

What we mean by Progression at Rowde:

Progression at Rowde means that our pupils – from Early Years until the end of Year 6 – develop their skills and knowledge over time, increasing their confidence and ability with each passing term and year.

It means, for example, that skills developed in Year 1 are extended, deepened and secured further in Year 2, more so in Year 3, and so on. We map this across each subject, to ensure that in all areas of the curriculum, pupils improve so that in their time with us they:

- Reach or exceed age-related expectations at each key assessment point
- Are ready and confident to begin secondary school.

The importance of ‘recall’:

Research by Ebbinghaus, the EEF and others has demonstrated, time and time again, that children do not learn and remember everything the first time they do it. Secure knowledge and skills – and the ability to recall these when needed – happen only when young people are given the opportunity to:

- Revisit
- Recall
- Remember

In our curriculum, then, we endeavour to re-visit skills and knowledge many times, making sure that these become ‘embedded’ in our pupils. When our pupils say ‘we’ve done this before’, it is because we want to make sure they have done ‘it’ enough for it to be life-long learning. We revisit in many ways, including:

- Making our curriculum a ‘spiral’ model where skills are revisited, re-learnt and developed until they are embedded
- Revisiting subject content through low-stakes quizzing and Bubble Boosts
- Constantly asking our pupils to apply what they have learnt to new situations and scenarios.

Progression in the Core Subjects:

These are measured in our Rowde Steps for Reading, Writing and Maths, which can be viewed on our curriculum page. The appropriate Step for each term/year group can be found on our Year Group Curriculum Maps. We assess pupils, both formally and informally, every term and report on these three times a year.

For Phonics, we follow the Letters and Sounds Programme in conjunction with the Ramsbury Hub. Further details can be found in the Literacy and English Policy, the Early Years/Foundation Policy and the relevant Curriculum Maps.

Progression in other subjects:

Our new Rowde Curriculum is embedding at present, and subject to change as we review it after the first (much-interrupted) year of its use. For RE, PHSE, PE, Computing, MFL and Music we work from established schemes of work from trusted providers (Discovery RE, Understanding Christianity, Jigsaw, Knowsley, Southend and Music Express) and skills and knowledge progression is built in*. Assessment of pupil progress is made against each of these throughout their delivery and overseen by the Subject Lead for each.

For Science, Art/Design and Humanities, we use curricula developed in conjunction with Wansdyke School, each adopting the progression principles outlined above and set against the requirements of the National Curriculum.

NB: The combining of Year 1 and 2 for the 2021/22 academic year means that the content is over a 2-year rolling programme, and the progression below identifies key learning for Year 2, with Y1 pupils working towards this. AY2021/22 is Cycle A.

***These are currently being adapted and 'made Rowde' for 2021/22. Existing progression documents for some of these can be found via the links below, and hard copies are available for all to view in school:**

<https://collins.co.uk/pages/primary-music-music-express-skills-progression-and-curriculum-mapping>

<https://haydonwick.swindon.sch.uk/downloads/haydonWickPrimary/05-RL-Jigsaw-Skills-and-knowledge-progression-for-parents.pdf>

<https://discoveryschemeofwork.com/discovery-re-in-detail/>

www.understandingchristianity.org.uk/wp-content/uploads/2016/04/CE_Intro-Book_WEB.pdf (sections 6 and 7)

