspaper report	Persuasive formal letter Narrative Diary Entry Character Description	Diary Entry Persuasive Speech Playscript (Charlotte's Web) Instructional text	Descriptive narrative Persuasive speech Diary Entry/newspaper report Persuasive letter Balanced Argument	Descriptive narrative Poem Newspaper report Recount	Informal letter Diary entry Information text (Shakespeare) Playscript	Description, diary entry, informal letter Newspaper report, narrative/recount	Newspaper report, narrative Narrative, letter diary entry, persuasive speech,	Editing and improving writing Balanced argument, persuasive speech
Mathematics	Topics	Number and place value Counting Comparing and ordering numbers Number patterns Addition Subtraction Multiplication Division Number and place value Rounding Estimating Graphs Roman numerals Fractions Decimals and percentages Time Money Measurement Mass, volume and length	Geometry Position and direction Fractions, decimals and percentages Addition Subtraction Multiplication Division Number and place value Symmetry Decimals and percentages Negative numbers Roman numerals Measurement Mass, volume and length Timetables	Area Geometry Fractions, decimals and percentages Timetables Time Multiplication Division Timetables Fractions, decimals and percentages Roman numerals Angles Measurement Mass, volume and length	Number and place value Numbers up to 1,000,000 Addition Subtraction Word problems Multiplication Division Multiplication Division Word problems Multi step with all operations Fractions	Fractions Decimals Percentages Measure Perimeter Area Geometry Properties of shape Properties of shape Geometry Position and direction Measurement Converting units Volume and capacity	Measurement Volume Perimeter Area Review Number and place value Roman numerals Fractions Multiplication Division Decimals Review	Number and place value Numbers up to 10 million Addition Subtraction Multiplication Division Fractions Geometry Properties of shapes Properties of shapes Geometry Angles Fractions Decimals Percentages Ratio Proportion Word problems Measurement Area Perimeter Volume Position and direction	Word problems Four operations Measurement Converting units Statistics Fractions Decimals Percentages Review Word problems Review all topics	Review all topics SATs Number and place value Word problems Fractions Decimals Percentages Four operations Measurement
Science	Topic/ Big Question	**Electricity** How does electricity work? **Sounds** What is sound and how can it be changed?	**Electricity** How does electricity work? **States of matter** How do materials change when they are heated or cooled?	**Living things and their habitats** How can organisms from different habitats be classified and grouped? **Animals including humans** How do the different parts of our body contribute to processing food?	**Animals including humans** What are the changes as humans develop to old age? **Forces** What are the effects/ impact of different forces?	**Properties and Changes of Materials** What are the properties of materials and how can they be changed?	**Living things and their habitats** How do different organisms reproduce and grow? **Earth and Space** What is the relationship between the Sun, Earth and Moon in our solar system?	**Electricity** How do the components within an electrical circuit work? **Light** How does light enable us to see?	**Evolution and Inheritance** How have living things including humans changed over time?	**Animals including humans** What would a journey through the human body look like? **Living things and their habitats** How can living things be classified and subdivided?
	Threshold Concepts	Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data			Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data			Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data		
	Horizontal/Vertical/ Diagonal links	**Horizontal** –, D&T creating a lamp, art drawing diagrams of circuits **Vertical** – electricity (year 6), light (year 3 and 6), sound **Diagonal** – year 1 toys (history), when /time periods different electrical items were invented (history) **Horizontal** – music lessons and musical instruments, materials (year 2 and 5) **Vertical** – Animals including humans (year 1 – senses), electricity buzzers, **Diagonal** – D&T (create an alarm system year 6), art (music as inspiration)	**Horizontal** –, D&T creating a lamp, art drawing diagrams of circuits **Vertical** – electricity (year 6), light (year 3 and 6), sound **Diagonal** – year 1 toys (history), when /time periods different electrical items were invented (history) **Horizontal** – geography climate change **Vertical** – Everyday Materials and seaons (Year 1) Properties and Changes of Materials (year 5), **Diagonal** – geography water cycle (year 6) PSHE/UNICEF(Articles - Clean water),	**Horizontal** - Geography (different locations/habitats) PSHE (living in the wider environment) **Vertical** - Living things and their habitats (year 2, 5 & 6), Animals including humans (every year group), Plants (year 1, 2 & 3), - **Diagonal –** geography (edible garden), English texts (different types of animals/plants), ICT (researching), maths (data handling, Venn diagram) **Horizontal –** healthy eating/food groups (PSHE) **Vertical –** Animals including humans (every year group), **Diagonal –** body parts – mouth, throat, stomach.. (year 1), D&T cooking healthy foods -	**Horizontal** – cosmic English text, D&T designing a solar car, maths (weight and mass) **Vertical** – forces and magnets (year 3), forces (year 5) **Diagonal** – geography (day and night year 4), RE Islam (significance of the moon) History (Galileo), English (Moon Man text year 3), **Horizontal** – maths (direction, mass), PE (pushing, pulling, friction) **Vertical** – forces and magnets (year 3), Earth and space (year 5) **Diagonal** – water cycle year 4, air pollution PSHE	**Horizontal** – maths (reading a thermometer), D&T (different materials) **Vertical** – Everyday Materials, seasons (temperature) (Year 1) States of matter (year 4) **Diagonal** – History (Spencer Silver, Ruth Benerito) ICT (research ipads)	**Horizontal –** Art (drawing diagrams of life cycles). ICT (research ipads), maths (line graph) **Vertical –** Living Things and Their Habitats (Year 2, 4 and 6), plants (year 1, 2 and 3) **Diagonal –** The hungry caterpillar English text (early years), art still life drawing flowers/plants, PSHE **Horizontal** – PSHE (body and puberty), The Whole Story of Half a Girl English text **Vertical** – Animals including humans (every year group, year 2 human life cycle), Early years parts of the body **Diagonal** – art self portraits, PSHE health and well being	**Horizontal** – D&T (create an alarm system), art drawing diagrams of circuits **Vertical** – electricity (year 4), light (year 3 and 6) **Diagonal** – D&T year 4 (design a lamp), year 1 electrical toys (history) **Horizontal** –Maths (lines 180 degrees, length, reflection), art (light/dark shades) **Vertical** – light (year 3) Seasonal changes (year 1), Earth and Space sun (year 5) **Diagonal** - RE Diwali importance of light (year 3), English (Moon Man text year 3),	**Horizontal** – PSHE unicef rights, geography – changes in the planet **Vertical** – Animals including humans (every year group), adaptation year 2, year 3 fossils/dinosaurs **Diagonal** – PSHE relationships (every year group), history (Charles Darwin)	**Horizontal – PSHE (health and well being, diet)** **Vertical –** Animals including humans (every year group), digestive system year 4 **Diagonal –**PSHE drugs, health, exercise **Horizontal – maths (venn diagrams)** **Vertical –** Living Things and Their Habitats (Year 2 and 5), How can organisms from different habitats be classified and grouped? – year 4
	NC Links	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Compare and group materials together, according to whether they are solids, liquids or gases.	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

		part of a complete loop with a battery. Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
	Substantive Knowledge	**Substantive Knowledge** Children need to know: - TV, fridge, kettle, lamp are all common appliances that run on electricity. - Electricity is the flow of current (tiny particles). - The basic components of a circuit include cells (battery), wires, bulbs, switches and output source (lamp, buzzers). - Components of a circuit all have specific symbols to represent them. - Electricity can be dangerous. - You must be safe when using electricity or handling electrical objects i.e. don't overload a plug socket. **Substantive Knowledge** Children need to know: - Sound is a type of energy made by vibrations. - Vibrations from sounds travel through a medium to the ear i.e. air, water, brick etc. - Pitch is how high or low the sound is. - Volume is how loud or quiet the sound is. - When the distance from the sound source is increased the volume decreases. - Faster vibrations (hitting the object quickly) causes a higher pitch and slower vibrations causes a lower pitch. - Shorter materials (objects) tend to have a higher pitch. Longer materials have a lower pitch. - Bigger/amplified vibrations (hitting the object harder) result in louder sounds. - It is important to protect you ears from loud noises/sounds. -	**Substantive Knowledge** Children need to know: - Simple series circuit is when all the current flows through every component in the circuit. - If there is a break in the circuit the lamp/buzzer will not work. - A switch turns the circuit on/off and opens/closes a circuit, and the lamp will not work if the switch is off. - When more components are added these impact the output device i.e. more bulbs means the brightness will become dimmer. - Conductors let electricity and heat pass through - Insulators do not let electricity and heat pass through **Substantive Knowledge** Children need to know: - Everything is made up of building blocks called particles. - In solids particles are very close together and arranged in a fixed, regular way. - In liquids particles are slightly close but arranged in a random way. - In gases particles are far away and arranged in a random way. - Some materials change state when they are heated or cooled i.e. wax, water, butter. - Water boils at 100°C and freezes at 0°C - The water cycle describes the existence and movement of water in the world (precipitation, collection, evaporation and condensation). - Evaporation is the process of turning from liquid into vapour (gas) as a result of heat. - Condensation is the process of turning from gas into liquid as a result of the substance cooling down.	**Substantive Knowledge** Children need to know: - A habitat is where animals live. - Habitats are different to each other i.e. rainforests have more plants than oceans. - Habitats change over time i.e. deserts have significantly increased in size. - Humans have also impacted the environment and the habitats of many animals (pollution, litter, deforestation etc). - Vertebrate is an animal that has a spinal column i.e. humans, rabbits, birds - Invertebrate is an animal that does not have a spinal column i.e. worms, starfish. - A flowering plant is a plant that produces flowers. - Non flowering plant is a plant that not produce flowers or seeds. - A classification key helps to identify and name an organism through answering questions. **Substantive Knowledge** Children need to know: - Digestive system helps to break food down into smaller substances. - The digestive system consists of many different parts including: - Teeth breaks food into smaller pieces. - Tongue positions the food. - Oesophagus moves food down from the mouth towards the stomach. - Stomach stores food and begins to break it down. - Large intestine absorbs nutrients and stores waste material. - Small intestine digests protein, fats and carbs and absorbs nutrients. - Rectum is the passageway for faces. - Different types of teeth have different functions: i.e. canines used for tearing and ripping. - Food chain is the order in which organisms depend on each other for food. - Producer is the primary food source, prey is what is eaten and predator is the animal that hunts and eats the other. - Herbivores have strong and flat molars for grinding leaves. - Carnivores have very defined canine teeth for tearing at meat. - Omnivores have a combination of sharp front teeth and molars,	**Substantive Knowledge** Children need to know: - The Sun is the star at the centre of our solar system which has 8 planets. - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune are all planets in our solar system. - All the planets orbit the Sun in the same direction. - The Moon is a large natural object that orbits around Earth. - The Sun, Earth and Moon are spherical bodies. - The Earth orbits the sun once every 365 days and rotates about its axis once every 24 hours. - We get day when that part of the Earth is facing the Sun and we get night when that side is facing away from the Sun. - The 8 moon phases in order are New moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full moon, Waning Gibbous, Last Quarter, and finally Waning Crescent. - The Sun's position in the sky affects the length of the shadow. When the Sun is low on the horizon, the shadows are long. When the Sun is high in the sky, the shadows are much shorter. **Substantive Knowledge** - Unsupported objects fall towards the Earth because of the force of gravity. - Friction is a slowing down force that acts between two surfaces that are sliding across each other - Air resistance is a frictional force of air pushing against a moving object. - Water resistance is a force that uses friction to slow things down that are moving through water. - Some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater impact.	**Substantive Knowledge** Children need to know: - Soluble is a substance that can be dissolved. - Conductor is when heat passes through the object. - Objects can be grouped according to their properties i.e. hardness, solubility, transparency, conductivity and magnetism. - A mixture is a complex substance that is made up of two or more simpler substances. - A solution is a mixture of two or more substances that stays evenly mixed. - In a mixture, substances are just mixed and are not completely dissolved. Whereas, in a solution, substances are dissolved completely, and they cannot be filtered out. - Solute is the minor component in a solution. - Solvent is usually a liquid substance in which other substances can be dissolved or dispersed. - Dissolve is to become incorporated into a liquid. - A reversible change is a change that can be undone i.e. evaporation, melting and freezing. - Irreversible is when it cannot be changed back again.	**Substantive Knowledge** Children need to know: - Reproduction is the process by which an organism produces an offspring. - Fertilisation is the joining of an egg and a sperm. - Internal fertilisation is when eggs are carried inside the animal (humans and elephants). - External fertilisation is when eggs are laid (chickens, frogs). - Gestation period is the time between fertilisation of the egg and the birth of the offspring. - Animals have differences in their life cycles. i.e. butterfly has a chrysalis whereas this does not happen in the frog life cycle. - In a plant (flower) the male part is called the stamen and the female part is called a pistil. - Male parts produce pollen and female parts produce eggs. - Pollination is how plants reproduce (sexually). - Asexual reproduction in plants is when only one parent plant is needed. **Substantive Knowledge** Children need to know: - Our bodies change as we get older (taller, heavier). - Human life cycle – gestation, infancy, childhood, adolescence, adulthood, old age - Foetal development begins as a zygote (a single cell). - Zygote develops into an embryo (many cells). - Embryo becomes a foetus with recognisable features (skin, bones etc). - Boys and girls experience physical and emotional changes during puberty (pubic hair, menstruation, body parts get bigger). - Hygiene is important at this time – showering, deodorant, combing hair etc. - Adulthood is when full physical and intellectual maturity has been attained. - Old age includes memory loss, tiredness, wrinkles etc.	**Substantive Knowledge** Children need to know: - Voltage is the name for the electric force (energy) in a circuit. - Voltage comes from a battery or a power plant. - Voltage is measured in volts (V). - The basic components of a circuit include cells (battery), wires, bulbs, switches and buzzers which all have specific symbols to represent them. - The higher the voltage of a cell the brighter the bulb will be/louder the buzzer will be. - The more cells you have the brighter the bulb/louder the buzzer will be. - Increasing only the number of bulbs will make them dimmer. - Increasing only the number of buzzers will make them quieter. - Parallel circuits are useful if you want everything to work, even if one component has failed. - You must take the necessary precautions when using electricity (i.e. no water, voltage, faulty components, overloading sockets). **Substantive Knowledge** Children need to know: - Light appears to travel in straight lines. - Objects are seen because they give out /reflect light. - We see things because light travels from light sources to objects and then to our eyes - Shadows have the same shape as the objects that cast them. - White light is a mixture of many different colours (rainbows, colours on soap bubbles). - A periscope is a device that enables us to see over walls or round corners.	**Substantive Knowledge** Children need to know: - living things (humans and animals) have changed over time - fossils provide information about living things that inhabited the Earth millions of years ago - Inheritance is the process of passing on features from parents to offspring. - living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Adaptation is how living things are specialised to suit their environment i.e. fish have gills. - Evolution is the process by which living things can gradually change over time. - adaptation may lead to evolution.	**Substantive Knowledge** Children need to know: - The main parts of the human circulatory system consists of the heart, blood and blood vessels (arteries and veins). - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
	Disciplinary	**Disciplinary knowledge** Children will:	**Disciplinary knowledge** Children will:	**Disciplinary knowledge** Children will: - Compare different habitats.	**Disciplinary knowledge** Children will:	**Disciplinary knowledge** Children will:	**Disciplinary knowledge** Children will:	**Disciplinary knowledge** Children will:	**Disciplinary knowledge** Children will:	Pupils work scientifically by: exploring the work of scientists and scientific research about

HPS Upper Phase Curriculum Map

	knowledge	- Identify and describe the basic components of a circuit. - observing patterns, for example, that bulbs get brighter if more cells are added. - Investigate what happens when a circuit is altered – components added/removed. - Construct different types of circuits – series and parallel. - Sort/group insulators and conductors **Disciplinary knowledge** Children will: - find patterns in the sounds that are made by different objects - investigate which material provides the best insulation against sound (making earmuffs). - Develop and play their own instruments by using what they have found out about pitch and volume.	- Identify and describe the basic components of a circuit. - observing patterns, for example, that bulbs get brighter if more cells are added. - Investigate what happens when a circuit is altered – components added/removed. - Construct different types of circuits – series and parallel. - Sort/group insulators and conductors - Investigate what material would be best for a switch. **Disciplinary knowledge** Children will: - group and classify a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter. - research the temperature at which materials change state - observe and record evaporation over a period of time - describe the water cycle	- Observe and explore organisms in their local environment. - Recognise and describe how environments can change and explain (give reasons) why this might happen. - Research what are the positive and negative effects of human impact on the environment - Group living things in a variety of ways. - Identify the similarities and difference between plants/animals. - Use classification keys to help group, identify and name a variety of living things. - Make simple guides or keys to explore and identify plants and animals. **Disciplinary knowledge** Children will: - Observe and describe different teeth, - Identify patterns and compare the teeth of carnivores and herbivores - Research and find out what damages teeth and how to look after them. - draw and discuss their ideas about the digestive system and compare them with models or images - interpret different food chains - describe the functions of the components of the digestive system	- compare the time of day at different places on the Earth - create/ represent simple models of the solar system - construct simple shadow clocks and sundials calibrated to show midday and the start and end of the school day; - observe and describe the structure and movement of the Sun, Earth and Moon - investigate and record what happens to our shadow throughout the day **Disciplinary knowledge** Children will: - explore the effects of gravity i.e. falling paper or cup-cake cases - observe and find patterns related to different frictional forces. - design and construct a parachute and carrying out fair tests to determine which designs are the most effective and evaluate why. - explore resistance in water by making and testing boats of different shapes. - design and create products that use levers, pulleys, gears and/or springs and explore their effects.	- carry out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, - compare materials in order to make a switch in a circuit. - observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. - research and discuss how chemical changes have an impact on our lives, for example, cooking, - discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	- observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times) - ask pertinent questions and suggesting reasons for similarities and differences - try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. - observe changes in an animal over a period of time (for example, by hatching and rearing chicks), - compare how different animals reproduce and grow. **Disciplinary knowledge** Children will: - research the gestation periods of other animals and comparing them with humans - observe the physical changes humans go through as they grow - discuss the importance of hygiene and how it impacts them	- observe pattern in a range of different circuits - systematically identify the effect of changing one component at a time in a circuit; record and represent their results - design and construct a useful circuit i.e. set of traffic lights, a burglar alarm. Evaluate their design - draw/use symbols when representing a simple circuit in a diagram. **Disciplinary knowledge** Children will: - design and make a periscope and using the idea that light appears to travel in straight lines to explain how it works - decide and justify where to place rear-view mirrors on cars; - investigate the relationship between light sources, objects and shadows by using shadow puppets. - look for patterns in different phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters	- observe and raise questions about local animals and how they are adapted to their environment - observe how some species have changed over time - identify patterns and compare how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. - analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak	the relationship between diet, exercise, drugs, lifestyle and health. Pupils work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.
	Vocabulary	**Substantive Vocabulary** Electricity, circuit, wires, lamp, bulb, cell, battery, wires, switch, motors, buzzers, appliances, safety, precautions, materials, electrical circuit, mains electricity, electrical circuit **Substantive Vocabulary** Volume, vibrations, soundproof, pitch, high, low, insulation, loud, quiet, materials, air particles, sounds, instruments, microphone, receiver, distance, pan pipe	**Substantive Vocabulary** Electricity, circuit, wires, lamp, bulb, cell, battery, wires, switch, motors, buzzers, appliances, conductor, insulator, materials, electrical circuit, mains electricity, electrical circuit **Substantive Vocabulary** Materials, gas, solids, liquids, water, temperature, melt, cooled, boiling point 100 degrees, freezing point 0 degrees, heated, ice, water cycle, precipitation, collection, evaporation and condensation, reverse,	**Substantive Vocabulary** Habitat, environment, rainforest, ocean, desert, grassland, appearance, mammals, amphibians, reptiles, fishes or birds, skeleton, vertebrates, invertebrate, flowering plants, positive human impact, negative human impact, reserves, ecologically planned parks, garden ponds, population and development, litter, deforestation **Substantive Vocabulary** Teeth, molars, incisors, canines, dentist, dental hygiene, wisdom, premolars, carnivores, herbivores, ripping, chewing, grinding, biting, digestive system, mouth, oesophagus, stomach, large/small intestine, tongue, salivary glands, colon, stomach, anus, excretion, pancreas, liver, food chain, prey, predators, producers, plants and animals.	**Substantive Vocabulary** Solar system, planets, Sun, Moon, Mercury, Venus, Mars, Jupiter, Saturn, Pluto, Earth, Neptune, Uranus, spherical, distance, scale, orbit, rotation, day, night, sky, position, axis, globe, shadow, sundial, moon cycle, phases, reflect light, waxing crescent, new moon, third quarter, waning gibbous full moon, first quarter centre, geocentric, heliocentric, theory, Galileo **Substantive Vocabulary** Forces, towards Earth, gravity, falling, centre, pull, push, effect, against, Newtons (N), force metre, weight, mass, planets, friction, slowing down, heat, surfaces, materials, air resistance, water resistance, streamlined, sink, mechanisms, simple/complex machines, levers, pulleys, gears, springs, direction	**Substantive Vocabulary** Materials, properties, soft, hard, soluble, transparent, conductor, magnetic, mixture, solution, dissolve, solid, liquid, gas, solubility, solute, solvent, texture, impact, separation, reversible, substance, filter, sieving, evaporation, conductor, insulator, brightest blub, circuit irreversible, chemical change, reactant, product, inventors, Spencer Silver, Ruth Benerito	**Substantive Vocabulary** Animals, reproduce, external fertilisation, internal fertilisation, eggs, life cycle, stages, amphibian, insect, mammal, bird, frog, butterfly, chick, rabbit, flower, male/female parts, pollination, sexual reproduction, asexual reproduction, parent plant, stamen, pistil, environment, organism, rainforest, ocean, desert **Substantive Vocabulary** Human life cycle, gestation, infancy, childhood, adolescence, adulthood, old age, height, foetus, womb, pregnancy, 9 months, change, grow, develop, walk, eat, talk, voice deepens, wider hips, puberty, pubic hair, ovaries, hormones, hygiene, forgetful, wrinkles, white hair	**Substantive Vocabulary** Circuit, component, symbols, wires, bulb, cell, battery, switch, buzzer, motor, electricity, voltage, blub brightness, loudness, simple circuit, parallel circuit, proximity, position, safety, precautions **Substantive Vocabulary** Light, light source, travel, white light, rainbow, straight line, reflected, bend, sight/ seeing, object, periscopes, direction, refraction, shadows, mirror	**Substantive Vocabulary** Identical, parents, offspring, DNA, family, physical features, plants, animals, adaptations, environment, survive, natural selection, local animals, Alfred Wallace, humans, breeds, fossils, time, evolution, species, palaeontologists, Mary Anning, evolution, Charles Darwin, species	**Subject Specific** Human circulatory system, heart, blood vessels, blood cells, function, chambers, nutrients, water transported, blood stream, factors, diet, exercise, drugs, lifestyle, substances, drugs (legal and illegal), harmful, healthy **Substantive Vocabulary** Living things, animals, groups, characteristics, vertebrates, invertebrates, mammals, amphibians, reptiles, fish, birds, insects, plants, vascular, non-vascular, flowering, non-flowering, local environment, classification system, keys, micro-organisms, protists, fungi, bacteria, microbes, Carl Linnaeus,
	Disciplinary Vocabulary	Identify, sort, investigate, predict, variables, results, identify, explain, observe, experiment, fair test, compare and contrast Investigate, predict, compare, describe, variables, results, identify, explain, observe, experiment, fair test	Identify, sort, investigate, predict, variables, results, identify, explain, observe, experiment, fair test, compare and contrast Group, sort, classify, predict, research, identify, explain, observe, experiment, fair test, grouping	Investigate, observe, compare, contrast, record, identify, experiment, sorting, grouping Similarities, differences, compare, contrast, function, model, observe, experiment, identify, interpret	Describe, measure (distance), research, record, explain, draw (diagrams), investigate, record, compare, construct, justify Explore, design/make, investigate, fair test, observe, measure, compare, record results, present data, question, compare, identify, sort, categorise, evaluate	Describe, compare, differences, group, observe, plan, investigate, identify patterns, research, fair test, explain, reasoning,	Sort, compare, describe, observe, identify, label, investigate, research, enquiry, similarities, differences Describe, research, compare, observe, record, measure,	Diagrams, identify, compare, investigate, report, represent findings, design/create, evaluate, justify Discuss, justify, design /make, explain, investigate relationships, explore phenomena	Pattern seeking, identify, observe, raise questions, compare, analyse,	Diagrams, label, explain, sort, research, plan Classify, grouping, sort, observe identify, explore, research, justify
	Final writing outcome/ investigation	Explanation text explaining how electricity works i.e. what components are required, what happens in the circuit etc. Mini-investigation looking at different instruments and how sounds are made. Investigation- **What happens to sound as you increase the distance from the source?**	Investigation – what happens which more bulbs are added to a circuit. What is the best material for a switch. Representing the process of heating and cooling using diagrams (particles) and explaining how states of matter change from one to another.	**Information poster** to look at the impact humans have on the environment/ habitats and positive things we can do to make a change. Information text looking at the digestive system and its purpose.	Investigation – shadows (day/night) Investigation – parachute, water resistance, friction	Investigation – solubility, electrical conductors, insulators	Investigation - asexual reproduction (plants) Fact file about a baby, toddler and a child. Mini investigation: length/mass	Investigation - How does the number and voltage of cells impact the brightness of a bulb? Non-chronological report on shadows and light	Narrative - process of evolution	Non-chronological report: factors affecting the circulatory system Writing outcome: biography

HPS Upper Phase Curriculum Map

		Information leaflet about sound and sound safety.								
History	Topic/ Big Question	<u>Vikings and Anglo Saxons</u> How significant were the Viking raids on Britain?	<u>Normans</u> How did the Battle of Hastings affect later life?	<u>Middle Ages and Tudors</u> Did British history during the Tudors reign decline?	<u>Great Fire of London</u> How did the Great Fire of London change the city?	<u>Georgians</u> How did trade and the Industrial Revolution shape/develop Georgian society?	<u>Queen Victoria/ Victorians</u> How significant were the changes Queen Victoria implemented in children's lives?	<u>Modern Age</u> World War 2 How significant was 'The Blitz' in boosting British morale?	<u>Modern Age</u> What was the impact of propaganda in WW2 and how can it effect society today?	<u>Modern Age</u> How has Southall changed over time?
	Threshold Concepts	Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry			Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry			Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry		
	Substantive Concepts	Location, invasion, conflict, society, main ideas	Invasion, conflict, settlements, society, culture, technological advancements	Beliefs, society, culture, travel and exploration	Society, location, main events, settlements, technological advancements	Society, culture, trade, technological advancements	Empire, trade, location, society, main events, technological advancements	Conflict, location, society, main events, technological advancements	Conflict, location, society, main events, technological advancements	Location, main events, society, culture, beliefs
	NC Links	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Viking raids and invasions • Resistance by Alfred the Great • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death 1066	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Changes in social history – A significant turning point in British history, for example, Battle of Hastings	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Changes in social history - A significant turning point in British history, for example, The Tudors.	A study of an aspect or theme in British history that extends pupils' chronological knowledge. Changes in social history - A significant turning point in British history, for example, The Great Fire of London.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history - A significant turning point in British history, for example, The Industrial Revolution.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history - A significant turning point in British history, for example, The Blitz.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. A local history study – A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	Substantive Knowledge	<u>Children need to know:</u> • What Viking means and who they were and where they originated from (Scandinavia) • What raid means and the names of the 7 places in the UK the Vikings raided (Lindisfarne, Iona Abbey, Isle of Sheppey, York, Leicester, Maldon and where to locate them on a map of the UK. • The dates of the Viking raids and can locate them in chronological order. • How the Viking raids in Britain compared to Roman invasion of Britain, for example, tactics etc. • What the Anglo-Saxon chronicle was and its significance. • Who the Vikings faced resistance from (Alfred the Great and Aethelfaed Lady of Mercians) • What happened at the battle of Ashdown and Eddington as well as the Danelaw agreement. • Some Vikings were peaceful and lived cohesively with Anglo-Saxons.	<u>Children need to know:</u> • Edward the Confessor died on 6th January 1066 and the three main contenders for the English throne were William Duke of Normandy (direct relative), Harald Hardrada and Harold Godwinson. • Harold Godwinson was crowned King of England the day after Edward the Confessors death. • Harold Godwinson had to battle Hardrada and William the Conqueror for the British crown • When the Battle of Hastings happened and what happened there and can locate key information on a photo album timeline • The social changes William Conqueror brought to the UK (language, feudal system, castles, etc) • How Norman war tactics/soldiers and settlements compared to the Anglo-Saxons. • What the Bayeux Tapestry is and its significance.	<u>Children need to know:</u> • The Tudors consists of everyone living in the time period not just monarchs. • The Tudors were a family which ruled England from 1485-1603 which was a long time ago • All six Tudor monarchs and one significant attribute they left behind during their reign and can locate this on a timeline. • How the dissolution of monasteries effected the lives of everyday individuals (compare the lives of Catholics/protestants) • The significance of the Spanish Armada • How Edward VI and Lady Jane Grey and Mary I's reign was plagued with rebellions and intense religious upheaval etc.	<u>Children need to know:</u> • How the GFOL started (inside a bakery on May 2nd, 1666). • How the fire spread. • How the fire ended. • Key features of houses and streets in the 17th century. • How the city of London's architecture played a key role in the quick spread of the fire. • The impact the fire had on London's population and physical environment. • The government's response to the fire (regulations passed). • John Evelyn's and Christopher Wren's plans for rebuilding London. • How living conditions improved in the capital city in many ways after the fire.	<u>Children need to know:</u> • What Georgian London was like in the mid to late 18th century. • Poverty and wealth living side by side but not interacting. • Identify characteristic features of architecture and dress. • What countries Britain was trading with and what was being traded. • Britain relied on raw materials such as textile – cotton from countries including Indonesia, Persia and Africa to lead the Industrial Revolution. • What the industrial revolution was and the factors that started the process of industrialisation. • The different types of inventions and discoveries, for example, the spinning jenny). • The positive and negative impact the industrial revolution had on society.	<u>Children need to know:</u> • The Victorian era began in 1837 and ended with Queen Victoria's death in 1901. • Who the Victorians were • This was a period of great change in ordinary people's lives and important milestones were identified. • Education was introduced to a much wider section of society and can locate key events in Victorian schooling in the UK chronologically in a timeline • Compare and contrast a poor child's life with a rich child life • What primary sources tell us about children's working conditions	<u>Children need to know:</u> • How WW2 started and who Hitler and Churchill were • What the Blitz was and the ways British civilians protected themselves (air shelters, gas masks etc) • Who Ita Ekpenyon was • What the Blitz spirit meant • When/where the blitz took place and can correctly locate 10 key events during the Blitz period chronologically on a timeline • How the Blitz spirit in London compared to Liverpool • The reasons why London and Liverpool were bombed during the Blitz • How the Blitz impacted the lives of children (evacuation etc) and their morale • How propaganda was used to boost British morale and whether it was impactful or not.	<u>Children need to know:</u> • What propaganda is • Why propaganda was used during WW2 and the impact it had. • The six main forms of propaganda used in Britain (posters, radio etc). • How propaganda has evolved since WW2 (chronology) • How British propaganda compared in WW2 to Covid.	<u>Children need to know:</u> • What migration is. • Earliest record of migration in British history (chronology) • What Southall was like during the Industrial Revolution • How did WW2 change migration in Britain/Southall • Whether people would have settled in Southall if there were no transport links • How the Southall uprising in 1979 compared to the Noting Hill riots in 1958 • Who Gurdip Singh Chaggar and Blair Peach and their significance during the Southall uprising • What uprising means • Whether the settlements of new cultures changed Southall
	Disciplinary Knowledge (Skills)	• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out (L1, L4, L5) • Know that people who lived in the past cooked and travelled differently and used different weapons (L1, L3) • Recognise that Britain has been invaded by several	• Place periods of history on a timeline showing periods of time (L2) • Explain how events from the past have helped shaped today (L2, L3, L4, L5) • Know that people who lived in the past cooked and travelled differently and used different weapons (L3) • Appreciate that weapons will have changed by the developments and	• Place periods of history on a timeline showing periods of time (L2) • Use mathematical skills to round up time differences into centuries and decades (L2) • Explain how events have shaped our lives (L2, L3, L4, L5) • Give more than one reason to give a historical argument (L4) • Communicate knowledge and understanding orally and in writing and offer	• Describe historical events from the different periods (L1 and L2) • Use dates and historical language in their work (L2) • Draw a timeline which shows different information, such as periods of history, when famous people lived (L2) • Use their mathematical skills to work out exact time scales and differences as need be (L2)	• Appreciate that significant events in history have helped shape the country we have today (L1) • Use dates and historical language in their work (L2) • Use their mathematical skills to work out exact time scales (L2) • Make comparisons between historical periods (L3) • Have a good understanding as to how crime and punishment	• Explain the role that Britain has had in spreading certain values across the world (L3) • Appreciate that significant events in history have helped shape the country we have today (L2, L3, L4, L5) • Begin to appreciate that how we make decisions has been through a Parliament for	• Identify where a period of history fits on a timeline (L2) • Summarise the main events from a specific period in history, explaining the order in which key events happened (L2) • Describe features of historical events and people from past societies and periods they have studied (L3, L4, L5) • Describe a key event from Britain's past	• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint (L4,L5) • Identify and explain their understanding of propaganda (L1, L2, L3, L4) • Pose and answer their own questions (L4) • Describe a key event from Britain's past using a range of evidence from	• Place a specific event on a timeline by decade (L2) • Describe features of historical events and people from past societies and periods they have studied (L1/L2) • Trace the main events that define Britain's journey from a mono to a multi-cultural society (L1,L2/L3/L4/L5)

		different groups over time (L1) • Describe events from the past using dates when things happened (L2) • Describe events and periods using the words: BC, AD and decade (L2) • Describe events and periods using the words: ancient and century (L2) • Realise that invaders in the past would have fought fiercely, using hand to hand combat (L3) • Appreciate that war/raids would inevitably have brought much distress and bloodshed (L3) • Use various sources of evidence to answer questions (L4, L5) • Use various sources to piece together information about a period in history (L4, L5) • Begin to use more than one source of information to bring together a conclusion about an historical event (L6)	inventions that would have occurred (L3) • Suggest why certain events happened as they did in history (L2) • Suggest why certain people acted as they did in history (L2) • Recognise the part that archaeologists have had in helping us understand more about what happened in the past (L4, L5)	points of view based upon what they have found out (L4) • Research two versions of an event and say how they differ (L4, L5)	• Make comparisons explaining how things have changed (L3) • Appreciate that significant events in history have helped shape the country we have today (L4) • Test out a hypothesis in order to answer a question (L5, L6)	has changed over the years (L4) • Explain the role that Britain has had in spreading certain values across the world (L4)	some time (L2, L3) • Explain the role that Britain has had in spreading certain values across the world (L3, L4) • Appreciate how historical artefacts hav e helped us understand more about British lives in the present and past (L4) • Have a good understanding as to how crime and punishment has changed over the years (L4)	using a range of evidence from different sources (L4/L5) • Recognise and describe differences and similarities/changes and continuity between different periods of history (L3) • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint (L4, L5) • Identify and explain their understandin g of propaganda (L5) • Describe a key event from Britain's past using a range of evidence from different sources (L4)	different sources (L1, L3, L4) • Recognise and describe differences and similarities/changes and continuity between different periods of history (L3)	
	Vocabulary	**Substantive Vocabulary:** Anglo-Saxons, Vikings, Longship, Scandinavia, Lindisfarne, Iona, Isle of Sheppey, Malon, York, Leicester, Raids, Invasion, Emperor Claudius, Romans, Alfred the Great, Battle of Ashdown, Battle of Eddington, Chippenham, Danelaw, Aethelflaed (Lady of Mercians) **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation, eyewitness account	**Substantive Vocabulary:** Normandy, Hastings, Normans, Stamford Bridge, Conqueror, invade, armour, weapons, settlements, Bayeux Tapestry, Domesday Book, Durham Church, Norman, Conquered, William the conquer, Harold of Hardrada, Harold Godwinson, Edward the confessor **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation	**Substantive Vocabulary:** Catholic, protestant, Church of England, Christianity, marriage, divorce, monastery, Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, The Spanish Armanda, Roache Abbey, dynasty, dismantles, John Blanke, Jacques Francis, Mary Rose, Trumpeter, Salvage diver **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation	**Substantive Vocabulary:** Great Fire of London, London, Pudding Lane, The Plague, Daniel Baker, King Charles II, Samuel Pepys, Thomas Farriner, Thomas Bloodworth, Christopher Wren, **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation	**Substantive Vocabulary:** Georgians, Industrial revolution, middle/lower class, George I, II, III, IV and William IV, inventions, transport (steam trains), bridges (Iron Bridge), factories (cotton mills), heir, invention, middle/lower class, workhouses, prejudice, Morse code, Great junction canal, trade, transport, Metropolitan police, crime and punishment. **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation	**Substantive Vocabulary:** Queen Victoria, railways, William Powell, education, buildings, Victorians, reign, transport, travel, passengers, empire, **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation, eyewitness account	**Substantive Vocabulary:** The Blitz, The Blitz Spirit, Britain, London, Coventry, Liverpool, Germany, Poland, France, Winston Churchill, Adolf Hitler, Ita Ekpenyon, Evacuee, Blackout, Air raid siren, Anderson shelter, Curfew, Wardens, Black Saturday, King George VI Western Europe, Anderson Shelter, Ealing, Southall, **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation, eyewitness account	**Substantive Vocabulary:** Propaganda, influence, subliminal, indoctrinated, mediums, purpose, audience, Britain, Germany, persuasion, women, recruitment, covd **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation, eyewitness account	**Substantive Vocabulary:** Migration, Great Western railway, Notting Hill riots, Industrial revolution, Southall, London, England, Uprising, Gurdip Singh Chaggar, Blair Peach, race, demonstration, local area. **Disciplinary Vocabulary:** Artefact, primary and secondary source archaeologist, similarities, differences, compare, cause and effect, change and continuity, chronology, timeline, enquiry, investigate, think critically, interpretation, eyewitness account
	End Point Tasks	**Dialogic Talk Task** – Plausible Explanation (Did the Viking raids have a significant effect on Britain?)	**Biography** – Who was William the Conqueror?	**Persuasive formal Letter** – Did British history flourish or decline during the Tudor reign?	**Experiment** – What happens if structures similar to the ones in the past were set alight?	**Dialogic Talk Task** – Class Debate – Was the Industrial revolution the only event which shaped Georgian society?	**Diary entry** – What was it like to live as child during Queen Victoria's reign?	**Dialogic Talk Task** – Class Debate (Did the Blitz boost British morale?)	**Persuasive argument** – Should propaganda be banned?	**Newspaper report** – What was the 1979 Southall Uprising?
	Diagonal / Horizontal / Vertical Links	**Horizontal:** History (Invasions Normans) History (The role of significant women in history Aethelflaed Lady of Mercians links with the study of Elizabeth I) DT (Food technology, making oatcakes ingredients used in Anglo-Saxon times – Alfred the great and his cakes) English (Viking Boy) Geography (Study of Denmark). **Vertical:** Year 3 (The Romans and Anglo – Saxons - Invasions).	**Horizontal:** History (Invasions Vikings) History (Christianity, churches links with the Tudors) **Vertical:** Year 3 (The Romans and Anglo – Saxons - Invasions). Year 3 (The Romans Christianity links with Norman churches). **Diagonal:** Geography (Year 5 France links with William the Conquerors birthplace). Art (Year 5 – study of French artists).	**Horizontal:** RE (Christianity) History (Christianity churches links the Normans). Maths (Roman numerals) English (Letter writing and the book The Diver's daughter). PSHE/UNICEF – Article 28 (the right to an education links with the study of the dissolution of monasteries). **Vertical:** Year 1 and Year 5 (Technological advancements – Transport) Year 3 (Benin Empire and trade). Year 3 (Benin Empire examining symbolisms within the bronzes links with symbolism of Elizabeth I's portraits).	**Horizontal:** Geography (England – Westminster study of the Thames with the GFOL). PSHE/UNICEF – Article 27 (the right to an adequate standard of living links with the study of GFOL – rebuilding London). Science (Study properties and changes of materials) **Vertical:** Year 4 (Society/architecture the study of Tudor buildings – monasteries/Hampton Court Palace/Southall Manor House links with GFOL houses/buildings). **Diagonal:** N/A	**Horizontal:** Geography (human characteristics -factories and mines taking over large areas of the British landscape). Geography (Economic growth links with the Industrial revolution). English (The Highwayman). **Vertical:** Year 6 (Study of the Great Western Railway company opening a railway line in Southall in 1839 links in with the last major invention of the industrial revolution) Year 1 (Transport links with the study of the Great Western Railway line in Southall) Year 3 (Benin trade links with Georgian Britain trade)	**Horizontal:** English (Street Child and Son of the circus). **Vertical:** Year 1 (Victorian toys/transport links in with the study of who the Victorians were) Year 1, Year 2, Year 5 (The role of significant women in history - Aethelflaed Lady of Mercians links in with Pharaoh Hatshepsut, Mary Seacole/ Florence Nightingale, Elizabeth I and Queen Victoria) **Diagonal:** N/A	**Horizontal:** English (Good night Mr Tom and Now or Never a Dunkirk story). Geography (The study of Germany links in with the Blitz) **Vertical:** Year 1, 3, 4 (Transport longships, Egyptian boats links in with aeroplanes used during the Blitz) **Diagonal:** N/A	**Horizontal:** History (Propaganda used during the blitz) History (Study of WW2 and continuation from Autumn 1) **Vertical:** N/A **Diagonal:** N/A	**Horizontal:** PSHE – (British Values tolerance and mutual respect – links with the Southall uprising). **Vertical:** Year 5 (Study of the Great Western Railway company opening a railway line in Southall in 1839 links inn with the last major invention of the industrial revolution) Year 1 (Transport links with the study of the Great Western Railway line in Southall) **Diagonal:** N/A