History and Geography	1	2	3	4	5	6
Y1/2 (A)	Geography G6 & 8 - Seaside and Devizes comparison	History of toys H2, 3 & 4 - The life of Paul Lichtenstein / Paul Klee	History H4 – Florence Nightingale	Geography G4, 7, 8, 9 & 10 – Local geography and map work	History H4 – Brunel	Geography G6 – Contrasting localities: Forest vs jungle
Skills and Knowledge Progression in Y1/2	<p>Compare and contrast seaside with farm (from Year 1 Term 1).</p> <p>Compare and contrast two British localities</p> <p>Name and locate the different countries of the British Isles</p> <p>Capital Cities and Countries of the UK</p> <p>Be able to confidently label the countries, seas and major cities of British Isles</p> <p>Develop greater confidence in maps, atlases and globes.</p> <p>Talk about people and places beyond their own environment.</p> <p>Begin to develop subject specific vocabulary, including beach, cliff, coast, village, harbour, shop, town, port.</p>	<p>Be aware of the past, using common phrases and vocabulary: old, new, past, present, before after.</p> <p>Be able to describe simple differences between my life and those of people in the past.</p> <p>Be able to answer questions about old and new objects.</p> <p>Be able to give plausible simple suggestions for what an object was used for in the past.</p> <p>Be able to draw simple inferences from a source e.g. painting, photo.</p> <p>Be able to tell a story from the past in simple language.</p> <p>Chronology: be able to sequence three or four events/dates/ objects.</p>	<p>Y2: Revisit and secure the skills/knowledge from Year 1.</p> <p>Begin to give more developed reasons for the significance of particular individuals/events.</p> <p>Research the life of an individual using more than one source.</p> <p>Be able to suggest areas of research in the above. Be able to suggest questions we could ask about an individual/event.</p> <p>Develop simple skills of historical enquiry through directed research tasks.</p> <p>Be able to demonstrate how some people in the past have made our lives better today.</p>	<p>Secure the skills/knowledge from T1.</p> <p>Begin to explore seasons and how they change in local Environment</p> <p>Be able to describe weather patterns in the UK and identify patterns. Consider potential impact of global warming.</p> <p>Continue to develop subject specific vocabulary, including Human and Physical Geography.</p> <p>Learn the 4 compass points.</p> <p>Use compass terminology to locate their own environment (e.g. West of London, North of Salisbury)</p>	<p>Secure the skills/knowledge from Terms 2 and 3 through a depth study of Brunel.</p> <p>Be able to make links between the past and present when assessing the impact of an individual. Be able to provide a fuller chronology with more than 5 events/facts in biographical work, including simple reasoning for the impact of an individual.</p> <p>Be able to give one or more reasons to explain a chronology.</p> <p>Make links between an individual in the past and life today.</p>	<p>Compare England with a contrasting country in the world – revisiting the skills/knowledge from Term 4.</p> <p>Be able to identify some hot/cold countries in the world and relate to their position to the equator Name and locate the continents and oceans on a world map</p> <p>Secure skills in using atlases, maps, globes.</p> <p>Apply them with some confidence in locating places.</p>
Y1/2 (B)	Geography G6 & G10 – Local area, towns and neighbourhoods	History – H2 & 3 – Victorians	History – H1 – History of Roald Dahl, houses and buildings	Geography G1, G2 & G6 – capital cities and countries in the UK and continents and oceans around the World	History – H2 – The Great Fire of London Samuel Pepys and Tudors	Geography – G4, G6, G7, G8, G9, G10
Skills and Knowledge Progression in Y1/2	<p>Be able to recognise similarities and differences in relation to places, and own environment</p>	<p>Revise previous learning (for Y2s) on Florence Nightingale, Brunel and investigate Victorian toys.</p>	<p>Correctly use subject specific terminology; past, present, before, after.</p> <p>Begin to give more</p>	<p>Be able to confidently label the countries, seas and major cities of British Isles</p> <p>Learn the 4 compass points</p>	<p>Be able to tell a story from the past (outside living memory) in more detail, including the impact of individuals.</p>	<p>Begin to explore seasons and how they change in local Environment</p>