		Year 1, Year 2, Year 5 (The role of significant women in history - Aethelflaed Lady of Mercians links in with Pharaoh Hatshepsut, Mary Seacole/ Florence Nightingale, Elizabeth I and Queen Victoria) **Diagonal:** English (Year 6 Beowulf links with Anglo - Saxons and Vikings). Geography (Year 3 study of Europe – Sweden links with the Vikings). Spanish (Year 6 study the Vikings)		Year 3 (Beliefs Christianity Romans). **Diagonal:** Geography (Year 6 – North and South America and Year 5 – Canada links with Tudor explorations). Maths (Year 3 Roman numerals) Year 5 (RE - Christianity)		Year 4 (Ancient Egypt trade links with Georgian Britain trade) **Diagonal:** Art (Year 4 mono-printing on cotton links with materials the Georgians used for inventions during Industrial revolution). Art (Year 4 study of J.M. Turner was a Georgian links with the Georgians). Science (Year 4 and 6 electricity links with Georgian invention of first electric motor).				
Geography	Topic/ Big Question	Day and night (identify the position and significance of latitude, longitude etc.) Why are there different time zones around the world?	Scotland, Denmark and Trinidad and Tobago. How do Scotland (Highlands), Denmark (Copenhagen), Trinidad and Tobago (Pigeon Point) compare to each other?	Climate change and energy (climate zones, biomes, vegetation belts) Are we damaging the world through climate change and energy use?	The UK How do different cities of the UK compare to each other?	England, France and Canada How does life in a region in France (Ile-de-France) and Canada (Newfoundland) compare to Westminster, England?	Economic growth What is economic growth and global trade?	North and South America What makes North and South America so unique?	Northern Ireland, Germany and Brazil What comparisons can be made between Scotland, Berlin and Northern Brazil?	Mountains, rivers and the water cycle Why do humans rely on mountains, rivers and the water cycle?
	Threshold Concepts	Physical Geography Scale	Place (Comparison of regions) Physical Geography Human Geography	Physical Geography Fieldwork	Place Physical Geography Human Geography	Place (Comparison of regions) Physical Geography Human Geography	Human Geography	Place Human Geography Physical Geography	Place (Comparison of regions) Human Geography Physical Geography	Physical Geography
	Horizontal/Vertical/Diagonal; links	**Diagonal:** Year 3 English Text – Murafo's Beautiful Daughter **Diagonal:** Year 1 Science – Seasonal Changes	**Horizontal:** Yr 4 English Text – Gregory Cool **Horizontal**: Yr 4 History – The Vikings	**Horizontal:** Yr 4 Science – Electricity and States of Matter **Horizontal:** Yr 4 Maths – Graphs **Diagonal:** Yr 6 Geography – Why are mountains, rivers and the water cycle so important?	**Diagonal:** Yr 2 Geography – What makes up the United Kingdom? **Horizontal**: Yr 5 English Text: Street Child (Victorians- Ealing district was developed in the Victorian period by the growing middle class moving away from the very polluted, at that time, centre of London. It was known as the Queen of Suburbs.)	**Horizonal:** Yr 5 History: (England – Victorians, Georgians, and Stuarts) **Horizonal:** Yr 5 Art: French Artists **Diagonal**: Yr 4 History -The Tudors Explorations – John Cabot- Newfound Land Canada	**Diagonal**: Yr 3- History -Benin Empire **Horizonal:** Yr 5 – English Texts: The Varmints and The Last Wild which discusses the issues regarding natural resources, environment and how It can be impacted. **Diagonal:** Yr 3 History – Looking at the history of trade and linking it to the Romans and Egyptians. Egyptians had the river Nile which was used to import/export goods.	**Horizontal**: Yr 6 History – WW2 **Horizontal:** Yr 5 Geography comparing different regions. **Horizontal:** Yr 6 English texts: Goodnight Mr Tom Boy in the Striped Pyjama.	**Horizontal:** Yr 6 History Germany – WW2 Brazil – WW2 and Amazon rainforest Links to History with World War 2. .	**Vertical:** Yr 3 Geography – What do you know about mountains, volcanoes, and earthquakes? **Diagonal:** Yr 4 Science – The Water Cycle
	NC links	Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).	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.	Describe and understand key aspects of: physical geography, including; climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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.	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 geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resource including energy, food, minerals and water.	Locate the world's countries, using maps to focus on North and South America 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	Describe and understand key aspects of: physical geography, including; climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	Substantive Knowledge	Children must know: Where the Equator, tropics, Southern and Northern Hemisphere, North and South Poles are located on a world map That a line of latitude is a geographical coordinate that is used to specify the North and South sides of the Earth That a line of longitude is a geographical coordinate that is used to determine the East and West points on the Earth's surface That different UK cities will have varying lines of latitude and longitude e.g. London, Birmingham, Manchester, Liverpool, Edinburgh, Glasgow How to use map coordinates to find locations	Children must know: That the three main topographical features of Scotland are: the Highlands, the Midland Valley and the Southern Uplands (Appearance: hills, mountains, coasts, rivers, lakes) Where Copenhagen is located on a map of Europe That Copenhagen is a region in Denmark That some of the physical features of Copenhagen are: hills, coastlines, seas, rivers, lakes, Oresund Bridge, That some of the human features of Copenhagen are: population, tourism, culture, cities, land, islands, bird species, That the longest river in Copenhagen is the Guden (160km in length) That the largest lake in Copenhagen is Lake Esrum	Children must know: That climate is affected by different factors such as: latitude, ocean currents, wind and air masses, elevation That changes in climate can be caused by weather Some sources of renewable energy such as: wind, sun and water That greenhouse gases are certain gases in the atmosphere such as: water vapour, carbon dioxide, nitrous oxide and methane. That energy consumption is how things change and move That carbon pollution is when oil, coal and gas are burned into the environment. How to collect data about energy consumption – fieldwork enquiry Some ways to reduce climate change e.g. recycling, using less electricity, less use of cars, less meat and dairy.	Children must know: That the capital city of England is London That the capital city of Wales is Cardiff That the capital city of Scotland is Edinburgh That the capital city of Ireland is Dublin Where other cities e.g. Manchester, Birmingham, Newcastle, Liverpool, Bristol etc are located in the UK The names of different regions in the UK e.g. North- East England, South West England, West Midlands, East Midlands etc. The name of some counties in the UK, focusing on the ones in South East of England. The name of some cities in the South East England i.e. Reading, Oxford, Swindon The region in which they live is South East England	Children must know: Some physical features of Westminster such as: Tower Bridge, River Thames, famous landmarks i.e. Buckingham Palace Some human features of Westminster, such as: Big Ben (The Elizabeth Tower Clock), London Underground, History Museum, Science Museum, population, climate, Some physical features of France such as: River Seine, Rhine and Rhone, Mountain Alps, Some human features of France, such as: population, climate, Louvre Museum, Cathedral Notre-Dame de Pais,,Eiffel Tower, castles, churches, beaches, coasts, Some physical features of Newfound Land, Canada such as: landscapes, hills, valleys, rivers, parks, oceans, mountains, hills, coastal terrain	Children must know: The different types of settlement e.g., rural, urban, town, cities, villages How land is used in three different places: Southall, Iverness and Columbo. How to use Google Maps to search for locations How and why trade has changed over time What has changed through time to allow trade to be carried out on a larger scale That not all popular food items are sourced in the UK That some food items are imported and exported within our border Why some food is imported/exported to the UK That Fairtrade is when fair prices are paid to producers in developing countries. The impact that positive Fairtrade has on communities,	Children must know: That the US, Canada, Greenland, Mexico, Cuba and Jamaica are some of the countries located in North America That Brazil, Argentina, Columbia, Chile, Peru and Columbia are some of the countries in South America That North America has states that make up the US That South America does not have any states That the capital city of the US is Washington DC, that the capital city of Canada is Ottawa, that the capital city of Greenland is Nuuk, that the capital city of Mexico is Mexico City, that the capital city of Cuba is Havana, that the capital city of Brazil is Brasilia, that the capital city of Argentina is Buenos Aires That Pearl Harbour is located on the island of Oahu, in Hawaii. How the landscapes compare in Canada and Brazil e.g. Brazil has	Children must know: Where Scotland is on a map of the UK Some human features of Scotland e.g. population, landmarks. Some physical features of Scotland e.g. location, mountains, coastlines, highlands, rivers/lakes, castles, climate. Where Berlin, Germany is on a map of Europe Some human features of Berlin: Population, Berlin Wall, Charlottenburg Palace, Bradenburg Gate, Reichstag Building Some physical features of Berlin: Climate, River Havel, Dahme and Spree Where Northern Brazil is on a map of South America Some physical features of	Children must know: That a river is a large stream of water that flows over land That the world's longest river is the River Nile at 6, 650km long That the second longest river is the River Amazon at 6,400km Where River Nile is located on a world map Where River Amazon is located on a world map That the water cycle is a continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again That the features of a river are: tributary, confluence, delta, estuary, floodplain, levee, meander, mouth, oxbow lake, source, waterfall and main channel That rivers are used in various ways around the world e.g. for

		How to use a compass to find directions of given locations e.g. figure out what city is at approximately 30°N, 90°W of Southall. That the position of the Prime Meridian is the line drawn at North to South at 0 degrees longitude That the positioning of the time zones is located halfway around the world from the Prime Meridian or at appox. 180 degrees east (or west) of Greenwich, London That the time will be different to the UK depending on what the country is the position and significance of time zones (including day and night) by comparing times in different countries.	That some famous landmarks in Denmark are: The Little Mermaid Statue, Tivoli Gardens and Nyhavn Harbour That Pigeon Point is a tourist region in Trinidad and Tobago That some human features of Pigeon Point are: Population, culture, settlement, hotels, airport, restaurants, shops, That some physical features of Pigeon Point are: beaches, islands, palm trees, water, hot climate, sea/ocean, park, cliffs, Some similarities and differences from the three areas studied	What the Great Pacific Garbage Patch is and discuss the effects of it on climate change.	Compare and contrast three cities in the UK: Cardiff, London and Iverness. The physical and human characteristics of each city e.g. buildings, schools, rivers, tree, elevation How to use an atlas/map to locate the highest points in the UK. Wales: Snowdon, England: Scafell Pike, Scotland: Ben Nevis That topographical features of a map are: hills, mountains, coasts and rivers How to use OS maps, including 4 and 6 figure grid references, symbols and keys How to use the 8 point compass to locate That land use is a term used to describe the function of the land That in rural areas, land use can be used for farming and foresty That in urban areas, land use can be used for industry or housing	Some human features of Newfound Land, Canada such as: population, climate, houses, historic sites, Some similarities and differences between the three areas studied e.g. population, tourism, climate, vegetation economy, land use culture, landmarks	farmers, and manufacturers in less developed countries e.g. through better working conditions and a fair working wage. That natural resources including, minerals, copper, iron, coffee, wheat, oil and water are globally distributed	hills, mountains, plains, highlands, and scrublands How the climate compares between Canada and Brazil e.g. Brazil has a tropical climate so there is no dry season, Canada has the Artic, great mountains, volcanoes, huge lakes, and inlets Some physical and human characteristics of Brazil. (Focus on the Amazon rainforest and impact that this has on the environment.) Some physical and human characteristics of The Rockies in Canada. the impact that this has on the environment.	Brasilia: Climate, Lake Paranoa (man-made), landscapes, climate Some human features of Brasilia: Population, culture, transport, buildings, homes, shops,	transport, washing, leisure, irrigation That a mountain is an elevated portion of the Earth's crust, with steep sides Where the 'seven summits' are located on a world map The climate of different mountains Why the Himalayas/The Rockies are important for people living in the region e.g. habitats, underground mines
	Disciplinary Knowledge	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Use the eight points of a compass, four 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 with teaching of latitude and longitude	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied Use the eight points of a compass, four 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 with teaching of latitude and longitude Use field work to observe, measure and record the human and physical features in the local area Ask and respond to questions and offer their own ideas Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations/photos/pictures/ maps independently	Use maps, atlases, globes and digital/computer mapping (Google Earth) 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 in the past and present	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change Show simple understanding of the links between places, people and environments	Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing	Use maps, atlases, globes, and digital/computing mapping to locate countries and some physical features studied. Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change Show simple understanding of the links between places, people and environments	Use maps, atlases, globes, and digital/computer mapping to locate physical features. Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change Show simple understanding of the links between places, people and environments
	Substantive Vocabulary	Region, area, similarities, differences, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, temperature, climate, Tropical climate, distance, Prime Greenwich meridian, equator, hemispheres, climate, latitude, longitude, Tropics of Capricorn and Cancer, Arctic and Antarctic circle, time zones, day, and night.	Region, area, similarities, differences, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, tourism, trade, import, export, castle, village, seasons, environment, agriculture, axis, industry, temperature, climate, tropical climate, distance, Vikings, beach, thatched roof, natural and man-made resources.	Climate, deforestation, energy, change, deterioration, biomes, latitude, ocean currents, wind, air masses, reduce/reuse/recycle, global change, carbon pollution, adaptation, evolution, vegetation belt, consumer, adaptation, ordinal directions, cardinal directions, water vapour, carbon dioxide, nitrous oxide and methane, water, sun, wind, energy consumption	Topographical, land, irrigation, farming fertile, Victorians, river, sea, coast, border, mountain, hill, locality, county, city, valleys, slope, summit, atlas, compass, grid	Population, tourism climate, vegetation, economy, land use, culture wildlife, equator, Indigenous Same inhabited, coordinates Northern Lights, summer Winter, Houses of Parliament, Big Ben, London Eye, River Thames, bridges tourism, London Underground, cosmopolitan capital, Buckingham Palace Olympic Park, museums, cultural institutions, historical and modern landmarks	Settlement, economic growth, land use economic activity, trade links, distribution of natural resources, minerals, water, energy, rural urban, agricultural farming, crops, fertile, soil, climate, import, export cost, supply chain, fair trade, fair living, geographical links distribution	Landscape, physical and human characteristics, Mount St Helens, Rockies, climate, economy, deforestation, rainforest, impact, agriculture, biodiversity, environment, fertile, ecosystem, forest floor, vegetation, longitude, latitude, barren	Region, area, similarities, differences, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, tourism, trade, import, export, castle, village, seasons, environment, agriculture, axis, industry, human feature, physical feature, temperature	Precipitation, evaporation, transpiration, condensation, infiltration, melting, freezing, ground water, surface water, estuary, bank, basin, bed, canal, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, tributary, watershed, source, mountain, mountain range, K2, Kilimanjaro, Everest, skiing, summit, snowboarding, blizzard, tourism, peak, ascent, avalanche, tributary, confluence, delta, estuary, floodplain, levee, meander, mouth, oxbow lake, source, waterfall and main channel
	Disciplinary Vocabulary	Investigate, label, compare, identify, locate ,	Observe, locate, discuss, research, list, compare,	Read, interpret, discuss, measure, record, collect, create, analyse	Explore, name, locate, research, compare, annotate, plan, investigate, describe,	Identify, describe, compare,	Investigate, discuss, annotate, research	Describe, identify, compare, annotate	Explore, annotate, locate, name, discuss, investigate, compare	Explain, describe, locate, name, identify
	End Point Task	Children will write an explanatory text about day and night.	Children will create a persuasive tourism leaflet on Pigeon Point in Tabago.	Children will plan and write a persuasive formal letter to inform the school on ways to save the planet, addressed to the Headteacher.	Children will create an information leaflet on the three cities.	Children will create a leaflet/brochure persuading people to visit Westminster.	Children will write an information text about economic growth. Children can choose the aspect to focus on.	Children will write a persuasive leaflet encouraging tourists to visit Brazil	Children will plan and write a comparative text about all three regions studied	Children will write an informative text (explanation) about how all three physical features (water cycle, mountains, and rivers) are linked.
Art and Design	Topic/ Big Question	**<u>Drawing</u>** How can the work of Kandinsky influence our own work focussing on scale and proportion to make accurate drawings?	**<u>Painting</u>** What techniques do Georgia O'Keeffe and J.M.W Turner use and how can they influence our own work?	**<u>Sculpture</u>** How can the work of Ai Wei Wei and Kintsugi influence our own work?	**<u>Drawing</u>** How can we use different tools to create artwork inspired by Jean-Michel Basquiat?	**<u>Painting</u>** How can we use the techniques Chris Ofili has used to recreate our own work?	**<u>Sculpture</u>** How can we make use of the work of Alberto Giacometti, Simone Leigh and Louise Bourgeois to influence our own work?	**<u>Drawing</u>** How can we refer to artists, architects and designers in history for inspiration or comparison in our own work?	**<u>Painting</u>** How can we use the work of Arpita Singh and create a portrait of yourself?	**<u>Sculpture</u>** How can the work and techniques used by the Martin Brothers influence making a face jug?

HPS Upper Phase Curriculum Map

	Threshold Concepts	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.
	Horizontal/ Vertical/ Diagonal Links	• Science- natural forms • Literacy- discussing work. • Numeracy- shape and space, • PSHE/Citizenship – working on a large group piece.	• Numeracy – irregular shape. • Literacy – following instructions. • Science- flowers • Geography – working in the environment.	• D&T – fabrics • PSHE/Citizenship – respect for the ideas of others • Literacy- following instructions • PSHE/Citizenship- working with a partner • History and SMSC – developing an understanding of other cultures	• Literacy- discussion of work, descriptive language, speaking and listening • ICT- researching skills, working in the negative	• ICT – research skills, scanning, cloning and pattern repeats • Following instructions and discussing work, speaking and listening	• Literacy – speaking, listening, recording, and comparing. • PSHE/Citizenship- relationships • ICT -research on Henry Moore. • Science – points of movement of the body, change of state. • PE - positions of the body, points of balance.	• Science- natural forms, magnification. • PSHE/Citizenship - working with others. • Literacy – discussion, • History- historical source artist • ICT- research skills.	• ICT- using overhead projector to enlarge an image. • PSHE/Citizenship – working within a group. • Music – instruments used in Picasso images • Literacy- discussion of own and others' work, evaluation of symbols.	Literacy – speaking and listening. DT - joining materials. History - local history project. SMSC –developing an understanding of other cultures.
	NC Links	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects, and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history	Pupils should be taught to develop their techniques, including their control and their use of the materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history
	Substantive Knowledge	**By the end of the unit children will know:** • Facts about Bridget Riley • How use a variety of marks • How to use a view finder • Information about Kandinsky •	**By the end of the unit children will know:** • Facts about Georgia O'Keefe and J.M.W Turner • J.M. W Turner liked to draw and paint 'en plein air', which means out in the open. • Turner drew and painted at different times of the day and in all weathers. • He painted sunrises, sunsets, mist, rain and snow, which is why he is sometimes called 'the painter of light'. -	**By the end of the unit children will know:** • Facts about Ai Wei and Kintsugi • Facts about Sam Gilliam • Facts about Gabriel Orozco and Rachel Whiteread • Plan and produce a piece of art work inspired by Ai Wei Wei, by using multiple colours and/or painting a favourite logo or word on their pots. • To plan and use a variety of tools. • Understand the process and techniques involved in developing a pinch pot. • To understand the process and techniques involved in developing coiled clay forms. • Apply knowledge of artistic approaches to decoration to their own work.	**By the end of the unit children will know:** • How to make comparisons between pieces, using the correct vocabulary. • To compare Basquiat's work (crowns) and to sketch an artwork inspired by this. • To plan and use a variety of tools. • Plan and produce a piece of artwork inspired by Basquiat's work. • Facts about Jean-Michel Basquiat • Describing the body positions of figures in motion using torn paper. • To Understand and explore the translucent nature of tissue papers. • To develop ideas and apply knowledge of processes. • Exploring and inventing symbols to represent meaning. • Drawing and cutting portrait silhouette from observation. • Explaining and discussing work and modifying as they continue to work.	**By the end of the unit children will know:** • Facts about Andre Derain, Chris Ofilli and Henri Matisse • Have a basic understanding of fauvist art as a style. • How to create shapes using a variety of techniques.	**By the end of the unit children will know:** • Knowledge of artists such as Henri Moore, Barbara Hepworth, Albert Giacometti, Simone Leigh, and Louise Bourgeois. • What clay maquettes are and how they are used. • How to compare and discuss ideas, methods and ways of working in others' work, and relate these to their own ideas. • Develop and apply understanding of the work of Alberto Giacometti in the production of individual figurative sculptural forms.	**By the end of the unit children will know:** • Facts about of Julie Mehretu (a contemporary female artist) • Mehretu is originally from Ethiopia but has since moved to the Michigan where she has spent most of her life. • She puts layer upon layer upon layer of different lines, shapes, and colors to build up her eye-catching paintings	**By the end of the unit children will know:** • Facts about Patrick Caulfield. • Develop knowledge of the Cubist Movement. • Facts about Arpita Singh. • How to decipher codes and symbols from her Zodiac Paintings. • Adapt and improve their work to realise their intentions. • Create images that give a sense of the artists identity and personalities.	**By the end of the unit children will know:** • Knowledge of the life of the Martin Brothers and understand their work in relation to Southall. • How face jugs have been used in other cultures. • The features and details of a coil pot and how to create a face jug. • How features can accentuate certain features on a jug.
	Disciplinary Knowledge	• Explore line, tone and shading using different media. • Add detail to drawings. - Add	• Construct, experiment, create and reflect on their own works of art.	• Construct, deconstruct • Experiment with clay • Compare and evaluate their own work with that of Ai Wei Wei	• Explore line, tone and shading using different media.	• Construct, experiment, create and reflect on their own works of art.	• Discuss figuration and abstraction in relation to the human form.	• Discussing and reviewing work and making modifications.	Construct, experiment, create and reflect on their own works of art.	• To evaluate the use of masks in contemporary art. • To use materials to explore figuration and

HPS Upper Phase Curriculum Map

		patterns and textures to drawing • Compare and evaluate their own work with that of Bridget Riley • Experiment with colours	• Experiment with painting media and a range of brushes/ techniques • Compare and evaluate their own work with that of J.M.W Turner • Communicate their ideas and how they could be improved	• Communicate their ideas and how they could be improved	• Add detail to drawings. - Add patterns and textures to drawing • Compare and evaluate their own work with the artist ean-Michel Basquiat • Experiment with colours	• Experiment with painting media and a range of brushes/ techniques • Compare and evaluate their own work with that of Chris Ofilli • Communicate their ideas and how they could be improved	• To understand the concept of 'drawing' in 3D. • To produce drawings of figures to describe form not detail • To construct and create a sculpture using Modroc.	• Focus on the use of maps and focus on the Julie Mehretu' Maps. • Learn to use a layering 3D effect. • Reviewing own work and revisiting the artist.	Experiment with painting media and a range of brushes/ techniques Compare and evaluate their own work with that of Communicate their ideas and how they could be improved	abstract representation. • To construct and create a face mask and jug. • Pupils create a clay slab and create their own bird images by carving in to the slabs.. • Experiment with different strokes and strengths of carving to create different patterns.
	Substantive Vocabulary	Media and materials: Techniques: Linear drawing, Process: Artists: Bridget Riley- Born Apr 24, 1931 Wassily Kandinsky- Dec 04, 1866 - Dec 13, 1944 Styles and periods: Bridget Riley- semi-impressionist manner, then changed to pointillism Kandinsky- Abstract	Media and materials: Paint, texture, surface, colours, brushes, watercolourists, tone, elements, contrasting, application, newspaper, Techniques: stroking technique, shading, crinkle Process: wet wash, dripping, flicking, adding salt Colour theory: Light/dark, Tone, Contrast, Palette, Watercolour, Wet on wet Wash. Artists: Georgia O'Keefe November 15, 1887- March 6, 1986 J.M.W TURNER 23 April 1775 – 19 December 1851 Effects: wash technique, bold and faded areas. Styles and periods: Abstract and realist	Media and materials: Clay, water, carving tools and plastic bags to keep clay wet between lessons. Techniques: layering, stitching, sticking, weaving, pleating, plaiting, tying and knotting, cutting, tearing, hole punching, thread removing, carving. Artists: Ai Weiwei 28 Aug 1957 Contemporary artist Sam Gilliam Nov 30, 1933 is an African American colour field painter and lyrical abstractionist artist Gabriel Orozco Apr 27, 1962 contemporary artist always on the move Rachel Whiteread 20 Apr 1963 contemporary artist Styles and periods: Ai Weiwei- Contemporary artist Sam Gilliam- abstractionist artist Gabriel Orozco- contemporary artist Rachel Whiteread- contemporary artist	Media and materials: White card and black card, pastels, Paints, Paint brushes, Pencils, felt tips, Techniques: Group, printing, Process: Printing Artists/ effects: Jean-Michel Basquiat- December 22, 1960 – August 12, 1988 Styles and periods: Neo-Expressionist painter	Media and materials: Paint, patterned fabric, chalk, pencils, fingers, sponges, pastel. Techniques: Tonking Sgraffito Applicators, layers, mix, match, brusho colour, printing, mix paint with glitter, cotton bud Process: mix colours, patterns, brush strokes, Colour theory: vibrant, expressive, unrealistic Artists: Henri Matisse 31 December 1869 – 3 November 1954 Andre Derain 10 June 1880 – 8 September 1954 Chris Ofilli 10 October 1968 Styles and periods: Fauvist, abstract	Media and materials: Clay, masking tape, bandage, Modroc, sticks, Stockinet tube. Techniques: Draping, rub, smooth, Process: Stability Artists and effects: Henri Moore Jul 30, 1898 - Aug 31, 1986- used drawing to work out how to transform the shapes of objects that inspired him into the strange and beautiful shapes for his sculptures. Barbara Hepworth Jan 10, 1903 - May 20, 1975- Modernism and in particular modern sculpture. Albert Giacometti Oct 10, 1901 - Jan 11, 1966- Cubism and Surrealism. Simone Leigh 1967- contemporary sculptor uses materials and forms associated with African art and African diaspora. Louise Bourgeois Dec 25, 1911 - May 31, 2010- Abstract, arachnid-like Mamansculptures. Styles and periods: Henri Moore- semi-abstract monumental bronze sculptures. Barbara Hepworth- Modernism and in particular modern sculpture. Albert Giacometti- Cubism and Surrealism. Simone Leigh- contemporary sculptor Louise Bourgeois- Abstract, arachnid-like Maman sculptures.	Media and materials: Fruit and vegetables, Sketchbooks, Magnifying- glasses, Google Maps, Sharpies, Paper protector, ICT, Techniques: Overlapping, layering Process: Enlarging, Colour theory: brightly coloured shapes and lines, black ink, Artists and effects: Julie Mehretu Born- 1970 (age 52) - Her paintings, drawings, and prints depict the cumulative effects of urban socio-political changes. Styles and periods: contemporary visual artist,	Media and materials: Acetate, Simple, Linear, Outline, Contour, Inks, Stains, Dyes, Adapt, Transpose, zodiac, chalk, 2d surface, symbols. Techniques: brusho, infill, overlapping, contour Process: Enlarge, black outlines, ict, black pen Colour theory: flat, contour colour, Artists: Patrick Caulfield 29 January 1936 – 29 September 2005 Pablo Picasso, Georges Braque Arpita Singh born 1937, figurative artist and a modernist Styles and periods: Cubist, still life.	Media and materials: Clay, Fabric, Techniques: Cross hatching, different strokes, and strengths of carving Process: Coiling Artists and effects: Martin Brothers - grotesque and caricature. (Wally birds and jugs- use of colour) Jim McDowell- use of colour Lindsey Mendick-colourful work Styles and periods: Martin Brothers- eccentric, grotesque, gothic Jim McDowell- based on slavery and used on gravestones. Lindsey Mendick- femininity
	Disciplinary vocabulary	Experiment Explore Communicate Develop Create Evaluate Compare Annotate Assembling	Experiment Explore Communicate Develop Create Evaluate Compare Annotate Assembling	Experiment Explore Communicate Develop Create Evaluate Compare Annotate Assembling	Experiment Explore Communicate Develop Create Evaluate Compare Annotate Assembling	Experiment Explore Communicate Compare Develop Create Evaluate Compare Annotate Reflecting	Maquette Pinching Pulling Stroking Smoothing Shading Joints Position Modroc Sculptural Figurative Wrapping Process Record	Experiment Explore Communicate Develop Create Evaluate Compare Annotate Assembling	Experiment Explore Observation Communicate Compare Develop Create Evaluate Compare Annotate	Decorate Accentuate Compare and contrast Develop Design Create
	End Point Task	To work collaboratively within a group to produce artwork.	To use a wash technique to experiment in the style of Turner	To create a clay pot using different techniques and paint it in the style of Ai Weiwei.	To evaluate how effectively we have reproduced an artist's style in our own work.	To explore several ideas in their sketchbooks using dotted linear approach.	To make a 3D figure.	Pupils choose a final map and colour in parts of the map on a transparency sheet.	To combine the elements from previous lessons and create a self portrait.	To create a face jug in the style of the Martin Brothers.
Design & Technology	Big Question	**Food** How can we make a healthy Anglo-Saxon style vegetable soap?	**Electrical systems** How can we use a battery powered table lamp to germinate seeds indoors throughout the year?	**Structures** How can we use renewable energy for toys in the future?	**Mechanical systems** How can a CAMS toy be used to produce movement to investigate how planets orbit the sun?	**Structures** How can we effectively use indoor space in highly urbanised areas to promote health and wellbeing?	**Food** How can we responsibly consume healthy food to reduce wastage?	**Electrical Systems** In areas of high crime rates, how can we prevent theft and damage of vehicles?	**Food** How can we overcome food shortages in a healthy and sustainable way?	**Textiles** How can we reduce the amount of plastic being dumped in landfill?
	Threshold concepts	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Cooking and Nutrition**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Health and safety**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Cooking and Nutrition**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Cooking and Nutrition**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming**