	<p>Be able to talk about where they live</p> <p>Be able to express views on features of their environment</p> <p>To use resources and own observations to ask and respond to simple questions Develop maps of the local environment Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Talk about their homes/families and make comparisons</p> <p>Begin to use maps, atlases and globes</p> <p>Simple map making/labelling</p>	<p>Study of Victorian Christmas, schools during Victorian times and the Industrial Revolution.</p> <p>Be aware of the past, using common phrases and vocabulary: old, new, past, present, before after. Be able to describe simple differences between my life and those of people in the past.</p> <p>Be able to draw simple inferences from a source e.g. painting, photo.</p>	<p>developed reasons for the significance of particular individuals/events.</p> <p>Be able to answer questions about old and new objects.</p> <p>Be able to give plausible simple suggestions for what an object was used for in the past.</p>	<p>Use compass terminology to locate their own environment (e.g. West of London, North of Salisbury) Be able to identify some hot/cold countries in the world and relate to their position to the equator Name and locate the continents and oceans on a world map</p> <p>Secure skills in using atlases, maps, globes.</p> <p>Apply them with some confidence in locating places</p>	<p>Begin to give reasons for the significance of particular individuals/events.</p> <p>Be able to suggest questions we could ask about an individual/event.</p> <p>Develop simple skills of historical enquiry through directed research tasks.</p> <p>Be able to demonstrate how some people in the past have made our lives better today.</p>	<p>Be able to describe weather patterns in the UK and identify patterns.</p> <p>Consider potential impact of global warming</p> <p>Be able to identify some Hot/cold countries in the world and relate to their position to the equator Name and locate the continents and oceans on a world map Secure skill in using atlases, maps, globes.</p> <p>Apply them with some confidence in locating places</p> <p>Continue to develop subject specific vocabulary, including Human and Physical Geography, begin to make comparisons to a contrasting non-European country</p>
Y3	Focus: Geography G12, G19 Geography Explore map features Landmarks of London	Focus: Geography G11, G15, G16 Geography Locality comparison Where is India? Indian Mountains	Focus: Geography G15 Describe and understand key aspects of physical geography: Climate zones, biomes and vegetation	Focus: History H12 History An in-depth study of Ancient Egypt. What are they famous for? Historical figures	Focus: Geography G15 Geography Study Nile and Comparison to a local river Enquiry at Drews Pond	Focus: History H5 History Stone Age. Role of architects in finding clues about the past
Skills and Knowledge Progression in Y3	<p>Be able to locate London in relation to other UK cities</p> <p>Be able to talk about some aspects of its physical and human geography</p> <p>Apply a more complex (8-Point) use of compass to locate</p>	<p>Use maps/globes to describe locations using some of: hemisphere, compass points, latitude, Tropics of Cancer/Capricorn</p> <p>Revisit and develop understanding of physical and human geography by comparing different</p>	<p>Revisit and secure key vocabulary and knowledge of physical/human geography from previous units.</p> <p>Use case studies to develop understanding of new vocabulary: biomes. Climate zones, vegetation</p>	<p>Secure through revisiting, skills/knowledge from Year 2.</p> <p>Be able to use AD/BC/BCE when describing different time periods.</p> <p>Be able to use specific dates when</p>	<p>Revisit prior learning from Terms 1-3</p> <p>Apply previous learning to new location</p> <p>Use fieldwork to measure and record human and physical features in own area</p> <p>Begin to do/label</p>	<p>Revisit and secure learning from Term 4.</p> <p>Be able, using a range of sources, to draw inference/conclusions about life in Early Britain.</p> <p>Be able to use all previously acquired vocabulary in written</p>