HPS Upper Phase Curriculum Map

		-Health and safety -Hygiene	-Observation -Health and safety -IT knowledge	-Observation- -Health and safety -IT knowledge	-Observation -Health and safety -IT knowledge		-Health and safety -Hygiene	-Observation -Health and safety -IT knowledge	-Health and safety -Hygiene	-Observation -Health and safety -IT knowledge
	NC links	Design-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. Make- select from and use a wider range of tools and equipment to perform practical tasks [for example, 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. Evaluate- 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. Technical knowledge- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 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.	Design-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. Make- select from and use a wider range of tools and equipment to perform practical tasks [for example, 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. Evaluate- 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. Technical knowledge- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products	Design-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. 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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. Technical knowledge Apply their understanding of computing to program, monitor and control their products
	Designing	Substantive knowledge Explore a range of fruits you would like to include based on appearance taste and texture. Learn the diet of Anglo-Saxons. Disciplinary knowledge Communicate a realistic criterion (whilst considering the audience). Produce an annotated sketch of their model vegetable soup.	Substantive knowledge Learn what a circuit is and what are the different components needed to make a circuit. Learn how to draw electrical circuit using symbols. Explore different lightening intensity to germinate the plants. Disciplinary knowledge Communicate a realistic criterion (for example, how many bulbs/cells do they want to power or intensify the light?) whilst considering the time frame and range of resources. Produce an annotated sketch of their model (indoor battery powered light). Research and deliberate the target audience and their needs/wants.	Substantive knowledge Look at different shape nets. Pupils need to know the basics of using the keyboard and mouse. Learn how to use CDA to design a product. Students to look at eco-friendly cars. Disciplinary knowledge Plan and design use CDA on how they want their eco-friendly toy car to look (patterns, size etc). Use a computer programme to generate a car template model. Research on solar car models invented to find out which model of car is more adaptable for a solar panel.	Substantive knowledge Learn how to use CAMS to produce toy movement. Learn how toys can promote analytical and critical thinking skills. Learn how to use CAM to design a toy. Learn how to produce questionnaires to carry out research. Disciplinary knowledge Generate innovative ideas by carrying out research using surveys, interviews, questionnaires, and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.	Substantive knowledge Look at sustainable garden designs with limited space (space, area, window boxes, planter material Know the purpose of own design and who their audience is. Disciplinary knowledge Carry out research into user needs and existing products, using surveys, interviews, questionnaires, and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources, and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.	Substantive knowledge Learn healthy eating and its impact on the world. Look current initiatives to tackle the issue. Understand how key chefs have influenced eating habits to promote varied and healthy diets e.g., Jamie Oliver (Left Over Dinners & School Dinners), Vegan cheap meals. Look at the impact of food wastage on the environment and its people. Link to Sustainable Development Goals. Look current initiatives to tackle the issue. Look at different ingredient to make the final product. Disciplinary knowledge Generate innovative ideas of healthy meals to reduce wastage through research and discussion with peers. Adults to develop a design brief and criteria for a design specification. Explore a range of breads and roti and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as	Substantive knowledge Look at the current data on vehicle thefts within Southall and the preventative strategies currently employed. Learn the set of criteria to ensure design meets purpose and user needs. Learn what a circuit is and its different components. Explore how circuits can use buzzers and switches to create an alarm. Learn how to use the scientific diagrams to assess project success. Disciplinary knowledge Develop a set of criteria to ensure design meets purpose and user needs. Research types of circuits and components, considering their relevance and suitability to the criteria. Collaborate ideas to clarify and build on findings. Ideas will be communicated through scientific diagrams.	Substantive knowledge Explore food shortages of WW2 and the alternative during this period such as dried eggs. Explore where different foods originated from and how they were grown. Explore healthy recipes using the foods available at that time. Learn how to use computer technology to communicate ideas. Disciplinary knowledge Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Children will explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. Use words and information and communication technology as appropriate to develop and communicate ideas.	Substantive knowledge Explore environmental issues facing the world today, specifically looking at the role of plastic pollution. Learn how to use CAD to design a pattern fi for purpose. Disciplinary knowledge Generate innovative ideas through research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

HPS Upper Phase Curriculum Map

							appropriate to develop and communicate ideas.			
	Making	Substantive knowledge Learn how to make an oatmeal. Explore the unit needed to measure and cook the ingredients. Disciplinary knowledge Plan a step-by-step recipe including the ingredients, equipment etc. Measure the amount of ingredients needed, mix them in the right order and check when they need to be pulled out of the oven. Use finishing and decorative techniques suitable for the product they are designing and making.	Substantive knowledge Students need to know how to construct a circuit and build the lamp. Students need to know how to use the equipment safely. Students Disciplinary knowledge Generate a clear step by step checklist clearly outlining each of the stages and the different resources required. Select appropriate tools and equipment to use to shape, join, cut etc. Select appropriate electrical components based upon their purposes.	Substantive knowledge Learn how to correctly assemble the car safely. Learn what a circuit is and how to construct a circuit. Explore the different electrical components and materials to make the car. Disciplinary knowledge Produce a clear plan of work, with different stages and steps in order to get the final product. Choose the most suitable electrical components and materials to build your product. Use CDA to prepare a template of the model of car you want. Assemble the car using cardboard, taking into account space needed.	Substantive knowledge Learn how to make a CAMS toy safely. Explore different materials and equipment needed to make the toy. Disciplinary knowledge Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.	Substantive knowledge Learn how to use the materials and equipment safely. Disciplinary knowledge Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making.	Substantive knowledge Know how to use appropriate equipment and utensils safely. Know how to measure ingredients accurately. Disciplinary knowledge Write a step-by-step recipe of the Kottu rotti, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.	Substantive knowledge Learn how to make and assemble the different components to make an alarm system. Learn how to use Crumble to program the alarm system. Disciplinary knowledge Adults and children formulate a step-by-step plan to guide making, equipment, materials, and components. Competent, select and accurately assemble materials and securely connect electrical components to produce a reliable, functional product. Using Crumble microcontroller software, create and modify a computer control program to enable electrical product to respond to changes in the environment.	Substantive knowledge Explore the purpose of different ingredients and utensils. Learn how to cook a meal fit for purpose. Learn how to use the utensils and appliances to make the meal. Disciplinary knowledge Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate, and present the food product appropriately for the intended user and purpose.	Substantive knowledge Explore detailed lists of equipment and fabrics relevant to their tasks. Explore a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Learn how to sew the design onto the bag. Disciplinary knowledge Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
	Evaluating	Substantive knowledge To look at the healthy recipe proposed by Jamie Oliver. To look at a range of existing vegetable soup brands. Disciplinary knowledge To evaluate and compare mass produced vegetable soup products with their own handmade vegetable soup. To compare Jamie Oliver choice of ingredients to our choice of ingredients.	Substantive knowledge Look at a range of battery-operated products. Disciplinary knowledge Investigate and analyse a range of existing battery-powered products. evaluate OWN ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	Substantive knowledge Look at solar powered products existing in the market, particularly cars. Learn the benefits of solar powered cars. Disciplinary knowledge Analyse existing solar powered products in the market, particularly cars. Evaluate, test and assess the functioning and design of their own products in comparison with their own original ideas. Find points of success in their product as well as offering ideas for improvement.	Substantive knowledge Know and learn the success criteria of own design. Disciplinary knowledge Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.	Substantive knowledge Look at a range of existing garden frames and its cost effectiveness. Learn what data to collect to evaluate project success. Disciplinary knowledge Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures.	Substantive knowledge Know the success criteria of the final product. Know what tools to use to record data e.g. tables/graphs/charts such as star diagrams. Disciplinary knowledge Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets e.g. Jamie Oliver (Left Over Dinners & School Dinners), Vegan cheap meals.	Substantive knowledge Know the success criteria of own design, making sure it is fit for purpose. Disciplinary knowledge Develop a set of criteria to be used to continually evaluate the effectiveness of their product for purpose and user and modify as required. Test the system to demonstrate the effectiveness of own alarm to demonstrate its effectiveness for the intended user and purpose.	Substantive knowledge Know the success criteria of own product, making sure it is Fit for purpose. Learn what method to use to present the data. Disciplinary knowledge Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g., tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.	Substantive knowledge Explore different textiles products linked to the final product. Know the success criterial to evaluate the success of the final product. Disciplinary knowledge Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality, and fitness for purpose. Consider the views of others to improve own design.
	Technical knowledge	Substantive knowledge To know how to follow a recipe, to measure ingredients, to know names of baking utensils and to assess when their product is ready in the oven. Disciplinary knowledge To understand the steps involved in cooking a vegetable soupl.	Substantive knowledge Learn technical vocabulary relevant to the project. Disciplinary knowledge Understand and use electrical systems in their products such as switches, buzzers and bulbs.	Substantive knowledge Know how to make a complex circuit Know how to add a motor to a circuit. Know how to build a solar panel and how to connect it to the circuit. Disciplinary knowledge To understand and know the vocabulary to talk about complex circuits.	Substantive knowledge Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Disciplinary knowledge Know and use technical vocabulary relevant to the project.	Substantive knowledge Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know technical vocabulary relevant to the project. Disciplinary knowledge Use technical vocabulary relevant to the project.	Substantive knowledge Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Understand nutritional values in food products. Know relevant technical and sensory vocabulary. Disciplinary knowledge Use relevant technical and sensory vocabulary. Research the seasonality of foods and their nutritional value.	Substantive knowledge Children will need to understand the electrical components and concept of circuits that will be used in their product. Learn the different symbols to represent the different components of a circuit. Learn how to use computer software to program, monitor and control own product. Learn technical vocabulary relevant to the project. Disciplinary knowledge Draw on own prior learning and experience in computer software to program, monitor and control their product. Use technical vocabulary relevant to the project.	Substantive knowledge Know how to use utensils and equipment including heat sources to prepare and cook food. Learn to use relevant technical and sensory vocabulary. Disciplinary knowledge Understand about seasonality in relation to food products and the source of different food products. Use relevant technical and sensory vocabulary.	Substantive knowledge Know that A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. Disciplinary knowledge Draw on own knowledge to select appropriate materials to strengthen and increase the durability of the product.
	Cooking and nutrition	Substantive knowledge To learn about the nutritious value of having soups. To learn about hygiene when cooking ingredients. To learn how to use the utensils correctly. Disciplinary knowledge To follow cooking instruction correctly. To cook a vegetable soup.	N/A	N/A	N/A	N/A	Substantive knowledge Understand the principles of a healthy and varied diet. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Disciplinary knowledge Apply the principles of a healthy and varied diet. Prepare and cook a savoury dish using a range of cooking techniques.	N/A	Substantive knowledge Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Disciplinary knowledge Prepare and cook a savoury dish using a range of cooking techniques.	N/A
	Vocabulary	Substantive Vocabulary Utensils, healthy eating, King Alfred, vegetarian, Name of products, Disciplinary Vocabulary Cook, measure, mix, taste, smell, collaborate, research, plan, evaluate	Substantive Vocabulary Circuit, battery-powered, bulb, wire, crocodile clips, germinate, seeds, seedlings, insulator, conductor, Disciplinary Vocabulary Research, design, evaluate, plan, produce, explore, model, investigate	Substantive Vocabulary cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion,	Substantive Vocabulary cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion, annotated sketches, exploded diagrams,	Substantive Vocabulary frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional	Substantive Vocabulary ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, portion sizes, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source	Substantive Vocabulary Series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart function, innovative, design specification, design brief, user, purpose	Substantive Vocabulary Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy,	Substantive Vocabulary Computer aided design (CAD), computer aided manufacture (CAM) font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip design brief, design criteria, design decisions, innovative, prototype

				annotated sketches, exploded diagrams, mechanical system, input movement, process, output movement, user, purpose, design brief, specification, functionality, innovation Disciplinary Vocabulary Design, evaluate, analyse, research, develop, produce, compare, investigate	mechanical system, input movement, process, output movement, user, purpose, design brief, specification, functionality, innovation Disciplinary Vocabulary Design, evaluate, analyse, research, develop, produce, compare, investigate	Sustainable, urbanisation, indoor space, apartments, mindfulness, health and wellbeing Disciplinary Vocabulary Research, produce, assemble, compare, investigate, analyse, develop	utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, design brief Disciplinary Vocabulary research, evaluate, Cook, measure, mix, taste, smell, collaborate, research, plan, evaluate, explore, investigate	Disciplinary Vocabulary Explore, design, collaborate, plan, assemble, develop, demonstrate, draw	intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, Disciplinary Vocabulary Research, evaluate, design, cook, measure, mix, taste, smell, collaborate, plan, explore, investigate	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper annotate, functionality, innovation, authentic, user, purpose, mock-up, prototype Disciplinary Vocabulary Explore, research, design, make, evaluate, investigate, analyse, compare,
	End point task	To make a healthy Anglo-Saxon vegetable soup.	To make battery-operated table lamp to germinate seeds.	To make a solar car toy.	To make a CAMS toys.	To design and build an indoor planter.	To make a traditional Sri Lankan roti for a healthy family dinner.	To make an alarm system to prevent the theft and damage of cars.	To make a three-course meal for class celebration.	To make an eco-friendly shopping bag using recycled materials.
	Cross-curricular links	History (Anglo- Saxons) PSHE (healthy eating) Maths (measurement) English (writing an instruction for recipes)	Science (building a circuit and growing plants)	Geography (energy use and climate change)	Maths, PSHE and Art	English, Maths, PSHE, art and the sustainable Goals	English, Maths, PSHE, art and the Sustainable Goals	Mathematics – apply understanding and skill to carry out accurate measuring using standard units i.e. cm/mm. Science – apply knowledge and understanding of circuits, switches, conductors and insulators. Computing – design, write and debug programs that accomplish specific goals, including controlling physical systems. Use sequence, selection, and repetition in programs. Work with variables and various forms of input and output. PSHE – local issues	History – food shortages of WW2 Mathematics – measurement of mass kg/g; understand and use approximate equivalence of metric and imperial units. Spoken language – articulate and justify answers and opinions. Listen and respond to adults and peers. Writing – purpose of writing e.g. for planning and evaluation. Mathematics – measurement of mass kg/g. Science – recognise the impact of diet on the way their bodies function. The Sustainable Goals	Computing – children express themselves and develop ideas using a range of information and communication technology resources. Art and design – use and apply drawing skills including art programmes on the computer. Spoken language – consider and evaluate others' viewpoints. Give a well-structured oral evaluation to include relevant technical vocabulary. PSHE – environmental issues, global citizenship Sustainable Goals
Computing **Unit 1**	Unit	Online Safety	Spreadsheets	Logo Animation	Online Safety Databases	Spreadsheets	Game Creator	Coding	Blogging	Networks
	Outcome for Children	Pupils know how to protect themselves from online identity theft and know what a digital footprint is. Pupils know the risks and benefits of installing software including apps. Children know what a computer virus is. Pupils know what plagiarism is and the consequences of it. Pupils know how to cite sources correctly. Pupils know the positive and negative influences of technology on health and the environment.	Pupils can use the formatting tools to format numbers. Pupils can add a formula to a cell to automatically make a calculation in a cell. Pupils can use the timer, spin button to explore number. Pupils can use data from a spreadsheet to create a line graph. Pupils can use a spreadsheet to explore budgeting and place value.	Pupils know common instructions are in logo and how to type them. Pupils can create logo instructions as well as using pu and pd commands. Pupils can create flowers or crystals using logo. Pupils can create a simple animation (using paper flick book), understand animation frames and make a simple animation using 2animate. Pupils know what the onion skill tool is and how to use it for an animation. Pupils can use stop motions, backgrounds and sounds to more complex animations.	Pupils to think critically about the information that they share online both about myself and others. Pupils know who to tell if they are upset by something that happens online and can use the SMART rules as a source of guidance when online. Pupils to think critically about what they share online, even when asked by a usually reliable person to share something and know how to create good passwords. Pupils can use images and digital technology to create effects not possible without technology. Pupils have experienced how image manipulation could be used to upset them or others. Pupils are able to cite all sources when researching and explain the importance of this. Pupils can search, create and fill databases.	Pupils can create a formula in a spreadsheet to convert units of measure. Pupils can use a spreadsheet to work out which letters appear most often. Pupils can use these calculations to solve a real-life problem. Pupils can create simple formulae that use different variables. Pupils can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	Pupils can review and analyse a computer game. Pupils can design the setting for their game so that it fits with the selected theme. Pupils can create a character and decide upon, and change, the animations and sounds that the characters make. Pupils can write informative instructions for their game so that other people can play it. Pupils can evaluate their own and peers' games to help improve their design for the future.	Pupils can follow through plans to create the program. Pupils can explain how to move code from one tab to another in 2Code Pupils can attribute variables to user input. Pupils can create flowcharts for algorithms using 2Chart. Pupils can follow through the code of how a text adventure can be programmed in 2Code.	Pupils understand how a blog can be used as an informative text. Children can work collaboratively to plan a blog. Pupils understand that the way in which information is presented has an impact upon the audience. Pupils understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Pupils can assess the effectiveness and impact of a blog.	Pupils know the difference between the World Wide Web and the internet. Pupils will know about their school network. Pupils will consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.
	Substantive Vocabulary	Action, alert, control, input, output, object, repeat, timer, simulation, variable, selection.	Average, charts, columns, advance mode, cells, copy and paste, formula, equals tool	Logo, RT, BK, FD, LT, Repeat, SETPC, SETPS, PU, PD Animation, flipbook, frame, onion skinning, background, play, video clip, stop motion, sound	**Online Safety** Online safety, identity theft, plagiarism, shared image, reputable, smart rules, encryption, bibliography, reference **Databases** Avatar, binary tree, charts, collaborative, data, database, find, record, sort, group and arrange, statistics and reports, table	Average, columns, copy and paste, charts, equals tool, formula, formula wizard, move cell too, input, output, rows, random tool, rows, selection, spin tool, timer	Animation, computer game, customise, evaluation, image, instructions, interactive, screenshot, texture, perspective, playability	Algorithm, Flowchart Bug, Command, Function, Simulation, Input/Output, variable.	Audience, Blog, Blog page, Blog post, Collaborative, Blog page, Icon	Internet, Local area network (LAN), World Wide Web, Wide area network (WAN), Network, Router, Network cables, Wireless
Computing **Unit 2**	Unit	Coding	Writing for different audiences on a word document	Effective search Hardware investigators	Coding	3D Modelling	Word Processing (Microsoft Word)	Online Safety; Spreadsheets	Text Adventures	Quizzing
	Outcomes for Children	Pupils can use sketching to design a program. Pupils can show how an object repeats an action and explain this. Pupils can make an object respond to user keyboard input. Pupils can create an algorithm modelling the sequence of a simple event.	Pupils can look and discuss different writing, for example, font, size and use text formatting for the audience and purpose. Pupils can use 2connect to mind map ideas for a community campaign. Pupils can use knowledge learned from previous topics to create a persuasive letter or poster.	Pupils to locate information on the search results page. Pupils can do a google search to answer a series of questions. Pupils can assess whether an information source is true and reliable. To understand and recall the different parts of a computer.	Pupils can use simplified code to make their programming more efficient. Pupils can explain how their program simulates a physical system. Pupils know some ways that text variables can be used in coding. Pupils can set or change variable values appropriately.	Pupils know what the 2Design and Make tool is for. Children can explore the different viewpoints in 2Design and design a building. Pupils have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. Pupils have explored how to edit the polygon 3D models to design a 3D model for a purpose.	Pupils will be able to create a word processing document altering the look of the text and navigating around the document. Pupils know how to add images to a word document. Pupils can edit their images within Word to best present them alongside text. Pupils can add appropriate text to their document, formatting in a suitable way.	**Online Safety** Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. Children can talk about the positives and negative aspects of technology and balance these opposing views.	Children can use 2Connect to record their ideas. Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. Children can create their own text-based adventure based upon a map. Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in	Children have used the 2DIY activities to create a picture-based quiz. Children have used 2Quiz to make and share a science quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have tried out the different types of Text Toolkit grammar games. Children have chosen an appropriate Text Toolkit tool to