	<p>London and parts within the city and in relation to other UK locations</p> <p>Develop confidence in more complex maps such as OS.</p>	<p>locations within India</p> <p>Apply previous key vocabulary to descriptive work on India</p>	<p>Pupils able to describe features of physical geography with increased complexity/confidence</p>	<p>talking/writing about the past.</p> <p>Be able to demonstrate chronology in a timeline demonstrating the order in which things happened.</p> <p>Be able to use Mathematical skills to work out how long ago an event was, to the nearest century.</p> <p>Begin to suggest reasons why certain events happened in the way that they did.</p>	<p>sketch maps</p>	<p>work.</p> <p>Be able to describe the role and value or archaeology in understanding the past, in simple but developing terms.</p> <p>Use mathematical knowledge to be able to say how long an event or period took place.</p> <p>Begin to make links between current historical enquiry and those previously undertaken.</p>
Y4	<p>Focus: Geography G16 (Focus on South America export of chocolate / fair trade)</p> <p>Focus: History H13</p> <p>Geography Comparison study with South American country</p>	<p>Focus: Geography G13, G16</p> <p>Geography Identify specific positions on the globe: Longitude and Latitude, Hemispheres</p>	<p>Focus: Geography G11, G12,G13,16,17</p> <p>Geography Describe and understand key aspects of human geography: settlement and land use, economic activity, including trade links. Distribution of natural resources including energy, food, minerals and water. (South Africa)</p>	<p>Focus: History H6</p> <p>History The impact of Roman art, architecture and general lifestyle on Britain</p>	<p>Focus: History H7</p> <p>History Settlements, Place names and village life</p>	<p>Focus: History H8 Geography G13, G16</p> <p>History Viking invasion and raids and the Anglo Saxon resistance.</p>
Skills and Knowledge Progression in Y4	<p>Revisit Nile and India units to secure previous learning</p>	<p>Continue to develop map work using some of: hemisphere, 8-point compass points,</p>	<p>Develop and secure skills through revisiting Terms 1-2</p>	<p>Secure through revisiting, skills/knowledge from Year 3.</p>	<p>Secure skills/knowledge from Term 4. Use specific dates and</p>	<p>History: Secure skills/knowledge from Terms 4 and 5.</p>

	<p>Continue to develop map work using some of: hemisphere, 8-point compass points, latitude, Tropics of Cancer/Capricorn, Equator, time zones</p> <p>Be able to describe key differences and similarities between UK and South American country</p> <p>Link to British Values through Fair Trade</p>	<p>latitude, Tropics of Cancer/Capricorn, Equator, time zones by applying to several locations around the world, to include North/South America, Europe, Russia, Arctic and Antarctic Circles</p> <p>Begin to explore location of volcanoes and earthquakes using the above.</p>	<p>Identify what natural resources are and locate through case study/map work</p> <p>Apply previous vocabulary to new extended writing, and engage in class discussion about trade links and the effect of the location/distribution of natural resources</p> <p>Be able to write in simple terms about different kinds of land use and the impact of each</p>	<p>Begin to recognise and quantify the different time periods that existed between different groups in Britain.</p> <p>Use dates and historical language in my work.</p> <p>Be able to describe similarities, differences and patterns of change between different periods in Britain.</p> <p>Begin to recognise that historical enquiry takes many forms e.g archaeology, source evaluation</p>	<p>increasingly complex historical language in my work.</p> <p>Be able to describe similarities, differences and patterns of change between different periods in Britain and begin to consider reasons for these.</p>	<p>Develop chronology skills by sequencing events on a timeline including centuries</p> <p>Be able to draw comparisons between different invasions in Britain. Begin to draw conclusions about the impact of each then and in the present e.g place names, law, early monarchy.</p> <p>Geography: Locate origins of invading countries by revisiting previous map work</p>
Y5	<p>Focus: History H12 History Ancient Greek Life</p>	<p>Ancient China Focus: History H11 History Shang Dynasty Focus: Geography G15</p>	<p>Focus: History H10 History Timeline of Space exploration/ The Space Race</p>	<p>Focus: Geography G15 Geography Natural Disasters</p>	<p>Focus: History H10 History War of the Roses</p>	<p>Focus: Geography Geography Case Study Japan</p>
Skills and Knowledge Progression in Y5	<p>Secure skills/knowledge through revisiting, from Year 4.</p> <p>Be able to draw a detailed timeline, including events, key terms, individuals.</p> <p>Be confident in the use of historical language.</p> <p>Be able to create timelines which demonstrate a</p>	<p>History: Be able to draw a detailed timeline, including events, key terms, individuals.</p> <p>Be confident in the use of historical language.</p> <p>Be able to answer questions from a variety of source types e.g. text, art.</p> <p>Be able to present</p>	<p>Secure prior learning from Terms 1-2.</p> <p>Be able to demonstrate how past events have shaped our lives in the present.</p> <p>Show the impact of significant individuals and technological advancements.</p> <p>Understand that political rivalry can exist</p>	<p>Secure previous skills/knowledge from Y4 by revisiting / low stakes quizzing. Foci: map work, physical geography, weather</p> <p>Use map work, globes and digital resources to identify and describe patterns for locations / topographical features for natural disasters</p>	<p>Examine cause and consequence within History, and demonstrate examples of this.</p> <p>Begin to identify primary and secondary evidence.</p> <p>Begin to recognise that historical sources do not always represent incontrovertible facts.</p>	<p>Secure all previous learning, skills and knowledge with foci on:</p> <ul style="list-style-type: none"> • Map work • Physical and Human Geography • Land use • Key vocabulary

	<p>thematic focus, e.g. weaponry, technology, medicine.</p> <p>Be able to answer questions from a variety of source types e.g. text, art.</p>	<p>information in extended writing form.</p> <p>Make links and comparisons between Shang Dynasty and other periods studied previously.</p> <p>Be able to give reasons for the importance of artefacts.</p> <p>Geography:</p> <p>Map work – revisit and secure from Y4</p>	<p>in many forms e.g. Cold War inks to Space Race.</p> <p>Develop an individual perspective and be able to write in extended form about it using a variety of source material.</p> <p>Be able to explain the meaning and impact of propaganda.</p>	<p>Secure previous knowledge and skills through independent case study.</p> <p>Present own work in a variety of formats, to include text, diagrams, maps.</p>	<p>Recognise the importance of interpretation in a historical narrative.</p> <p>Develop a fuller understanding of key British institutions – monarchy, parliament, Christian values at home and abroad. Make links to British Values and democracy.</p> <p>Understand the impact of Tudor times on the present.</p>	
Y6	<p>Focus: History H10 Focus on significant turning point in British history: the Battle of the Somme</p>	<p>Focus: History H10 Focus on significant turning point in British history, Battle of Britain</p>	<p>Focus: Geography Class choice case study and extended writing project:</p>	<p>Retrieval</p> <p>Recap Previous Learning</p> <p>Address Misconceptions</p>	<p>Focus: Geography G14,15,16 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and N or S. America</p>	EPQ Transition Project
Skills and Knowledge Progression in Y6	<p>Revisit/secure knowledge and skills from Year 5.</p> <p>Show developed chronological skills by placing WW1 within a broader time period and context.</p> <p>Answer specific</p>	<p>Summarise what Britain may have learnt from other societies and countries. Understand Britain's place within a European and world context.</p> <p>Be able to communicate knowledge and</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><input type="checkbox"/> <input type="checkbox"/> use fieldwork to</p>	<p>Use progression mapping to identify and address misconceptions and learning gaps against KS2 criteria in project of own choice from NC.</p>	<p>Revisit and secure previous work from Term 3 and Year 4</p> <p>Be able to demonstrate, with detail and subject-specific vocabulary, similarities and differences between different locations</p>	Devizes KS3 History Mark scheme and assessment criteria.

	<p>questions in detail from a variety of resources.</p> <p>Describe and explain the influence of Britain on World History. Demonstrate how significant events have shaped our current world.</p>	<p>understanding orally and in writing and offer own points of view</p> <p>Make links between wars, make comparisons and evaluative judgements based on evidence.</p>	<p>observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<p>referring to:</p> <ul style="list-style-type: none"> • Topography • Location • Land use • Physical and human features • Change over time 	
Art and Design	1	2	3	4	5	6
Year 1/2 CYCLE A	<p>*Be able to mix secondary colours and match colours</p> <p>*Paint familiar objects applying mixing and matching skills</p>	<p>*Use a running stitch to join fabric</p> <p>*Use methods such as dyeing, adding sequins or printing alter the appearance of fabric</p> <p>*Make use of template to produce shapes.</p> <p>*Practice techniques to join and/or strengthen materials e.g. gluing and reinforcing card</p>	<p>* print using two colours</p> <p>*be able to adapt and improve designs and prints</p>	<p>*Use a rolling pin and cutter and joining techniques</p> <p>*Use a range of techniques to create different textures</p>	<p>*Select from and use ingredients according to their characteristics (Healthy sandwich)</p>	<p>*Create shapes and an effective collage with torn paper and paste</p> <p>*Discuss and develop ideas about how to create and attach</p>
Year 1/2 CYCLE B	<p>*Safely cut, peel or grate ingredients in a hygienic manner (fruit salad)</p> <p>*Use measuring cups or electronic scales to measure the required amounts combine ingredients to produce food.</p>	<p>*Printing/making print squares</p>	<p>DT Mechanisms – suspension bridges</p>	<p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>*Use basic weaving techniques</p> <p>*Perform a range of cutting and shaping techniques eg tearing, cutting, folding and curling Bird boxes</p> <p>*Use a range of joining techniques eg gluing, hinges or combining materials to strengthen.</p>	<p>*Create shapes and an effective collage with torn paper and paste</p> <p>*Discuss and develop ideas about how to create and attach</p>
Year 3	<p>*printing and making squares</p>	<p>*safely cut/peel/grate ingredients</p>	<p>*apply prior learning to Lowry project</p>	<p>Mechanisms – suspension bridges</p>	<p>*use a rolling pin and cutter with clay</p>	<p>*use a range of cutting and shaping techniques</p>