HPS Upper Phase Curriculum Map

			Pupils have assessed their texts using criteria to judge the suitability for the audience.			Pupils have refined one of their designs to prepare it for printing. Pupils have printed their design as a 2D net and then created a 3D model. Pupils have explored the possibilities of 3D printing.	Pupils can add text boxes and shapes. Pupils can add tables to present information. Pupils know what a word processing tool is for.	**Spreadsheets** Children can create a spreadsheet to answer a mathematical question relating to probability. Children can use the formula wizard to create formulae. Children can use a spreadsheet to solve a problem. Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.	conjunction with one another to code their game.	make their own grammar game. Children have used a 2Investigate quiz to answer quiz questions. Children have designed their own quiz based on one of the 2Investigate example databases
	Vocabulary	Plagiarism, copyright, identify theft, spam, phishing, email, malware, cookies, computer virus, digital footprint,	Font, bold, italic, underline	Search, search engine, website, spoof website, Internet browser, internet. Motherboard, RAM, CPU, graphics card, Monitor speakers, keyboard, mouse.	Action, algorithm, alert, bug, code design, control, command, citations, debugging, design mode, event, get input, IF, IF/Else, Input, object, output, repeat, selection, simulation, sequence, timer, variable	CAD, 2D, 3D, modelling, net, points, polygon, points, template, 3D printing	Copyright, cursor, document, font, in-built styles, merge cells, paragraph formatting, readability, template, text formatting, text wrapping, word art, word processing tool	**Online Safety** Digital footprint, Password, Phishing, PEGI rating, Screen time, Spoof website **Spreadsheets** Average, Cells, Formula, Random tool, Spin Tool, Move cell tool	Text-based adventure, Concept map, Debug, Sprite, Function	Audience, Collaboration, Concept map, Database, Quiz
Spanish	Topic	Vegetables Ancient Britain	Animals What is the date?	The Weather In the classroom	At the Cafe Clothes	Sports - The Olympics Habitats	My Home At the school	The weekend Healthy Lifestyles	The Planets Me in the world	The Vikings Personal Information with Regular Verbs
	NC links	L1,L3,L4,L5,L6,L7,L9,L10 and L12 L1,L4,L5,L6,L7,L9,L10,L11 and L12	L1,L3,L4,L5,L6,L7,L9,L10,L11 and L12 L1,L3,L4,L5,L6,L7,L9, and L10	L1,L3,L4,L5,L6,L7,L9,L10 and L11 L1,L3,L4,L5,L6,L7,L9,L10,L11 and L12	L1,L3,L4,L5,L6,L7,L9,L10, L11 and L12 L1,L3,L4,L5,L6,L7,L9,L10, L11 and L12	L1,L2,L4,L5,L6,L7,L8,L9,L10, L11 and L12 L1,L2,L4,L5,L6,L7,L9,L10 and L11	L1,L3,L4,L5,L6,L7,L9,L10, L11 and L12 L1,L2,L3,L4,L5,L6,L8,L9,L10, L11 and L12	L1,L3,L4,L5,L6,L9,L10, L11 and L12 L1,L3,L4,L5,L6,,L9,L10, L11 and L12	L1,L3,L4,L5,L6,L7,L9,L10, L11 and L12 L1,L3,L4,L5,L6,L8,L9,L10, L11 and L12	L1,L3,L4,L5,L6,L7,L8,L9,L10, L11 and L12 L1,L3,L4,L5,L7,,L9,L10, L11 and L12
	Substantive knowledge	<u>Vegetables</u> • Recognise, say and write the nouns of ten vegetables. • To understand that the plural definite article/determiner “the” is “los” or “las” in Spanish and that is also affected by gender. • Exploring how to make the plural in Spanish adding “s” when the word end in a vowel. • To learn that accents marks can only be written over vowels in Spanish and indicate the vowel is stressed. • Phonics focus: CH & Ñ sound. • To learn how to say “a kilo of…” in Spanish plus a particular vegetable. • To introduce the phrase “En mi cesta tengo…” (“In my basket I have...”). • To learn that the Spanish word for “of” is “de” and how to use “de” in relation to a quantity. • To learn how to formulate and express a short sentence where they learn how to ask for “a kilo of…” or “half a kilo of…” a particular vegetable adding on “Quisiera…” (‘I would like…’) and “por favor” (‘please’).	<u>Animals</u> • Listen to, read and recognise and attempt to spell the eight nouns in Spanish for popular pets (including the correct article for each). • To focus on the concept of GENDER in Spanish. • Phonics focus: GA GE GI GO GU. • To ask the target question “¿Tienes una mascota?” (“Do you have a pet?”) and to introduce the answer using the phrase “Tengo…” (“I have…”) plus the pet in Spanish. • To revisit 1st person singular conjugations of high frequency verbs “me llamo” and the the conjunction “y” (and) (Me llamo Carlos y tengo un perro). • To learn how to use and integrate the Spanish phrase “que se llama…” (“that is called…”) with the language they have learnt in previous lessons to enhance and improve their written and spoken work. • To revisit 1st person singular conjugations of high frequency verbs “vivo” and the conjunction “y” (and) (Me llamo Rosa y vivo en Madrid y tengo un gato que se llama blanquito). • To learn how to use and integrate the negative language structure “no tengo…” (“I do not have…”) into their written and	<u>The Weather</u> • To introduce the question ¿Qué tiempo hace? (what’s the weather like?). • To read and recognise the vocabulary for weather in Spanish. • To learn that accents marks can be placed on some words like “qué” to indicate a question word. • To ask the question “what’s the weather is like today? and what the weather is like on Monday…?” in Spanish. To answer the question “what’s the weather is like today? and what the weather is like on Monday…?” • To introduce the sentence “the Spanish weather” (El clima en España). To introduce the compass points in Spanish. • To say the weather in different regions of Spain (En el norte de España hace mucho viento…) • To introduce four adverbs (“Además” also, “después” then, “también” as well, “finalmente” finally). <u>In the Classroom</u> • To listen to and recognise the nouns for common classroom objects in Spanish • Phonics focus: CA CE CI CO CU. • To revisit that noun in Spanish, have gender and that this affects the choice of article/determiner. • To introduce that the gender and plurality of a noun in Spanish will	<u>At the Café</u> • To review the Spanish phrases “¿Puedo ayudarte?” (Can I help you?) , “gracias” (Thank you), “Quisiera… por favor” (I would like…please), ¿Algo más? (Is that all/anything else?) Si gracias (yes, thank you), No gracias (no, thank you) ¿Cuánto cuesta? (How much is that?) Tantos euros por favor (some euros please). • To consolidate numbers 1 to 31 and the tens. To introduce number 31 to 100. • To listen to and recognise the nouns for common drinks in a café. • To introduce the question what would you like for breakfast? (¿Qué quieres desayunar?) and to answer it: “I would like…” (quisiera, quiero…). • To learn that “quiero” “quieres” “quisiera” are the verb conjugations for I would like/want. • Phonics focus: CA CE CI CO CU, CA. CE sound in “cereals” but CHE sound in “leche”, CO sound in “bizcocho” but CHO sound in “chocolate” • To listen to and recognise the nouns for common snacks in a café. • To realise that articles/determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (Un croissant, La mantequilla). • To listen to and recognise the nouns for common food and drink in a bar. • To consolidate the question “¿Cuánto cuesta?” (How much is that?). To introduce the sentence “The bill, please” (La cuenta, por	<u>The Olympics</u> • To introduce the nouns for a selection of 10 sports. • To look at the gender of each noun and, therefore, the appropriate article to use with each focusing on the article (“EL” and “LA”). • Phonics focus: GA GE GI GO GU, GO sound in “juegos”. • To introduce the personal pronouns. • To introduce the concept of the verb PRACTICAR. (NB: PRACTICAR literally means ‘to practise’ but it is commonly used in Spanish to say ‘to do a sport’ or ‘to play a sport’. • To ask what is sport you do and answer the question “¿Y tú, que deporte practicas ? practico remo…”. • To introduce the negative form “No practico remo…” • Explore the full present tense conjugation of the high frequency verb “PRACTICAR”. • To explain than in Spanish verbs are usually learnt with the personal pronouns but often dropped elsewhere in language. • To learn how to name the sporting professionals. • To understand better the adjectival changes required in the sporting professions depending on whether they are male/female. <u>Habitats</u>	<u>My Home</u> • To say and spell the words for an apartment and a house (correctly using UN and UNA) (una casa, un piso). • To introduce the question where do you live (¿Dónde vives?) and its answer (Vivo en una casa, vivo en un piso). • Locatio where the house or flat is (en el campo, en la costa, en el pueblo, en la ciudad, en la montaña). • To introduce yourself (Hola, me llamo… tengo…años y vivo en una casa en el campo…). • To revisit personal details including the 1st person singular verbs, “me llamo, tengo and vivo”. • To say what rooms, I have in my home using the phrase “En mi casa hay…” • To explain that the Word “casa” can be used in two different forms, meaning “house and no flat” or meaning “home”. • To introduce the question how is your home like (¿Cómo es tu casa?) and answer it using the connective “y” (en mi casa hay una cocina,un despacho y un garaje). • To say what rooms, I do not have in my home starting with the phrase “En mi casa no hay…”. • To explain that “Hay” means both “there is” and “there are”.	<u>The weekend</u> • To introduce the language required to be able to tell the time accurately in Spanish. • To learn how to tell the time in Spanish using quarter past, half past and quarter to. • To learn how to say and write what I do at the weekend in Spanish. • To revisit & consolidate the first-person singular of high frequency verbs such as “voy” and “juego”. • To introduce new verbs such as “veo” and “leo” and to revisit that the subject/personal pronoun is not required. • Phonics focus: “j” sound in “juego”, V sound in “voy, veo”, “B” sound in “aburrido”. • To introduce the question what do you during the weekend (¿Qué haces el fin de semana?) and answer that question (el fin de semana voy a la piscina…). • To learn how to integrate time into the new vocabulary, allowing saying at what time we do a particular activity. • To consolidate and introduce connectives (Y “And”, Después “After”, También “Also”, Más tarde “Later on”, Finalmente “Finally”). • To introduce positive and negative opinions. <u>Healthy lifestyles</u> • To say and write what we eat and drink to stay healthy. • To say and write what we do not eat and drink to stay healthy. • To explain the use of “Como” and “Bebo” in Spanish.	<u>The Planets</u> • To listen to, repeat, recognise and name the planets in Spanish on a solar system map. • To introduce to more complex sentence structures by working with key facts for each planet, learning how to describe each planet in terms of size, position and colour. • Phonics focus: B V CC QU Z · B sound in “bastante” · V sound in “Venus”, “verde & viento” · Z sound in “azul” · QU sound in “pequeño”. • To draw attention to adjectival agreement in Spanish. <u>Me in the World</u> • To revisit how to give our personal details from memory (name, age & where we live). • To learn about the many countries in the world that speak Spanish. • To learn how to say which language you speak. • To explain the correct Spanish language and grammar structures to use when saying someone lives “in a country” or “in a city”. • Phonics focus: B V CC QU Z. “B” sound in “hablo”. • To learn about different festivals (religious and non-religious) around the Spanish speaking world. • To learn how to say which celebration you	<u>The Vikings</u> • Name in Spanish the six key periods of Ancient Britain and attempt to do this in the correct chronological order. • To learn how to describe yourself in Spanish. • Focus on adjectival agreement and using the high frequency irregular first person conjugation of the verb SER (to be). • Focus on adjectival agreement and using the high frequency irregular first person conjugation of the verb SER (to be). • Focus on describing height and character and the adjectival agreement involved. • To explore the 3 rd person singular form to describe another person moving from the more familiar TENGO (I have) to TIENE (he/she has). • To use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently. • Phonics focus: B V CC QU Z , “B” sound in “barba, bajo & bárbaro/a , “V” sound in “ violento & atrevida”, “Z” sound in “rizado & azules”. • To teach the adverbial time quantifier – “todos los días” (every day). • To introduce the concept of reflexive verbs in Spanish and reflexive pronouns. <u>Regular Verbs</u>

		• To learn and use the high frequency verb “quisiera” from the verb “querer”, to want in Spanish. • To introduce the Spanish phrase “¿Puedo ayudarte?” (Can I help you?) and to say “gracias” (Thank you). • To use a conjunction in Spanish, in particular the Spanish word for “and” which is “y”. <u>Ancient Britain</u> • To name in Spanish, the six key periods of ancient Britain, introduced in chronological order. • Phonics focus: “J” sound in “Anglosajones”, “Ñ”sound in “Gran Bretaña”, “RR” sound in “hierro”, “CH” sound in “hacha” • To learn how to ask “who you are” (¿Quien eres?) and say “I am” in Spanish (“Soy”). • To explore the 1st and 2nd person singular of high frequency irregular verb to be “Yo soy” (I am), “Tu eres” (You are). • To notice that in Spanish the pronoun I (yo) and you (Tu) are missing and just the verb in used. • To consolidate the use of the indefinite article/determiner which has two forms: “un” and “una”. • To learn how to ask if you have (¿Que tienes?) and say “I have…” (Tengo) a particular hunting tool from each ancient Britain period. • To use the irregular Spanish verb “TENER” (to have) in 1st and 2nd person. • To use the conjunction “y” (and) to build sentences. Eg: (Soy un hombre de la edad de piedra y tengo un silex). • To explain the cognates or “good friends” (Words with similar o same spelling between two different languages and with the same meaning) • To learn how to ask where do you live “¿Dónde vives?” and answer (I live in) “vivo en”. • To explore the 1st person and 2nd person singular regular verb vivir (vivo). • To introduce the question who is he/she and who are you and answer it. • To explore the 3rd person singular of high frequency irregular verb to be (He/she is) “El/Ella es”. • To notice that in Spanish the personal pronouns I	spoken work (No tengo un perro…). • To revisit 1st person singular conjugations of high frequency verbs “soy” and the conjunction “y” (and) (Me llamo Pedro, vivo en Londres y soy inglés, no tengo un perro que se llama Ron). • To be introduced to and learn how to use and integrate a connective word “pero” (“but”) into their written and spoken work. • To be able to say a combination of what pet they have (“Tengo…”), what it is called (“que se llama”), if they have more than one pet using the connective “y” (“and”) and use the connective “pero” (“but”) to say what pet(s) they do not have (no tengo) <u>What is the date?</u> • Learn how to recognise, read, say and spell the seven days of the week in Spanish as accurately as possible. • To ask what day is today and answer it (¿Qué día es hoy? Hoy es …). • Phonics focus: GA GE GI GO GU. • To recognise and recall the 12 months of the year in Spanish. • To review the number 1 to 20. To introduce the numbers 20 to 31. To introduce the thousands. • To ask what the date is today and say the date in Spanish “¿Qué fecha es hoy?” (What is the date today?), “Hoy (Today) + es (it is) + lunes (day of the week) + day number + de (of) + month+ year”. • To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. • Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Only the first is used. • To learn how to ask somebody when their birthday is “¿Cuándo es tu cumpleaños?” (When is your birthday?) and how to answer it with “Mi cumpleaños es el…” (My birthday is…).	impact on the indefinite article that we use. • To say what you have and do not have in your pencil case (tengo “I have”, no tengo “I don’t have”, tengo un bolígrafo “I have a pen”, no tengo un bolígrafo “I do not have a pen” …). • To introduce the third person of the verb “TENER” – ‘to have’. • To learn how to ask somebody else that they have and do not have in their pencil case and to answer the question (¿Qué tienes en tu estuche? “What do you have in your pencil case?” En mi estuche tengo…” In my pencil case I have…” En mi estuche no tengo…” In my pencil case I don’t have…”). • To recognise and respond to simple classroom commands. • To introduce the imperative for each command in the “vosotros” (“you all” plural informal) form. • To see that punctuation can be different with the upside- down exclamation and question mark at the start of a sentence.	favor) and its answer “It is …euros” (Son…euros). • To consolidate the numbers 1 to 100 and to introduce the hundreds. • To introduce the European currency (Euros y centimos) to be able to give change (Tenga el cambio “Your change). • To consolidate the use of the adverb “as well” (también) and the connective “and” (y). <u>Clothes</u> • To say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in Spanish accurately and with good pronunciation. • Phonics focus: GA GE GI GO GU, GO sound in “gorra & abrigo”. Ñ tilde. • To consolidate the four different types of indefinite articles (un,una,unas,unos). • To use the verb LLEVAR (to wear) conjugated in Spanish to help me describe what I am wearing. • To introduce the sentence “I wear a pair of shoes, I wear a skirt…” (Llevo unos zapatos, llevo una falda). • To consolidate vocabulary about the weather saying what you wear in different weathers. • To introduce how to say what you wear when you are at school and the different days of the week. • To consolidate the days of the week. • Adjectival -noun agreement using colours to describe the clothes. • To explain how word order changes when you add adjectives in Spanish and why colours can change spelling for gender and number. • Use of the possessive adjective ‘my’ in singular and plural. (mi/mis)	• To say and write in Spanish the key elements animals and plants need to survive in their habitat. • To introduce the question what’s a habitat and its answer (¿Qué es un habitat? Es un lugar donde viven los animales y las plantas). • To explore the 3rd person plural conjugation of the verb “NECESITAR” and “VIVIR”. • Phonics focus: GA GE GI GO GU, GI sound in “refugio”, GU sound in “agua” • To give examples in Spanish of the most common habitats for plants and animals and give a named example of these habitats. • To introduce the continents and compass points. • To say and write in Spanish which plants grow in these different hábitats. • To explore the 3rd person plural conjugation of the verb “CRECER”. • How to build a question from a statement adding the question marks and changing the intonation. • To say and write in Spanish which animals live in these different hábitats. • To learn some body parts of the animals. • To introduce the question which plants grow and which animal lives in…	• To consolidate connectives “y” and “pero”. • How to form a plural noun adding “S” when ends in a vowel or adding “es” when ending in a consonant. <u>At the School</u> • To name school subjects with the correct article/determiner. • To focus on 1st person singular conjugation of verb “estudiar” (estudio “I study”) • Phonics focus: B V CC QU Z. • To Revise the definite article “el, la, los and las”. • To say what subjects, they like and dislike at school. • To explain that the verb “GUSTAR” will change conjugation depending on the number of the object. • To explain that adjectives have to ‘agree’ with the noun for gender masculine or feminine (in this case the school subject) • To give a reason with conjunction (‘porque es…’ for singular subjects and ‘porque son…’ for plural) • To revisit the numbers 1-12 in Spanish. To introduce the children to the concept of time in Spanish. To ask the time and tell the time in Spanish by the hour. • To learn how to say what time and day you study a particular subject • To add an opinion Eg: (Estudio arte a las diez el lunes y me encanta porque es divertido…)	• To introduce the negative “No como” (I do not eat) and “No bebo” (I do not drink). • Phonics focus: “B” sound in “beber, bueno, blanco & bebo”, “V” sound in “vegetales & veo”, “Qu” sound in “que & mantequilla”. • To introduce the questions: “¿Y tú, ¿qué comes y bebes para tener una buena salud?” (“And you, what do you eat and drink to stay healthy?” • To explore verbs in their infinitive form to give instructions in Spanish.	prefer and why “Mi fiesta preferida es… porque es una fiesta muy alegre…”. • To learn about Christmas in the Spanish Speaking countries. • To focus on the Spanish language structure “hay” (“there is” or “there are”). • To tell things that you can do to help protect our planet. • To revisit the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.	• To recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • To describe yourself and someone using the verb to be and adjectives. • To learn about regular Spanish verb stems and endings.

		(yo), you (tu) and He/she (el/ella) are missing and just the verb in used.								
	Disciplinary Knowledge (All 4 Language Skills)	**Speaking Skills:** • Answer a range of questions and give basic information with support. • Say simple phrases with correct pronunciation. • Singing Spanish songs with proper pronunciation. • Asking simple questions. • Naming vocabulary with proper pronunciation • Say sentences with phrase structure and vocabulary learnt.			**Speaking Skills:** • Ask and answer simple questions and talk about their interests. • talk to a classmate about what they like and dislike. • Singing Spanish songs by heart. • Asking complex questions. • Apply knowledge of language rules and conventions when speaking short sentences. • Create a range of their own sentences to ask.			**Speaking Skills:** • Speak with increasing confidence, fluency and spontaneity, improving the accuracy of their pronunciation and intonation. • Give a short-prepared talk, on a topic of choice, including expressing opinions. • Join in a short conversation. • Speak with another person to ask and answer simple questions and give opinions. Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. • Make a presentation to the class.		
		Listening Skills: • Understand a range of familiar spoken words and phrases. • Sort words according to sounds. • Recognize negative statements. • Understand simple questions. • Listening Spanish cartoons paying attention to pronunciation. • Understand a range of sentences and questions that follow phrases structures and use vocabulary learnt.			**Listening Skills:** • Understand the main points from a short-spoken passage made up of familiar language in simple sentences. • Listening Spanish songs paying attention to cognates. • Recognise different accents from different Spanish Speaking countries. • Understand the main points from a longer spoken passage made up of some less familiar language in simple sentences.			**Listening Skills:** • Understand and respond to spoken and written language from a variety of authentic sources. • Listen to and understand the main points and some detail from a short-spoken passage. • Listen and understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. • Understand the main points from a longer spoken passage made up of less familiar language in simple and complex sentences.		
		Reading Skills: • Understand and read out familiar written phrases. • Follow a short text while listening and reading, saying some of the text. • Read a wider range of words, phrases and sentences aloud. • Apply phonic knowledge to decode text. • Recognize negative statements and questions. • Understand and read out a range of whole sentences that follow phrases structures and use vocabulary learnt.			**Reading Skills:** • Understand the main point(s) and some of the detail from short written texts or passages in clear printed script. • Recognise typical conventions of word order and compare with English. • Understand the main point(s) and some of the detail from longer written texts or passages.			**Reading Skills:** • Understand the main points and opinions in written texts from various contexts. • Read aloud with confidence, enjoyment and expression, in chorus or individually. • Apply knowledge of word order and sentence construction to support understanding of written text. • Discover and develop an appreciation of a range of writing in Spanish.		
		Writing Skills: • Write one or two short sentences from a model and fill in the words on a simple form. • Recognize and apply simple agreements (e.g. gender, plural, singular). • Select the correct words to complete short sentences. • Copying simple phrases structures. • Use question forms. • Write one or two short sentences following phrases structures and vocabulary learnt without a model.			**Writing Skills:** • Write a few short sentences with support using expressions which they have already learnt. • Remember simple grammatical structures and apply them in new contexts. • Use 1st, 2nd and 3rd person singular forms of familiar verbs. • Joining simple sentences using "y/Pero". • Write a few longer sentences without support.			**Writing Skills:** • Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. • Know how to use a bilingual dictionary to check their spelling and the gender. • Use 1st, 2nd and 3rd person singular and plural forms of familiar verbs. • Write a short, simple text using simple sentences on a familiar topic, adapting language already learnt with reasonable spelling. • Write a short text using simple sentences on a new topic, using the dictionary and adapting language already learnt with reasonable spelling.		
	Vocabulary	VERDURAS Las verduras, las espinacas, las zanahorias, las berenjenas, las patatas, las cebollas, los, las, Las judías verdes, los tomates, los guisantes, los champiñones, los calabacines, Un kilo de (+ vegetable) En mi cesta tengo…, Quisiera…, por favor, Quisiera un kilo de berenjenas por favor, quisiera medio kilo de tomates por favor, querer, ¿Puedo ayudarte?, gracias, ¿Puedo ayudarle?, Quisiera un kilo de berenjenas y medio kilo de tomates por favor. ¿Algo más?, Si gracias. No gracias. Por favor ¿Cuánto cuesta? 10 euros ANCIENT BRITAIN La historia de la antigua Gran Bretaña, La edad de piedra, La edad de bronce , La edad de hierro , El imperio Romano , Los Anglosajones La época Vikinga, antes de Cristo, después de Cristo, ¿Quién eres?, soy…, Soy un hombre de la edad de piedra, Soy una mujer de la	ANIMALS ¿Tienes una mascota?, Un, Una, Un perro, Un gato, Un conejo, Un pez , Un ratón , Una cotorra , Una tortuga, Tengo…, tengo un perro , tengo un gato, tengo un conejo ,tengo un hámster , tengo un pez , tengo un ratón ,tengo una cotorra , tengo una Tortuga, me llamo…, y, Me llamo Carlos y tengo un perro…, que se llama…, Me llamo Rosa y vivo en Madrid y tengo un gato que se llama blanquito, no tengo…, No tengo un perro…, soy, Me llamo Pedro…, vivo en Londres y soy inglés…, no tengo un perro que se llama Ron…, pero…, Tengo un gato que se llama Tin pero no tengo un perro… DATE: Los días de la semana, lunes, martes, miércoles, jueves, viernes, sábado, domingo, ¿Qué día es hoy?, Hoy es …, enero , febrero ,marzo , abril , mayo, junio ,julio ,agosto , septiembre ,octubre , noviembre , diciembre, los meses del año, numeros,uno,dos,tres,cuatro,cinco,seis,siete,ocho,nueve,diez,onc,doce,trece,catorce,quince,diecieseis,diecisiete,dieciocho,diecinueve,veinte,veintiuno,veintidós,veintitrés,veinticuatro,veinticinco,veintiséis,veintisiete,	WEATHER ¿Qué tiempo hace? Hoy hace… Ayer hizo… Mañana hará… Frio Calor Viento Sol Está lloviendo Llueve Lluvia Está nevando Nieva Nieve Hay niebla Hay tormenta Rayo Trueno Está nublado Arcoíris Nube CLASSROOM Mi escuela Asignaturas Mi asignatura favorita es Yo estudio… Matemáticas Geografía Historia Ciencias Lenguaje Educación física Música Arte El maestro La maestra La clase	AT THE CAFE ¿Puedo ayudarte?, gracias, Quisiera… por favor, ¿Algo más? Si gracias, No gracias ¿Cuánto cuesta? Tantos euros por favor, uno,dos,tres,cuatro,cinco,seis,siete,ocho,nueve,diez,onc,doce,trece,catorce,quince,diecieseis,diecisiete,dieciocho,diecinueve,veinte,veintiuno,veintidós,veintitrés,veinticuatro,veinticinco,veintiséis,veintisiete,veintiocho, veintinueve, treinta, treinta y uno, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, Desayuno en el café, un zumo, un café, un té con leche, un té, un café con leche, un chocolate caliente, ¿Qué quieres desayunar?, quiero…, quieres…, quisiera…, Un croissant, La mantequilla , Pan , La mermelada , Un bizcocho , Cereales, Un trozo de tortilla, churros, unas tapas, unas patatas fritas , Un sándwich , Una Coca-Cola , Una limonada con gas, ¿Cuánto cuesta?, La cuenta, por favor, Son…euros, Euros y céntimos, Tenga el cambio, Buenos días, adiós, también. CLOTHES una camisa, una bufanda, una falda, una chaqueta, una corbata, una gorra, una camiseta, una blusa, un abrigo, un traje de baño, un vestido, la ropa, un suéter , unos pantalones cortos, unos pantalones, unas gafas, unas botas, unas sandalias, unas medias, unos calcetines, unos	THE OLYMPICS Los juegos Olímpicos, Las Pruebas, La equitación, La esgrima, La natación, El remo, El atletismo, El boxeo, El ciclismo, El salto de trampolín, El tiro con arco, El triatlón, Los deportes, Yo, tú, él, ella, nosotros, nosotras, vosotros, vosotros, ellos, ellas, practicar, ¿Y tú, que deporte practicas ?, practico remo, practico natación, practico atletismo, practico ciclismo…, No practico remo, no practico boxeo, no practico salto de trampolín… Yo practico…, tú prácticas…, él practica…, ella practica…, nosotros practicamos…, nosotras practicamos…, vosotros practicáis…, vosotras practicáis…, ellas practican…, ellos practican…, atleta, ciclista, boxeador, boxeadora, nadador, nadadora, saltador, saltadora, esgrimidor, esgrimidora, arquero, arquera, remero, remera, jinete, Él es…, ella es…, Él es boxeador…, ella es boxeadora … HABITATS Refugio, comida, aire, sol, agua, hábitat, ¿Qué es un hábitat? Es un lugar donde viven los animales y las plantas, Los animales y las plantas necesitan…,necesitar, vivir, La selva tropical, El campo, El océano , El desierto, El Ártico,	MY HOME Una casa, un piso, mi casa, ¿Dónde vives?,Vivo en una casa, vivo en un piso, en el campo, en la costa, en el pueblo, en la ciudad, en la montaña, vivo en un casa en la ciudad, vivo en un piso en el campo…, Hola, me llamo… tengo…años y vivo en un casa en el campo…, En mi casa hay…, Una cocina , Un comedor , Un cuarto de baño, Un dormitorio, Un lavadero, vivo en un piso en un pueblo y en mi casa hay una cocina…, Un sótano, Un despacho, Un salón , Un garaje, Un jardín, ¿Cómo es tu casa? En mi casa hay una cocina, un despacho y un garaje…, En mi casa no hay…, y, pero, En mi casa hay un comedor, un despacho y una cocina, pero no hay un jardín y no hay un garaje…, un dormitorio, dos dormitorios, un salón, dos salones… ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Cómo es tu casa? AT SCHOOL Las asignaturas, La informática, La historia, La música, La geografía, La educación física, El inglés, El español, El arte, Las matemáticas, Las ciencias, En el	THE WEEKEND ¿Qué hora es? El fin de semana, uno, dos,tres,cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, Es la una, Son las dos, Son las tres, Son las cuatro, Son las cinco, Son las seis, Son las siete, Son las ocho, Son las nueve, Son las diez, Son las once, Son las doce, Es medianoche, Es mediodía, Y cuarto, y media , menos cuarto, es la una y diez, es la una menos diez, Me levanto, Desayuno , Veo la tele , Leo , Escucho música , Juego a videojuegos , Juego al fútbol, Voy a la piscina , Voy al cine , Voy a dormir, ¿Qué haces el fin de semana?, el fin de semana voy a la piscina, el fin de semana voy al cine, el fin de semana escucho música.., Me levanto a las siete y media, juego al futbol a las diez y cuarto, leo a las ocho y diez…, Y, Después, También, Más tarde , Finalmente, Me levanto y desayuno, después veo la tele, también escucho música, más tarde juego al futbol, finalmente me voy a dormir…,¡Es increíble!, ¡Es genial!, ¡Es divertido!, ¡Es agotador!, ¡Es aburrido!, ¡Es horrible!, El fin de semana voy a la piscina a las diez y media ¡Es genial!.., ¡Me encanta!, ¡Lo odio! HEALTHY LIFESTYLE	THE PLANTES Los planetas, La Luna, El Sol, La Tierra , Marte, Mercurio, Neptuno, Plutón, Saturno, Urano, Venus, Júpiter, El Sol está en el centro, Saturno está lejos del sol y tiene por lo menos 18 lunas, Venus está cerca del sol y siempre hace mucho viento, Urano está bastante cerca del sol y es azul y verde, Júpiter es enorme y también está bastante lejos del sol, Mercurio es bastante pequeño y está cerca del Sol, Plutón es el más lejano y es pequeño, Marte está bastante cerca del sol y es rojo, La Tierra es un planeta cerca de Marte y tiene solamente una luna, Neptuno es un planeta azul, Rojo, Gracioso, Guapo, Alto, Simpático, Gordo, Bajo, Delgado, Inteligente. ME IN THE WORLD ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives?, Argentina, Uruguay, Paraguay, Bolivia, Chile, Colombia, Perú, Costa Rica, Cuba, El Salvador, Guatemala, Honduras,Nicaragua,Venezuela,Puerto rico, República Dominicana,Mejico,Ecuador,	THE VIKINGS La edad de piedra, La edad de bronce, La edad de hierro , El imperio Romano , Los Anglosajones , La época vikinga, Los vikingos, Ser, Soy, Alto/a, Bajo/a , Peligroso/a , Bárbaro/a, Violento/a , Aterrador/a , Despiadado/a , Atrevido/a, Inteligente, Fuerte, Tengo…, El pelo, Largo, Corto, No tengo el pelo ni largo, ni corto , Liso , Rizado, Ondulado , Moreno, Gris, Castaño, Rubio, Soy pelirrojo/a, Tengo …, Los ojos , Azules , Verdes, Marrones, Me llamo… soy alto, tengo el pelo corto y rubio y los ojos azules… todos los días…, lavar, lavarse, me, te, se, Me levanto , Pesco , Como, Rezo, Saqueo , Exploro, Lucho, Me acuesto, Hago, Hablo, Tejo. REGULAR VERBS Yo, tú, él, ella, nosotros, nosotras, vosotros, vosotros, ellos, ellas, Yo soy alto, Tu eres fuerte, Él es guapo, Ella es guapa, Nosotros somos atrevidos, vosotros sois rubios, ellos son morenos, ellas son altas…, Ser, Comer, Vivir, Hablar, Yo como…, tu comes…, él come…, ella come…, nosotros comemos…, nosotras

HPS Upper Phase Curriculum Map

		edad de piedra, Soy un hombre de la edad de bronce, Soy una mujer de la edad de bronce, Soy un hombre de la edad de hierro, Soy una mujer de la edad de hierro, Yo soy…, Tu eres, ¿Que tienes?, Tengo…, tengo un hacha, tengo un sílex, tengo una espada, Soy un hombre de la edad de piedra y tengo un sílex, Inventé el arco y la flecha, Inventé la escritura, Inventé la música, Domestiqué los animales, Creé joyas, ¿Dónde vivía la gente durante la edad de piedra, bronce y hierro?, una Cueva, una choza, una casa redonda, ¿Dónde vives?, vivo en…, vivir, ¿Quién eres? ¿Quién es? Él es un hombre de la edad de piedra. Soy un hombre de la edad de hierro, vivo en una casa redonda y tengo una espada.	veintiocho,veintinueve, treinta, treinta y uno, mil, dos mil…, ¿Qué fecha es hoy?, Hoy es lunes tres de noviembre del 2022…, primero, ¿Cuándo es tu cumpleaños?, Mi cumpleaños es el…, Cumpleaños feliz, te deseamos todos, hurra.	Yo tengo… Yo no tengo… Una goma Un lápiz Un sacapuntas Una regla Un libro Una libreta Una carpeta Una mochila Un cuaderno Lápices de colores Una pizarra	zapatos, unos guantes, un,una,unas,unos, llevar, llevo…, Llevo unos zapatos, llevo una falda, llevo una bufanda, llevo unos pantalones…, Cuando hace buen tiempo llevo unos pantalones cortos, una camiseta, una gorra, unas gafas y unas sandalias…, Para la escuela llevo una camisa, unos pantalones, una chaqueta, un suéter, una corbata, unos calcetines y unos zapatos, lunes, martes, miércoles,jueves,viernes, sábado, domingo, los lunes llevo un suéter… negro, negra, verde, azul, rojo, roja, blanca, blanco…, Llevo una camisa blanca, un gorro blanco, unos pantalones blancos y unas botas blancas…, mi…, mis…, En mi maleta voy a poner…	El Sahara, El Amazonas, El parque nacional South Down, El Océano Pacifico, La Groenlandia, norte,sur,este, oeste, áfrica, América del sur, América del norte, Europa, Asia, Oceanía, El Amazonas se encuentra en América del sur, El Sahara se encuentra en el nordeste de África…, Las algas, Los árboles altos, Los arbustos, Los cactus, Las plantas resistentes, crecer, Los cactus crecen en el desierto, las algas crecen en el océano… Los cactus crecen el desierto ¿Los cactus crecen en el desierto?, El camello, El conejo, El oso, El mono araña, El tiburón, vivir, El camello vive en el desierto, el Tiburón vive en el océano…, Los brazos, la cola, las jorobas, los ojos, la aleta, el pelaje blanco, las patas, El Tiburón vive en el océano, ¿El Tiburón vive en el océano?, ¿Qué plantas crecen y que animales viven en…? El camello y los cactus…, El Sahara es un hábitat en el desierto donde viven camellos y cactus…	colegio, La escuela, Estudiar, estudio., estudio inglés, estudio arte, estudio historia… ¿Qué te gusta ?, ¿Te gusta…? / ¿Te gustan…? , Me gusta… / Me gustan…, Me encanta… / Me encantan…, No me gusta… / No me gustan…, Odio, Sí, me gusta… / Sí, me gustan…, Sí, me encanta… / Sí, me encantan…, No, no me gusta… / No, no me gustan…, No, odio, gustar, Aburrido, Difícil ,Útil, Interesante ,Divertido, Fácil, Inútil, porque es…, porque son…, me gusta la historia porque es divertida, me gustan las ciencias porque son interesantes, ¿Qué hora es? Es la una, Son las dos, Son las tres, Son las cuatro, Son las cinco, Son las seis, Son las siete, Son las ocho, Son las nueve, Son las diez, Son las once, Son las doce, Es medianoche, Es mediodía, Estudio arte a las nueve, estudio matemáticas a la una… lunes, martes, miércoles ,jueves, viernes, sábado, domingo, Estudio arte a las diez el lunes…, Estudio arte a las diez el lunes y me encanta porque es divertido…	Comer, Comer sano , la comida sana, Pescado, Pollo, Queso , Leche desnatada , Pan integral, Agua , Cereales , Vegetales , Fruta , Nueces, carne roja , leche entera , pan blanco , chocolate , mantequilla , caramelos, patatas fritas , bebidas con gas, galletas, Beber, Comer, como…, bebo…, como galletas, como pan blanco… bebo leche, bebo agua…, no como…, no bebo…, no como carne roja, no como patatas fritas…, Para tener una buena salud como…, Para tener una buena salud bebo…, Para tener una buena salud no como…, Para tener una buena salud no bebo…, ¿Y tú, qué comes y bebes para tener una buena salud? , ¿Y tú, qué no comes ni bebes para tener una buena salud?, Juego al baloncesto , Paseo a mi perro , Hago natación, Monto en bicicleta, Hago judo , Juego al tenis , No veo la tele, No juego con juegos electrónicos, ¡Cortar!, ¡Añadir!, ¡Mezclar!, ¡Rallar!, ¡Cocinar!	España, Guinea Ecuatorial, Buenos Aires, Madrid, Bogotá, La Habana, Santo Domingo, Tegucigalpa, San Juan, San Salvador, Managua, San José, hablo, Hablo español…, Hablo inglés, Las Fiestas, Mi fiesta preferida es… porque es una fiesta muy alegre…, La Tomatina, Las Fallas, Los Sanfermines, La Navidad, El turrón, La iglesia, El pavo, Los regalos, El árbol de Navidad, El Sijismo , El budismo , El cristianismo, El islam, El hinduismo , El judaísmo, En Lima hay… en Madrid…playas, montañas, sitios turísticos como…la puerta del Sol…El Machu Picchu, (¿Qué vas a hacer para ayudar a salvar el planeta?, Voy a utilizar menos papel , Voy a utilizar menos cartón , Voy a utilizar menos plástico , Voy a utilizar menos agua , Voy a utilizar menos combustibles fósiles , Voy a utilizar menos electricidad , Voy a reciclar las latas.	comemos…, vosotros coméis…, vosotras coméis…, ellos comen…, ellas comen… Yo como manzanas, pero no peras, tú comes pan porque te gusta…, manzanas, pan, peras, bocadillo, queso, chocolate, fresas, bizcocho, cereales, patatas fritas…Yo vivo…, tú vives…, él vive…, ella vive…, nosotros vivimos…, nosotras vivimos…, vosotros vivís, vosotras vivís, ellos viven…, ellas viven… Yo vivo en una casa en la ciudad, tú vives en Londres en un piso, él vive en Buenos aires en la costa…, Londres, Madrid, Buenos Aires, La Habana, Tegucigalpa, En una casa, en un piso, en la ciudad, en la costa…Yo hablo…, tú hablas…, el habla…, ella habla…, nosotros hablamos…, nosotras hablamos…, vosotros habláis…, vosotras habláis…, ellos hablan…, ellas hablan… Yo hablo español, pero no inglés, tú hablas inglés y español, el habla mucho, ella habla poco, nosotros hablamos bajo, ellos hablan alto…, inglés, español, francés, alemán, polaco, urdú, tamal, árabe, hindi, mucho, poco, alto, bajo.
Music Unit 1	Unit	How does music bring us together?	How does Music improve our world?	How does Music shape our way of life?	How does Music bring us together?	How does Music improve our world?	How does Music shape our way of life?	How does Music bring us together?	How does Music improve our world?	How does Music shape our way of life?
	Songs - Listen & Appraise	Hoedown I'm always here Martin Luther King	Bringing us together Old Joe Clark Dance with me	Oh happy day A world full of sound	Ghost parade Words can hurt Joyful, Joyful	Freedom is coming All over again Do you ever wonder?	Look into the night Breathe Keeping time	Do what you want to It's all about love Sunshine on a rainy day	Disco fever La Bamba Change	Wake up! Down by the riverside Dance the night away
	Musical Activities	Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song.	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song.	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song.	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song.	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song.	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song.	Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Warm-up Games Flexible Games (optional extension work) Learn to Sing the Song (and Extended) with vocal warm ups Play Instruments with the Song Improvise with the Song. Compose with the Song.	Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Warm-up Games Flexible Games (optional extension work) Learn to Sing the Song (and Extended) with vocal warm ups Play Instruments with the Song. Improvise with the Song. Compose with the Song.	Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Warm-up Games Flexible Games (optional extension work) Learn to Sing the Song (and Extended) with vocal warm ups Play Instruments with the Song. Improvise with the Song. Compose with the Song
	Perform the Song	Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.	Perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work	Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.	Perform and Share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6. steps/weeks, where you can showcase everything that has taken place and all the children can perform.
	Substantive Vocabulary	Pulse, rhythm, improvise, compose, verse, chorus, bridge, disco, groove, lyrics, performing, pitch, beat, recapping, tempo, verse, appraising, dynamics.	Backing, beat, grime, tempo, structure, verse, chorus, texture, pulse, beat, appraising, dynamics.	Rhythm, pulse, tempo, pitch, dynamics, structure, verse, chorus, lyrics, dynamics, beat.	Pulse, rhythm, pitch, tempo, dynamics, chorus, cover, bridge, arrangements, verse, beat, pitch.	Ballad, balance, backing, verse, chorus, cover, harmony, improvise, melody, pop music, pitch.	Ballad, balance, backing, verse, chorus, cover, harmony, improvise, melody, pop music, pitch, producer, texture, composing, pulse.	Rhythm, tempo, texture, chorus, coda, composing, drum loops, funk, groove, hip-hop, hook, lyrics, melody, melodic, ostinato, outro, performing, producer, rapping, structure/form/shape, style, style indicators, swing, synthesizer, syncopation, turntables, unison, urban contemporary and verse	Pulse, dynamics, arrangements, backing, bossa nova, call and response, composing, ensemble, gospel, improvise, organ and original.	A Capella, Appraising, Arrangements, Backing, Balance, Bridge/middle 8 , call and response, coda, composing, ending.
	Disciplinary Knowledge	Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonality.	Know and understand what a musical introduction is and its purpose. Identify major and minor tonality.	Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose.	Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll.	Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys.	Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations.	Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.	Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose.	Model Music Curriculum soon to be released
Music Unit 2	Unit	How does Music connect us with the past?	How does Music teach us about our community?	Model Music Curriculum soon to be released.	How does Music connect us with the past?	How does Music teach us about our community?	Model Music Curriculum soon to be released	How does Music connect us with the past?	How does Music teach us about our community?	Model Music Curriculum soon to be released
	Songs- Listen & Appraise	Looking in the Mirror Take time in life Scarborough Fair	Let your spirit fly Frere Jacques The other side of the moon	Model Music Curriculum soon to be released.	The sparkle in my life Dreaming of Mars Get on board	Erie Canal Heroes Happy to be me	Model Music Curriculum soon to be released	My best friend Swinging swinging star Roll Alabama	Let's rock Simple gifts Friendship should never end	Model Music Curriculum soon to be released
	Musical Activities	Rehearse and learn songs from memory and/or with notation.	Find and try to keep a steady beat. Very simple rhythm patterns using long and short.	Model Music Curriculum soon to be released.	Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to	Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c.	Model Music Curriculum soon to be released		Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension	Model Music Curriculum soon to be released

		Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	Very simple melodic patterns using high and low.		Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities).Compose with the Song.	Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities).Compose with the Song.			work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities).Compose with the Song.	
	Perform the Song	Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly.	Perform and share your learning as you progress through the unit of work.	Perform and share your learning as you progress through the unit of work.	Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song.	Perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work	Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance.	Perform and share your learning as you progress through the unit of Work.	Perform and share your learning as you progress through the unit of Work.
	Substantive Vocabulary	Pulse, rhythm, pitch, tempo, dynamics, chorus.	Pulse, rhythm, pitch, tempo, dynamics, gospel.	Orchestra, pulse, rhythm, pitch, tempo, dynamics, chorus.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	A Capella, ballad, bridge, chord, coda, dynamics, ensemble, harmony, improvise, melodic, notation, syncopation, timbre	Appraising, Bossa Nova, cover, composing, decks, funk, improvise, interlude, Motown, Neo-Soul, offbeat, ostinato, pentatonic scale.	Rhythm, pitch, tempo, texture, structure, arrangements, back beat, balance, classical music, crossover, ending, groove, lyrics
	Disciplinary Knowledge	Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco.	Begin to understand where the music fits in the world. Copy back intervals of an octave and fifth (high, low). Begin to understand about different styles of music.	Model Music Curriculum soon to be released	Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song.	Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose.	Model Music Curriculum soon to be released	Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims.	Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure.	Model Music Curriculum soon to be released
P.E **Unit 1**	Physical Activity	Swimming	Gymnastics	Athletics	Basketball	Gymnastics	Athletics	Basketball	Gymnastics	Athletics
	Disciplinary Skills	Physical: submersion - Physical: floating - Physical: gliding - Physical: front crawl - Physical: backstroke - Physical: breaststroke - Physical: rotation - Physical: sculling - Physical: treading water - Physical: handstands - Physical: surface dives - Physical: H.E.L.P and huddle position - Social: communication - Social: supporting and encouraging others - Social: keeping myself and others safe - Emotional: confidence - Thinking: comprehension - Thinking: planning tactics	Physical: Individual point and patch balances Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straight jump Physical: Tuck jump Physical: Star jump Physical: Rhythmic gymnastics Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving	Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback	Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback	Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences	Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback	Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback	Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences	Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback
	Substantive Skills	I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.	I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.	I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can understand how stamina and power help people to perform well in different athletic activities. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.	I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use feedback provided to improve my work. I can use tracking and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time.	Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences	I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can understand how stamina and power help people to perform well in different athletic activities. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences	I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can understand how stamina and power help people to perform well in different athletic activities. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.