					*apply joining techniques	*use a range of joining and strengthening techniques
Year 4	<ul style="list-style-type: none"> *design, evaluate and improve *refine methods and design as work progresses *use computer packages to design and model products 	<ul style="list-style-type: none"> *use slabbing techniques and dragging clay to join *learn how to pinch out and pull out clay 	<ul style="list-style-type: none"> *apply previous knowledge/skills to African Skyline silhouette work 	<ul style="list-style-type: none"> *use suitable cutting and shaping techniques *choose suitable joining techniques 	<ul style="list-style-type: none"> *apply understanding of forces to select suitable mechanism (e.g. levers, pulleys, gears (links to Science)) 	<ul style="list-style-type: none"> *explore the properties and use of charcoal *learn how to mix and match colours *use dry materials for blending and layering *record patterns and colours from first hand observation
Year 5	<ul style="list-style-type: none"> *evaluate and improve using prototypes *use prototypes to optimise design 	<ul style="list-style-type: none"> *design and make own press print using polystyrene ad wood *line up and overlay print block to build up image with colours *make a precise pattern by accuracy with print blocks 	<ul style="list-style-type: none"> *Use prior learning in study of Peter Thorpe 	<ul style="list-style-type: none"> *combine designs from several significant designers *be able to explain the selections 	<ul style="list-style-type: none"> *create more complex shapes using variety of paper techniques to form a human figure *modelling from 3D perspective, adapting and improving where necessary Create a good quality finish 	<ul style="list-style-type: none"> *design by considering the needs of the user, prioritising function before profit *use a variety of stitching techniques Understand the purpose of – and apply – a seam allowance
Year 6	<ul style="list-style-type: none"> *design moving lantern *Improve upon existing designs *evaluate and improve upon own design *combine electronics and mechanics *use cams to change a rotation and push/pull movement 	<ul style="list-style-type: none"> *invent and modify own recipes including ingredients, methods, cooking times and temperatures 	<ul style="list-style-type: none"> *colour match accurately *mix full range of secondary, tertiary colours, tints and tones * use light pencil marks, adding a wash, adding layers and detail *use range of brush strokes to achieve different effects 	<ul style="list-style-type: none"> *Reapply previous skills with clay to make mythical beast *use prior knowledge of pattern and design *revise knowledge of joining clay *learn techniques of cross hatch and slip 	<ul style="list-style-type: none"> *use range of techniques with dry materials for colour matching, blending, layering *distinguish between marks for texture and for light/dark *record accurately from first hand observation 	<ul style="list-style-type: none"> *cut with precision and produce a good finish *select appropriate cutting tools for different materials *include previously-learnt design processes e.g. prototypes, diagrams, CAD <p>Art and DT combined</p>

Science: Working Scientifically – progression summary (over all terms)