HPS Upper Phase Curriculum Map

					I understand there are different skills for different situations and I am beginning to apply this.			I understand when to use different styles of defence in game situations.		
	Horizontal/Vertical/Diagonal Curriculum Links	ENGLISH Learning vocabulary - accuracy, consistency, creative, track, focus, control Sharing and communicating ideas Discussing and agreeing on a plan Communication skills MATHS Estimating distances Addition	ENGLISH Learning of key vocabulary - Extension, body tension, momentum, inversion, pathways Understand and safely follow instructions Structuring and providing feedback to others MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges	ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws	ENGLISH Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and group MATHS Creating goals set distances apart Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament	ENGLISH Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes	ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws	ENGLISH Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and group MATHS Creating goals set distances apart Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament	ENGLISH Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes	ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws
P.E **Unit 2**	Physical Activity	Basketball	Hockey	Rounders	Netball	Dance	Rounders	netball	Dance	Rounders
	Skills	• Physical: Throwing and catching • Physical: Dribbling • Physical: Intercepting • Physical: Changing direction and speed • Physical: Shooting • Social: Working safely • Social: Communication • Social: Collaboration • Emotional: Honesty and fair play • Emotional: Perseverance • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback	Physical: passing Physical: dribbling Physical: receiving Physical: intercepting Physical: tackling Social: communication Social: collaboration Social: inclusive Emotional: honesty and fair play Emotional: perseverance Emotional: empathy Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: decision making	Physical: underarm and overarm throwing Physical: catching Physical: tracking a ball Physical: fielding and retrieving a ball Physical: batting Social: collaboration and communication Social: respect Social: supporting and encouraging others Emotional: honesty and fair play Emotional: confident to take risks Emotional: managing emotions Thinking: observing and providing feedback Thinking: using tactics Thinking: decision making	Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve Thinking: Selecting and applying skills	Physical: throwing & catching Physical: bowling Physical: tracking, fielding & retrieving a ball Physical: batting Social: organising & self-managing a game Social: respect Social: supporting & encouraging others Social: communicating ideas & reflecting with others Emotional: honesty & fair play Emotional: confident to take risks Emotional: managing emotion Thinking: decision making Thinking: using tactics Thinking: identifying how to improve Thinking: selecting skills	Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: performing a variety of dance actions Physical: using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring Social: sharing ideas Social: consideration of others Social: inclusion Social: respect Social: leadership Social: supporting others Emotional: empathy Emotional: confidence Thinking: observing & providing feedback Thinking: using feedback to improve Thinking: selecting & applying skills	Physical: throwing & catching Physical: bowling Physical: tracking, fielding & retrieving a ball Physical: batting Social: organising & self-managing a game Social: respect Social: supporting & encouraging others Social: communicating ideas & reflecting with others Emotional: honesty & fair play Emotional: confident to take risks Emotional: managing emotion Thinking: decision making Thinking: using tactics Thinking: identifying how to improve Thinking: selecting skills
	Assessment Criteria	I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I can delay an opponent and he I can dribble, pass, receive and I can move to space to help my I can provide feedback using ke improve. I can use simple tactics to help I share ideas and work with oth I understand the rules of the ga	I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.	I can communicate with my team and move into space to keep possession and score. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I confident to attempt to intercept. I can use feedback provided to improve my work. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can identify how different activities can benefit my physical health. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.	I am beginning to strike a ball wit I am developing a wider range of some pressure. I can identify when I was successf I can work co-operatively with ot I understand the need for tactics situations. I understand the rules of the gam I understand there are different s this.	I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.	I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.
	Curriculum Links	ENGLISH Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Addition and counting Estimating distances	ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group. MATHS Adding scores in the tournament to get a final placing.	ENGLISH Learning of key vocabulary - fielders, batters, striking, bowling, consecutive Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful MATHS Keeping the score using full and half rounders Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team MATHS Using half a netball court or specific thirds of the court Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary- stimulus, dynamics, formations, unison, relationship, phrase Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback MATHS Counting to stay in time with music and a group Using distances to create accurate formations	ENGLISH Learning of key vocabulary - fielders, continuous, striking, tracking, bowling, outwitting Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating ideas with a partner or team MATHS Estimating distances between bases	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team MATHS Using half a netball court or specific thirds of the court Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary- stimulus, dynamics, formations, choreograph, relationship, contrasting Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback MATHS Counting to stay in time with music and a group	ENGLISH Learning of key vocabulary - fielders, continuous, striking, tracking, bowling, outwitting Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating ideas with a partner or team MATHS Estimating distances between bases

HPS Upper Phase Curriculum Map

			Creating goals set distances apart. Estimating distances away from a partner.			MUSIC Expressing an understanding of rhythm through movement Counting music to create movement	Keeping the score using half and full rounders		Using distances to create accurate formations MUSIC Expressing an understanding of rhythm through movement Counting music to create movement	Keeping the score using half and full rounders
P.E **Unit 3**	Physical Activity	Tag rugby	Football	Cricket	Tag Rugby	Football	cricket	Tag rugby	Football	cricket
	Skills	• Physical: Passing • Physical: Catching • Physical: Dodging • Physical: Tagging • Physical: Scoring • Social: Communication • Social: Collaboration • Social: Inclusion • Emotional: Honesty and fair play • Emotional: Perseverance • Emotional: Confidence • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback	Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking/ jockeying Physical: Turning Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making	Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies	Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills	Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making	Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies	Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills	Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making	Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies
	Assessment Criteria	I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	I can communicate with my team and move into space to keep possession and score. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I can use feedback provided to improve my work. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different areas of fitness and how this helps me in different activities. I understand that there are different skills for different situations and I am beginning to use this
	Curriculum Links	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Keeping the score in matches and the number of tags made Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful MATHS Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and team MATHS Adding scores in the tournament to get a final placing Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful MATHS Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and team MATHS Adding scores in the tournament to get a final placing Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances	ENGLISH Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful MATHS Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling
P.E **Unit 4**	Physical Activity	Hockey	Handball	Tennis	Hockey	handball	Tennis	Hockey	Handball	Tennis
	Skills	Physical: passing Physical: dribbling Physical: receiving Physical: intercepting Physical: tackling Social: communication Social: collaboration Social: inclusive Emotional: honesty and fair play Emotional: perseverance Emotional: empathy Thinking: planning strategies and using tactics	Physical: Ball control Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Shooting Social: Working Safely Social: Communication Social: Respect Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies	Physical: Underarm throwing Physical: Catching Physical: Forehand Physical: Backhand Physical: Ready position Social: Collaboration Social: Respect Social: Supporting others Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Understanding rules Thinking: Selecting and applying skills and tactics	Physical: dribbling Physical: passing Physical: receiving Physical: tackling Physical: creating and using space Physical: shooting Social: communication Social: collaboration Emotional: perseverance Emotional: honesty and fair play Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Collaboration Social: Communication Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and provide feedback	Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Thinking: Decision making Thinking: Selecting and applying tactics	Physical: dribbling Physical: passing Physical: receiving Physical: tackling Physical: creating and using space Physical: shooting Social: communication Social: collaboration Emotional: perseverance Emotional: honesty and fair play Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Collaboration Social: Communication Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies and using tactics	Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Thinking: Decision making Thinking: Selecting and applying tactics

HPS Upper Phase Curriculum Map

		Thinking: observing and providing feedback Thinking: decision making	Thinking: Observing and providing feedback		Thinking: selecting and applying skills			Thinking: selecting and applying skills	Thinking: Observing and provide feedback	
	Assessment Criteria	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game.	I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.	I can lead others and contribute my ideas to group work. I use feedback provided to improve my work. I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can dribble, pass, receive and shoot the ball with some control under pressure. I communicate with my team and move into space to help to maintain possession. I understand the need for tactics and can identify when to use them in different situations. I understand the rules and can apply them honestly most of the time including when refereeing.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I use the rules of the game honestly and consistently when playing and refereeing.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.
	Curriculum Links	ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group. MATHS Adding scores in the tournament to get a final placing. Creating goals set distances apart. Estimating distances away from a partner.	ENGLISH Learning of key vocabulary: grip, attack, interception, opponent, defend, possession. Understand and follow instructions. Communicate with team-mates, opponents and officials. MATHS Estimating distances.	ENGLISH Learning of key vocabulary – Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful MATHS Adding numbers in 'Rally for points'	ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating these with a partner and group. MATHS Adding scores in the tournament to get a final placing. Creating goals and playing areas of set distances. Estimating distances away from a partner.	ENGLISH Learning of key vocabulary: principle, interception, opponent, transfer, angle, possession. Understand and follow instructions. Discuss tactics and communicate with team-mates, opponents and officials. MATHS Estimating distances. Using angles to close down space.	ENGLISH Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team successful MATHS Creating areas sets distances apart	ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating these with a partner and group. MATHS Adding scores in the tournament to get a final placing. Creating goals and playing areas of set distances. Estimating distances away from a partner.	ENGLISH Learning of key vocabulary: principle, interception, opponent, transfer, angle, possession. Understand and follow instructions. Discuss tactics and communicate with team-mates, opponents and officials. MATHS Estimating distances. Using angles to close down space.	ENGLISH Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team successful MATHS Creating areas sets distances apart
PSHE & Relationship Education	Theme	**Health and Wellbeing**	**Living in the Wider World**	**Relationships**	**Health and Wellbeing**	**Resilience and Emotions**	**Relationships**	**Health and Wellbeing**	**Resilience and Emotions**	**Relationships**
	Big Question	What behaviours or substances threaten our health?	How can we be a citizen of the world?	What is consent?	Why is it important to look after our physical and mental health?	What if we already have everything we need inside us?	How can we stay safe online?	How can we make informed choices in life for our safety and health?	What if we already have everything we need inside us?	How can we recognise unhealthy relationships and make our own choices about our body and future?
	Threshold Concepts	British Values Citizenship Healthy and unhealthy practices Expressing emotions Safety Growth Mindset	British Values Citizenship Economics Charity	British Values Citizenship Qualities of a good friend Consent Our body	British Values Citizenship Healthy and unhealthy practices Safety Growth Mindset	Expressing emotions Healthy and unhealthy practices	British Values Citizenship Qualities of a good friend Consent Our body	British Values Citizenship Healthy and unhealthy practices Safety Growth Mindset	Expressing emotions Healthy and unhealthy practices	British Values Citizenship Qualities of a good friend Consent Our body
	Horizontal/ Vertical/ Diagonal Links	**Horizontal** Design & Technology (food) P.E. (fitness, exercise, movement games) **Vertical** Health and Wellbeing years 1 – 6 **Diagonal** Science (animals including humans) year 2 & 6 Design & Technology (food) years 1 – 6 P.E. (fitness, exercise, movement games) years 1 – 6	**Horizontal** English Text (Iron Man) Maths (money) Computing (online safety) **Vertical** Living in the Wider World years 1 – 6 **Diagonal** Computing (online safety) years 1 – 6 Maths (money) years 1 – 6 History (propaganda) year 6	**Horizontal** English Text (Varjak Paw, Gregory Cool, The Village That Vanished) **Vertical** Relationships years 1 – 6 **Diagonal** Science (living things and their habitats) year 5	**Horizontal** Design & Technology (food) P.E. (fitness, exercise, movement games) **Vertical** Health and Wellbeing years 1 – 6 **Diagonal** Science (animals including humans) year 2 & 6 Design & Technology (food) years 1 – 6 P.E. (fitness, exercise, movement games) years 1 – 6 History (propaganda) year 6 History (Southall Uprising) year 6	**Horizontal** Health and Wellbeing years 1 – 6 **Vertical** Resilience and Emotions year 6 **Diagonal**	**Horizontal** English Text (There's a Boy in the Girls' Bathroom) Computing (online safety) Science (living things and their habitats) R.E **Vertical** Relationships years 1 – 6 **Diagonal** Computing (online safety) years 1 – 6 R.E years 1 – 6	**Horizontal** Design & Technology (food) P.E. (fitness, exercise, movement games) Science (animals including humans) Computing (online safety) History (propaganda) **Vertical** Health and Wellbeing years 1 – 6 **Diagonal** Computing (online safety) years 1 – 6 Science (animals including humans) year 2 & 6 Design & Technology (food) years 1 – 6 P.E. (fitness, exercise, movement games) years 1 – 6	**Horizontal** Health and Wellbeing years 1 – 6 **Vertical** Resilience and Emotions year 5 **Diagonal**	**Horizontal** English Text (Goodnight Mr Tom, The Leopard Princess, Pig Heart Boy) **Vertical** Relationships years 1 – 6 **Diagonal** Science (living things and their habitats) year 5
	N.C. Links	- What constitutes a healthy diet (including understanding calories and other nutritional content) - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking - How to critically consider their online	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - What a stereotype is, and how stereotypes can be unfair, negative or destructive.	- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - 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	- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - Where to get advice e.g. family, school and/or other sources. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - The importance of building regular exercise into daily and weekly routines and how to achieve this.	- What a stereotype is, and how stereotypes can be unfair, negative or destructive. - 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	- That people sometimes behave differently online, including by pretending to be someone they are not. - 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	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - That people sometimes behave differently online, including by pretending to be someone they are not.	- What a stereotype is, and how stereotypes can be unfair, negative or destructive. - 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	- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - The importance of permission-seeking and giving in relationships with friends, peers and adults - How to critically consider their online friendships and sources of information including awareness of the

		friendships and sources of information - Where and how to seek support - The characteristics and mental and physical benefits of an active lifestyle - The importance of building regular exercise into daily and weekly routines and how to achieve this - The risks associated with an inactive lifestyle (including obesity) - The importance of sufficient good quality sleep for good health	- That people sometimes behave differently online, including by pretending to be someone they are not. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - Where and how to report concerns and get support with issues online. - 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.	relate to being safe. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle.	- The risks associated with an inactive lifestyle (including obesity). - What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	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.	risks associated with people they have never met. - 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 for most people the internet is an integral part of life and has many benefits. - Why social media, some computer games and online gaming, for example, are age restricted. - Where and how to report concerns and get support with issues online - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle.	- 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 to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - The characteristics and mental and physical benefits of an active lifestyle. - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	appropriate and proportionate. - 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	risks associated with people they have never met. - How to make a clear and efficient call to emergency services if necessary. - Concepts of basic first-aid, for example dealing with common injuries, including head injuries. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - Where to get advice e.g. family, school and/or other sources. - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle.
	Substantive Knowledge	Children need to know: - A growth mindset is a belief that we can always change and improve - Food provides us with energy through nutrients - Smoking has short and long term effects on the body - Smoking is addictive - Alcohol affects brain development - Asking questions is an effective way to challenge something or someone - A bystander's role is to get help when they see bullying - An inactive lifestyle can cause obesity - Sleep is important for physical and mental health - Images seen online, in magazines or on TV have been manipulated and are not a true representation	Children need to know: - There are charities set up to help children - Fundraising is how charities get money to help people - Money is needed to pay bills and buy essential items to live - Saving money is a good way to meet needs and wants in the future - People experience a range of emotions and must adopt strategies to manage their feelings daily - Emotions often manifest as physical symptoms in the body - The Internet can pose many risks - We need to be careful and take safety precautions when using the Internet - Much of the information found online is not reliable and can be dangerous - Gender stereotypes are often incorrect and harmful	Children need to know: - A good friend listens and helps them - Good friends celebrate their friends' achievements - Puberty refers to the changes in our body which occur in every male and female - The 'My Body My Rules' slogan - Treating someone differently because of their gender is discrimination - FGM refers to Female Genital Mutilation and is illegal in the UK - A growth mindset is a belief that we can always change and improve - They have the right to say no to their friends - They have certain responsibilities as a friend such as helping and uplifting others	Children need to know: - A growth mindset is a belief that we can always change and improve - Portion and food type required for healthy meals - Oil is often used to cook food - The role of nutrients and fibre in diet - They should drink 1.5L of water a day to be healthy - There is an approximate number of calories we need each day - Fat, sugars and salt are unhealthy - 'Fair' does not mean everyone gets what they want - People should not be excluded because of beliefs, skin colour, gender or sexuality - There are legal and illegal drugs - There are stereotypes about what a drug user looks like - We can make our own informed choices by finding accurate information	Children need to know: - Anxiety lets us know we're worried about something - Resilience is innate - Our psychological system affects our view of situations - Nothing can take our resilience or wellbeing away - False logic involves thinking that's not true - True logic is when we realise our wellbeing is not affected - Humans often attach their wellbeing to things in the world - No one or nothing has the power to put a feeling in you - Insights help us see the reality of a situation or experience - Gender stereotypes are often incorrect and harmful	Children need to know: - Some friendship qualities are more important than others - Puberty refers to the changes in our body which occur in every male and female - New hygiene practices such as wearing deodorant may be need to be adopted - Everyone's families are different but should all consist of people who care about them - The 'My Body My Rules' slogan - Religion and culture are different' some practices are religious, some are cultural - They have the right to say no - FGM refers to Female Genital Mutilation and is illegal in the UK - Many people use the Internet successfully to help them but they have to be careful - They can't trust what they see online and should not be pressured by anything they see - Online games have benefits, risks and safety features - A growth mindset is a belief that we can always change and improve	Children need to know: - A growth mindset is a belief that we can always change and improve - Healthy eating, exercise, sleep and oral hygiene are important for overall health - Alcohol and drug consumption carries a range of risks and legalities - Motions are debated in the House of Commons - Humans can be categorised by race, religion, gender, sexuality and family but also have a lot in common - There is a range of information online which cannot be trusted - They can report suspicious online activity - Society often dictates what is the ideal appearance and this is forever changing	Children need to know: - Anxiety lets us know we're worried about something - Resilience is innate - Our psychological system affects our view of situations - Nothing can take our resilience or wellbeing away - False logic involves thinking that's not true - True logic is when we realise our wellbeing is not affected - Humans often attach their wellbeing to things in the world - No one or nothing has the power to put a feeling in you - Insights help us see the reality of a situation or experience - Some behaviours and actions carry serious risks which need to be assessed	Children need to know: - A good friend is supportive - There are positive and negative (effective and ineffective) ways of communicating - Puberty refers to the changes in our body which occur in every male and female - Humans reproduce through sexual intercourse (non-statutory) - Beauty is different in different parts of the world and online - They have the right to say no - To call 999 in an emergency - To look for hazards before administering first aid - Friendships have both benefits and challenges - People are not always who they say they are online
	Disciplinary Knowledge	Children will: - Explore the concept of a growth mindset - Explore the concept of energy from food - Identify nutrients provided in the food groups - Share their views and opinions of smoking - Organise their ideas about alcohol into a mind-map - Create questions to ask parliament	Children will: - Explore the role of charity and different charity organisations - Create posters to advertise a charity event - Explore the role of money in society - Plan a budget - Discuss different feelings and emotions people experience - Express feelings and emotions - Plan a fundraising event - Evaluate fundraising event	Children will: - Identify the qualities of a good friend - Recognise the qualities of a good friendship/relationship - Identify the people in their family - Compare and contrast different families - Explain where they can get support - Understand the basic facts about puberty - Begin to understand menstruation - Explore aspects of discrimination (FGM L1)	Children will: - Explore the concept of a growth mindset - Review a menu and provide feedback on it - Explain the function of nutrients and fibre - Explain the reasons it's important to keep hydrated - Recognise that different types and portions of food provide different amounts of energy - Interpret information on food labels - Explore the concept of fairness and how people decide what is fair and unfair	Children will: - Recognise that resilience and wellbeing are innate - Identify things they have attached their wellbeing to - Recognise situations where they thought their wellbeing was affected - Discuss how our psychological system affects us - Apply their understanding to real-life situations - Explain insights they experience - Explore common gender stereotypes	Children will: - Identify the qualities of a good friend - Rate friendship qualities in order - Explore the emotional and physical changes that occur during puberty - Explore the impact of puberty and importance of good personal hygiene - Explore ways to get support - Discuss what makes a family - Contrast religion and culture (FGM L1)	Children will: - Explore the concept of a growth mindset - Recall ways to keep healthy - Explain the health benefits of being active - Categorise drugs - Advise others on the effects of alcohol - Role-play peer pressure scenarios - Debate motions in parliamentary style - Compare and contrast human beings - Rank and categorise friendship qualities Think critically about	Children will: - Recognise that resilience and wellbeing are innate - Identify things they have attached their wellbeing to - Recognise situations where they thought their wellbeing was affected - Discuss how our psychological system affects us - Apply their understanding to real-life situations - Explain insights they experience	Children will: - Identify the qualities of a good friend - Explore negative and positive ways of communicating in relationships - Recap the male and female changes that happen during puberty - Understand the human reproductive system (non-statutory lesson) - Explore how beauty is portrayed around the world - Know they have the right to say no

		- Develop an awareness of the role of victims, bullies and bystanders - Explore the benefits of physical activity - Explore the concept of image manipulation	- Identify and resist manipulative behaviour online - Empathise with others in online situations - Determine if online information is reliable - Make decisions regarding online information using a set of criteria - Explore how stereotypes label people	- Explain that every individual should be treated with respect - Explore the concept of a growth mindset - Explore their rights and responsibilities in a friendship	- Consider why and how people may be excluded - Identify the risks and effects of legal and illegal drugs - Challenge misconceptions about drug use - Recognise strategies to resist peer pressure	- Role-play gender stereotype situations and responses	- Recognise that they have the right to says no (FGM L2) - Compare the risks and benefits of using the Internet - Explore online peer pressure - Think critically about online games and apps - Plan a presentation on an online game/app - Recall the benefits of a growth mindset	information they see online - Evaluate the reliability of online information - Explore the concept of appearance ideals	- Identify risks and risky behaviour	- Outline what to do in an emergency - Recall the process of basic first aid - Explore friendships - Recap what a good friend is
	Substantive Vocabulary	Growth mind set Fixed mind set Goal Energy Nutrients Fibre Smoking Drug Risks Alcohol Addictive Parliament Manipulated Trust Victim Bully Bystander Legal Illegal Activity Physical activity Benefits Manipulated Trust	Charity Fundraising Spending Essential & non-essential Saving Crisis Human rights Safety Managing risks Hazards Stereotypes Labelling Spam and offensive messaging Seeking help Risks online Communicating Trust Emotions Feelings Sharing Getting help	Penis Vagina Emotions Rights Responsibilities Friendship Growth mind set Fixed mind set Positive Body change Puberty Testicles Nipple Pubic hair Breast Menstruation Period Fallopian tube Womb Egg Sanitary products	Growth mind set Fixed mind set Goal Achieve Healthy Balance Nutrients Fibre Labels Fair/unfair Excluded Included Risks Legal Illegal Misconceptions Peer pressure Assertive Allergies	Gender stereotypes Mental health Wellbeing Stress and anxiety Resilience Psychological system True logic False logic Attachment Emotions Power Confidence Self-belief Labels Intelligent system Secure Overthinking Behaviour	Puberty Penis, testicles, sperm, vagina, Period and sanitary products Hygiene Belonging Included Excluded Growth mind set Fixed mind set Physical changes Emotional changes Body changes Voice deepens Body hair Pubic hair Internet Social media Critical thinking Keeping safe Getting help	Growth mind set Fixed mind set Goal Healthy Exercise Active Benefits Alcohol Risks Effects Cannabis Volatile substance abuse Debate House of commons Differences Trust Appearance ideals Sun damage Healthy lifestyle Active lifestyle Mental health Physical health	Stereotype Mental health Wellbeing Stress and anxiety Resilience Psychological system True logic False logic Attachment Emotions Power Confidence Self-belief Labels Intelligent system Secure Overthinking Behaviour	Qualities Puberty Emotional behaviour Relationships Physical behaviour Positive communication Negative communication Positive friendships Negative friendships Relationship Positive and negative relationship Personal information Communication Wet dream Erection Period Physical changes Emotional changes **Sexual intercourse lesson (parents can withdraw from this lesson):** Sexual intercourse Sperm Egg Fertilized Embryo embedded Pregnancy Birth
	Disciplinary Vocabulary	Identify, demonstrate, understand, explain, recognise, recall, importance, share, contribute, effects, importance, recognise, categorise, define, present, express opinions, explore, organise, critical thinking	Explore, sort, plan, evaluate, identify, recognise, compare, contrast, similarities, differences, discuss, understand, explain, create, empathise, make decisions, judge, determine, plan	Identify, explain, recognise, celebrate, compare, contrast, discuss, explore, name, understand, recall, evaluate, justify, plan	Identify, demonstrate, understand, explain, recognise, recall, importance, share, contribute, effects, resolve, escalate, importance, recognise, categorise, define, present, express opinions, explore, review, interpret, consider, challenge	Explore, discuss, identify, understand, contribute, define, label, review, think critically, question, compare, contrast, differences, similarities, explain, empathise, consider, recognise, challenge, create, draw, represent, debate, role-play, apply	Identify, explain, recognise, celebrate, compare, contrast, discuss, explore, name, understand, rate, plan, think critically	Identify, demonstrate, understand, explain, recognise, recall, importance, share, contribute, effects, resolve, escalate, importance, recognise, categorise, define, present, express opinions, explore, review, interpret, consider, challenge, debate, critical thinking	Explore, discuss, identify, understand, contribute, define, label, review, think critically, question, compare, contrast, differences, similarities, explain, empathise, consider, recognise, challenge, create, draw, represent, debate, role-play, apply	Identify, explain, recognise, celebrate, compare, contrast, discuss, explore, name, understand, recap, know, outline, think critically, evaluate, plan
	End Point Understanding	Recognise a range of unhealthy behaviours that affect our mental and physical health.	How to safely engage with people, platforms and situations in life.	Each person's body belongs to them. No means no in all contexts.	How to keep physically and mentally healthy and why it's important to do so.	Able to identify when they've attached their wellbeing to something and begin to separate this.	Some online games, platforms and websites are inappropriate and dangerous.	To think critically about social expectations in order to make their own healthy life choices.	Able to identify when on false logic road and redirect to true logic.	Able to make informed choices about their body and their future.
R.E	Big Questions	Autumn What do Muslims believe? What do Jewish people believe about God?	Spring How can religious leaders inspire us? What does it mean to follow the Buddha?	Summer What do sacred texts within Hinduism say about God? What contribution can religion make to our society?	Autumn What does Buddhism teach us about human experience? What is significant to Christians about Jesus's life and teaching?	Spring In what ways can the art and architectural design express different beliefs? What is the place of festivals, worship and celebration within religious communities?	Summer How is human identity and belonging shaped by faith within Hinduism? What does it mean to be a Muslim?	Autumn Does religion help to understand human suffering? Why are places of worship important for Judaism and other religions?	Spring In what ways do Christians in different denominations worship? How can religion and humanism promote peace and justice in our society?	Summer What happens in the mosque? What happens in the Gurdwara?
	Threshold Concept	• Beliefs and teachings • Human experiences, • Practices and lifestyles.	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences- • Society • Morality/Law	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-
	Substantive Knowledge	Autumn 1: Children need to know: • Who the Prophet Muhammad was and why he is important. • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. • How important stories about the	Spring 1 Children need to know: • What it means to be inspired by someone. • Similarities and differences in the way in which Jesus has been portrayed in Art across the world. • Retell the story of feeding 5000, one of Jesus miracles. • Describe the difference between magic tricks and miracles.	Summer 1 Children need to know: • Appreciate the ancient, complex and pluriform nature of Hinduism. • The immense diversity in the canon of Hindu sacred writings. • Hindu scriptures are divided into those that are heard from God (Shruti) and those that are remembered (Smiriti) • For Hindus, God is encountered in all things in the created world,	Autumn 1: Children need to know: Buddhism: • Understand beliefs about compassion, happiness and suffering in the light of the teachings of the Buddha. • Learn about Bodhgaya, and the reasons why many people go to visit the site of Siddhartha's enlightenment.	Spring 1 Children need to know: • Compare Christian and Muslim ideas about art. • Connect ways in which art and actions can reveal what people believe about God • Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.	Summer 1: Children need to know: • Learn about the 4 aims of Hindu life. Dharma: religious or moral duty. Artha: economic independence and providing for family. Kama: pleasure and enjoyment of life. Moksha: ultimate liberation from the cycle of birth and death, and reunion with God	Year 6 Autumn 1 Children need to know: • The idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. • Some people believe that death is the end of life, and that there is no afterlife.	Year 6 Spring 1 Children need to know: • What happens in church at different times of the week. • reasons why some Christians pray, read the bible, take communion or help people. • Why Christians use music in Worship	Year 6 Summer 1 Children need to know: how prayer is integrated into the daily life of a Muslim, how it shows obedience to Allah and how it provides great spiritual benefit to Muslims. • Each of the principal features within the mosque, using the correct terminology, and explain their purpose

		Prophet Muhammad are. • Explain how a Mosque looks rather empty because it does not have any pictures or statues. • To notice Islamic patterns and architecture. • Rituals for prayer (minbar) • How important the Qur'an is to Muslims. • What happens at the celebrations of Eid-ul-Fitr and Ramadan. Autumn 2: Children need to know: • How ideas of God are expressed in the Jewish tradition and family life. • The Torah as a sacred text illustrating how Jewish people try to live. • How religious artefacts and texts can be a source for learning and for beliefs as they are used in family life. • How the words of the Torah affect what a Jewish person eats. • Explain why following Jewish food laws or keeping the laws of following Shabbat might be done differently by orthodox or progressive Jews.	• Understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him. • Describe and understand one of Jesus' parables and analyse the impact of his teaching. • Jesus' teaching on happiness through the Beatitudes. Consider similarities and differences between what makes them happy in contrast with what the Beatitudes say. • Why Christians call Good Friday to the day Jesus died. Spring 2 Children need to know: • The key events in the Buddha's life. • How the Buddha was enlightened. • Who Siddhartha Gautama was and how he became the Buddha. • The effect of following the Five Precepts of the Buddha. • The Three Treasures of the Buddha and Buddha's teachings (the Dhamma and the Sangha) Buddha's choice to care more about truth than about pleasure.	including people, animals, plants, stars and planets. • Most Hindus believe in one supreme and all-powerful God (Shruti) and those that are remembered (Smriti) Summer 2 Children need to know: • The Golden rule as the overall behaviour rule that each religion has. • The Ten Commandments that Jewish people follow. • In Christianity they will learn how the Beatitudes develop the idea of the golden rule. • How Humanists come to decisions about how to act. They will identify some values that matter to them. • Temptation as shown in the stories of the Bible and how it can affect people's behaviour. • The life and work of at least one religious figure.	• Ideas to do with Buddhist practice –freshness, calmness, beauty, peace. • Symbols and images found in a Vihar • To understand the story of Kisagotami, and how it relates to the Buddha's Nobel Truths Autumn 2 Children need to know: • Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builder • why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation. • the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, • why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation • Connect the story of the feeding of the five thousand with an example of Christian life or action	• Weigh up which has greater impact – art or charity? • Consider what the world would be like without great art or architecture. What about a world without charity or generosity? • Use Bible quotes to produce a piece of Art. • Describe and recount two Muslim teachings about Charity • Understand why mosques matter to the Muslim community. • Research about two big Muslim charities. • Find out information about Christian Aid • Weight the impact of these charities. Spring 2 Children need to know: • Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • Analyse the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). • Understand the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday. • Retell the story of Rama and Sita, identifying the significance of this story to Hindu beliefs/celebrations about Divali. • Identify the difference between Ramadan and Eid-ul-Fitr. • Retell the Passover Story and analyse its significance for Jewish people. • Look for similarities and differences between sacrifice at Easter and Id as the end of a time of sacrifice.	• Concept of Reincarnation • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Learn about an important sacred text: the Bhagavad Gita. • Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans). • ideas of karma – how actions bring good or bad karma. • The role of deities in helping Hindus achieve moral aims. • Analyse Hindu moral teachings in action in the lives of Mahatma Gandhi. Summer 2 Children need to know: • The meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). • How the Five Pillars of Islam affect the lives of Muslims, moment by moment, daily, annually, in a lifetime. • The importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. • The design and purpose of a mosque/masjid and explain how the architecture and activities, such as preparing for prayer, reflect Muslim beliefs. • Know people who memorise the Qur'an and why (hafiz, hafiza).	• Key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus) • Key concepts about death and Hinduism (karma, soul, samsara, reincarnation and moksha) • similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Be familiar with prayers, liturgies, meditation texts and songs/hymns used when someone has died, and find connections with the beliefs they address. Autumn 2 Children need to know: • Differences between Anglican and Baptist churches. • Make links between Christian beliefs and features of these places of worship. • Why a Hindu pilgrimage is important to Hindus. • Make links between Hindu beliefs and worship. • Key features Hindu of worship at home and worship in a mandir. • Key differences between Orthodox and Reformed synagogues. • How Jews use Torah, the home as well as the synagogue to worship • How different aspects of worship; silence, nature and being together, help Christians connect to God. • How places of worship support people in times of need Identify key features in different places of worship.	• Look for similarities and differences in types of musical worship • What happens during holy communion and why it is regularly celebrated by most Christians. • How Catholic Christians prepare to take their first holy communion. • The similarities and differences in the way that different Christians prepare for and celebrate holy communion • Christian community projects and their reasons for them. • The life of Rosa Parks and why she stood up for the rights of Black people. Spring 2 Children need to know: • what Christians mean about humans being made in the image of God and being 'fallen'. • The meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? • A Humanist's code for living • Christian codes for living, which can be summed up in Jesus' two great commandments: 'Love God and love your neighbour'. • The story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). • That values can clash, and that doing the right thing can be difficult. • Give examples of similarities and differences between Christian and Humanist values. • The fruit of the actions according to Jesus.	• Why there are different expectations for men and women with regard to prayer at the mosque and why they are segregated during prayer. • The functions of the mosque other than prayer (e.g. education in the madrasa, charitable activities, legal aid and inter-faith activities). • Why cleanliness is so important within the prayer hall. • What is involved in ritual ablution (wudu) before prayer and why this must be undertaken. Summer 2 Children need to know: • Know that gurdwara means 'the doorway to the Guru.' • Identify and describe the role of the principal features of a gurdwara (washing rooms, shoe racks, Diwan Hall, takht, manji, chauri, Sach Khand, Nishan Sahib, pictures of the Gurus, kitchen, langar). • Why the Sri Guru Granth Sahib is treated like a person • The reason for the continuous reading of scripture (Akhand Path). • The key elements of Sikh worship and explain how the Sikh understanding of God's oneness influences SIkh worship. • The reason why the Nishan Sahib (saffron-coloured Sikh flag) is flown outside of every gurdwara. • How the gurdwara help to build Sikh identity and sense of community and the characteristics of the langar. The importance of Gurmukhi as the language used for worship within the gurdwara.
	Disciplinary Knowledge	Acquire a wide knowledge and deep understanding across two religions. Understand how beliefs are conveyed through sacred books and leaders. Reflect on how religious beliefs influence people's choices in life. Identify core values in each religion.	Reflect on what makes a leader inspiring Develop an appreciation for the way different cultures represent Jesus in Art. Understand the key messages in the teaching of Jesus. Identify the symbolism used to describe the figure of Jesus. Evaluate how inspiring the teachings of Jesus are in today's world.	Identify core beliefs in Hinduism. Analyse the life and work of one religious leader. Explain some of the different ways that individuals show their beliefs. Compare and contrast different values in different religions. Reflect on how each religion's teachings contribute to society.	Show awareness of a teaching of the Buddha and how makes a difference to Buddhists today. Identify some of the features of Buddhist practice or Buddhist symbols Ask and respond to questions about their own and others' experiences about suffering, compassion and calmness.	Use some engaging stimuli to appreciate Art and observe architectural styles Compare and contrast Muslim and Christian Art. Understand the significance of Art in each religion.	Analyse how the life of Gandhi shows Hindu beliefs in action. Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child. Give simple reasons for the different aspects of puja. Describe two of the four aims in Hindu life; Dharma and Moksha.	Give reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs Make links between what happens in a Christian funeral and the Christian beliefs about life after death. Find similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.	Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Describe what happens in church at different times of the week. Analyse why Rosa stood up for her rights and the rights of others Discuss links between the actions of Christians in helping	Show an awareness of the central place that prayer (Salah) plays in Islamic life. Recognise the variety of activities that take place within mosques in addition to prayer and the expected behaviour in a mosque. Give reasons for the physical, mental and spiritual preparation for prayer is so important.

HPS Upper Phase Curriculum Map

		Explore what Jewish people may mean when they describe God as both personal and transcendent. Examine the Jewish concept of Shekhinah (the divine presence) and compare this to pupils' own ideas about spiritual reality. Appreciate the reason why, in some branches of Judaism, God is written as G-d.	Appreciate that Buddhism is an ancient and complex religious system that is not centred on belief in God or in gods. Understand that Buddhism is the fourth-largest religion in the world. Recognise the enormous importance of the Buddha to Buddhists and the inspiration that he has provided to many people of other faiths. Recognise the great commitment required of Buddhists who join the Sangha.	Acknowledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society. Recognise the educational role of faith communities in running schools of religious character. Be aware of the many different ways in which religious and nonreligious communities seek to counter injustice and promote social wellbeing. Compare and contrast the different systems of value that help people know what is right or wrong.	Make connections between Biblical stories and Christian lives. Respond thoughtfully to inspiring Biblical stories. Give examples of how Christians are inspired by Jesus Give reasons of why a leader can be inspiring. Reflecting on who is inspiring for them.	Retell stories associated to different festivals in 4 religions. Analyse the deep meaning of the festivals. Make connections between stories, symbols and beliefs Recognise and identify some differences between religious festivals and other types of celebrations Identify similarities and differences in the way festivals are celebrated within and between religions Explore ideas about what is worth celebrating and remembering in religious communities and in their own lives	Describe what the five pillars of Islam are Give examples of how each pillar might affect the life of a Muslim Identify three reasons why the Qur'an is important to Muslims Give an example of how following the teaching of the Qur'an might affect what a person does in their life Describe what the Mosque is like and the reasons behind its design.	Interpret a range of artistic expressions of afterlife Give reasons why places of worship might be considered to be valuable in religious communities. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Outline how and why places of worship fulfil special functions in the lives of believers	others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Reflect on why children hold the values which they do, and how these values make a difference to their lives. Give reasons for why doing the right thing can be difficult. Identify the values found in stories and texts. Consider some direct questions about values: is peace more valuable than money? Understand the significance of the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Reflect on why people do good things and bad things.	Identify similarities and differences between mosques and other places of worship. Understand what the role and duties of an imam are within the mosque and the Muslim community. Appreciate the importance of the gurdwara for Sikh worship and community life. Recognise that any house that houses the Guru Granth Sahib becomes a gurdwara. Understand that there are many types of gurdwara from grand and beautiful structures to humble houses. Appreciate the importance of morning and evening prayer and the Akhand Path in the gurdwara. Recognise how the Sikh principle of Sewa is demonstrated in the langar.
	Disciplinary Vocabulary Skills	Acquire Understand Identify Reflect Appreciate Examine Explore	Identify Appreciate Analyse Evaluate Understand Recognise	Identify Analyse Reflect Understand Explain Compare and contrast Recognise Show awareness	Compare and contrast Make links Respond thoughtfully Give reasons and examples	Identify similarities and differences Explore ideas Recognise and identify Make connections Analyse Compare and contrast Appreciate	Describe Look for similarities and differences Give reasons Analyse Identify Reflect	Find similarities and differences Give examples Give reasons Make connections Describe Outline and explain Identify	Suggest/Infer Describe Analyse Discuss Understand Consider Identify Reflect Give reasons	Show awareness Appreciate Recognise Understand Reflect Give reasons Identify
	Substantive Vocabulary	Autumn 1: Allah, Ramadan, Eid-ul-Fitr, The Holy Qur'an, Prophet Muhammad, calligraphy. Shahadah, holy or sacred place, Mosque, minbar, wudu, madrassah Autumn 2: Torah, ritual, sacredness Mezuzah, tefillin, a song called 'Adon Olam', the Almighty, Orthodox and progressive Jewish practice, Sefer Torah, kosher, Shabbat	Spring 1: Inspiring, Christian festivities today(Holy Week, Easter Sunday) Jesus, Jesus' parables. Good Friday. Spring 2: The Buddha Suffering, Clear thinking, meditation precepts, Enlightened, compassion, the Sangha, The Dharma, Nirvana.	Summer 1: Hinduism, Sanskrit, sacred language, Shruti, Smiriti, Vedas, Ramayana, Mahabhrarata, Bhagavad Guita, Brahman. Summer 2: Christians – Jewish – Hinduism – Buddhism golden rule- Ten Commandments – The Beatitudes- Humanists Moral choice- Temptations	Autumn 1: The Buddha Suffering, Clear thinking Enlightenment, Meditation Precepts, Compassion The Sangha, The Dharma Nirvana Autumn 2: Good Friday, Incarnation, Salvation, Blessed, Beatitudes, parables.	Spring 1: cathedrals and mosques, calligraphy, sacred places, architecture. Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr. Spring 2: Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; Rama and Sita, Passover, sacrifice, Ramadan, Eid.	Summer 1: Dharma, Artha: Kama: Moksha, karma, reincarnation, Hindu deities, Puja, the Bhagavad Gita, aarti and bhajans. Summer 2: Ibadah, Shahadah, salat, sawm (fasting); zakat (alms giving); hajj (pilgrimage). Holy Qur'an, Prophet Muhammad,	Autumn 1: Suffering, death, afterlife, reincarnation, karma, salvation, judgement, heaven, hell, purgatory, Purification, mourning, Funeral service, hymns Autumn 2: Anglican Church, Baptist Church, pastors, priests, baptistery, Holy Communion, Hinduism, Mandir; Murti: Puja: OM, Orthodox Judaism, Reform Judaism, synagogue, Hebrew, Ark, Torah, bimah, commandments, Ner Tamid, Kumbh Mela, Mezuzah: Kiddush cup.	Spring 1: Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family, grace before meals. Spring 2: Values, moral concepts: fairness, freedom, truth, honesty, kindness, peace. Code for living,	Summer 1: Mosque, masājid (place of worship), prayer hall, prayer gallery, congregation, ritual ablution, wudu facilities, niyyah, shoe racks, Qibla, carpet, prayer mat, Qur'an, Five Pillars, madrasa, minaret, dome, crescent symbol, Adhan, mihrab, minbar, the five daily prayers: fajr, zuhr, asr, maghrib and isha. Allahu Akbar (God is great – said at the start of prayer). Summer 2: Gurdwara, Harmandir Sahib, Sri Guru Granth Sahib, Diwan Hall, takht, manji , chauri, Divine Knowledge, chakar, Akhand Path, gurpurb, congregation, langar, granthi (one who reads from the Guru Granth Sahib), Sach Khand, rumalla (the cover for the Guru Granth Sahib), Shabad, kirtan , Anand Sahib, huka,
	National Curriculum Links	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.			A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.			A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		

HPS Upper Phase Curriculum Map

		C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		
	Cross curricular Links	**Art** – calligraphy (Arabic design) **Maths** – numbers in sacred books and prayers **PHSE** – understand how beliefs influence individual choices, building tolerance for other religions.	**English:** retelling, exploring, discussing ideas and stories in the Bible **Art:** appreciate different artistic representation of Jesus. **PHSE** – to understand how beliefs influence individual choices, to build tolerance for other religions.						**Music** - listen to and analyse the lyrics of hymns. **History**: Rosa Parks (Black History) **English** – analyse the values found in Bible stories. **PHSE** – to understand how beliefs encourage a behaviour of service towards others. -To respect and value differences within a community	
Trips and Visits		Visiting a Mosque or a Synagogue.	Battersea Power Station	Hampton Court Palace	Science Museum	The London Eye	Kew Gardens Go Ape	RAF Hendon		Museum of London Docklands; Old Royal Naval College Condover Hall
Production/Shows/Celebrations										