Year 1/2	<ul style="list-style-type: none">• Asking simple questions and recognising that they can be answered in different ways• Observing closely, using simple equipment• Performing simple tests• Identifying and classifying• Using their observations and ideas to suggest answers to questions• Gathering and recording data to help in answering questions.
Year 3	<ul style="list-style-type: none">• Asking relevant questions and using different types of scientific enquiries to answer them• Setting up simple practical enquiries, comparative and fair tests• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identifying differences, similarities or changes related to simple scientific ideas and processes• Using straightforward scientific evidence to answer questions or to support their findings.
Year 4	<ul style="list-style-type: none">• Asking relevant questions and using different types of scientific enquiries to answer them• Setting up simple practical enquiries, comparative and fair tests• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

	<ul style="list-style-type: none"> • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.
Year 5	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.
Year 6	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests

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| | <ul style="list-style-type: none">• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• Identifying scientific evidence that has been used to support or refute ideas or arguments, suggest improvements and raise further questions• Identifying differences, similarities or changes related to simple scientific ideas and processes• Using straightforward scientific evidence to answer questions or to support their findings. |
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Science Progression	Term 1	2	3	4	5	6
Y1/2 (A)	<p>Seasons</p> <p>Can I observe changes across the 4 seasons@?</p> <p>Can I observe and describe weather associated with the seasons and how day lengths vary?</p>	<p>Materials and their properties</p> <p>Waterproof materials Can I explain what a material is?</p> <p>Can I find out about waterproof materials?</p> <p>Can I investigate waterproof materials?</p> <p>Can I evaluate my investigation?</p> <p>Can I discuss the importance of Reduce, Reuse and Recycle?</p> <p>Can I discuss why it is important to be 'Water Wise'?</p>	<p>Living things and their habitats</p> <p>Can I tell you the differences between something that is living, things that are no longer alive and things that have never been alive?</p> <p>Can I tell you about how different habitats provide for different animals and plants?</p> <p>Can I tell you how different animals and plants depend on each other.</p> <p>Can I identify and name a variety of plants and animals in their habitats, including microhabitats?</p> <p>Can I tell you what animals and humans need to survive?</p>	<p>Animal Classification</p> <p>Can I tell you the names of some common mammals and birds?</p> <p>Can I tell you the differences between some common fish, amphibians and reptiles?</p> <p>Can I tell you the differences between some common fish, amphibians and reptiles?</p> <p>Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)?</p>	<p>Human body Recap prior learning –</p> <p>Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?</p> <p>Can I tell you what animals and humans need to survive?</p> <p>Can I tell you why exercise and a healthy diet is important?</p> <p>Can I tell you why it is important to make sure you are clean?</p> <p>Can I identify and name a variety of plants and animals in their habitats, including Microhabitats?</p> <p>Can I tell you what happens to animals over time?</p>	<p>Plants</p> <p>Can I identify plants and trees in my environment? Can I name the different parts of a tree?</p> <p>Can I explain the difference between evergreen and deciduous trees?</p> <p>Can I name the parts of a plant?</p> <p>Can I explain how plants change over time?</p>
Y1/2 (B)	<p>Materials and their properties</p> <p>Can I distinguish between an object and the material from which it is made?</p> <p>Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock?</p> <p>Can I describe the simple physical properties of a variety of everyday materials?</p>	<p>Changes in materials</p> <p>Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</p> <p>Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</p>	<p>Forces</p> <p>Can I observe, describe and compare movements they make and movements of objects in terms of speed or direction?</p> <p>Describe how to make a familiar object start moving by pushing or pulling Recognise dangers to themselves in moving objects?</p> <p>Describe how to use pushes and pulls to make familiar</p>	<p>Animals</p> <p>Can I tell you how different animals and plants depend on each other?</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats?</p> <p>Tell you how a food chain works?</p> <p>Can I name different food sources of different animals?</p>	<p>Light and Sound</p> <p>Can I name a number of light sources, including the Sun?</p> <p>Recognise that they cannot see in the dark?</p> <p>Describe and compare some light sources and explain why it is dangerous to look at the Sun?</p> <p>Recognise and describe</p>	<p>Plants</p> <p>Can I tell you about how different habitats provide for different animals and plants?</p> <p>Tell you how seeds and bulbs grow into plants?</p> <p>Tell you why plants need water, light and heat to grow and stay healthy?</p> <p>Tell you how seeds and bulbs grow into plants?</p>

	Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?	Can I identify some naturally occurring materials, Predict and describe how heating can change some materials into new and useful materials and state the dangers of hot water or naked flame? Describe what happens to water when it is heated and Cooled? Record observations in tables and recognise when simple comparisons are unfair?	objects speed up, slow down, or change direction or shape? Recognise that pushes and pulls are forces? Plan a comparison and decide whether it was fair? Make measurements of length using standard units and present these in a chart?	Can I tell you the names of different animals' young?	many sounds? Describe how sounds are generated by specific objects? State that they hear sounds through their ears? Describe what they observe when they move further away from a source of sound? Make observations or measurements relating to sounds and with help present these in charts?	
Y3	<p>Human Classification</p> <p>Can tell you that humans need the right types of food and nutrition and name the different food groups.</p> <p>Can tell you the names of parts of the human skeleton and explain its role in movement, support and protection.</p> <p>Can name some of the major</p>	<p>Light</p> <p>Can recognise that they need light in order to see things and that dark is the absence of light</p> <p>Can notice that light is reflected from surfaces</p> <p>Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Can recognise that shadows are formed when the light from</p>	<p>Biology</p> <p>Can tell you what the roots, stem or trunk of a plant does.</p> <p>Can tell you what the leaves and flowers of a plant do.</p> <p>Can tell you why different plants need different amounts of water, light and heat to grow and stay healthy.</p> <p>Can tell you how water is transported</p>	<p>Magnets</p> <p>Can describe magnetic force and how magnets repel and attract each other.</p> <p>Can tell you some materials which are magnetic and some which are not magnetic.</p> <p>Can group together materials based on whether they are magnetic or not.</p> <p>Can tell you about the poles of a magnet and predict</p>	<p>Flowers</p> <p>Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Rock Classification</p> <p>Can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Can recognise that soils are made from rocks and organic matter</p>

	<p>muscles and explain their role in movement, support and protection.</p>	<p>a light source is blocked by an opaque object</p> <p>Can find patterns in the way that the size of shadows change</p>	<p>in plants.</p> <p>Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>whether two magnets will repel or attract each other just by looking at which way the poles are facing.</p> <p>Can compare how things move on different surfaces</p>		
Y4	<p>Materials</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Can observe that some materials change state when they are heated or cooled, and measure or research</p>	<p>Electricity</p> <p>Can tell you the names of some appliances which run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches & buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a</p>	<p>Food Chains</p> <p>Can recognise that living things can be grouped in a variety of ways</p> <p>Can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Can recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Can construct and</p>	<p>Sound</p> <p>Can identify how sounds are made, associating some of them with something vibrating</p> <p>Can recognise that vibrations from sounds travel through a medium to the ear</p> <p>Can describe volume in terms of vibration.</p>	<p>Sound</p> <p>Can find patterns between the pitch of a sound and features of the object that produced it</p> <p>Can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Can recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Human Biology</p> <p>Can describe the simple functions of the basic parts of the digestive system in humans</p> <p>Can identify the different types of teeth in humans and their simple functions</p>

	<p>the temperature at which this happens in degrees Celsius (°C)</p> <p>Can tell you that metals are good conductors.</p>	<p>switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Can tell you a list of common conductors and insulators.</p> <p>Can tell you that metals are good conductors.</p>	<p>interpret a variety of food chains, identifying producers, predators and prey</p>			
Y5	<p>Reversible / Irreversible Reactions</p> <p>Knows that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Reversible / Irreversible Reactions</p> <p>Can 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</p> <p>Can demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>Space</p> <p>Can describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Can describe the movement of the moon relative to the Earth</p> <p>Can describe the sun, Earth and moon as approximately spherical bodies</p> <p>Can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the</p>	<p>Properties of Materials</p> <p>Can classify materials by transparency, hardness, solubility, electrical conductivity, thermal conductivity and response to magnets.</p> <p>Can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Forces</p> <p>Can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Can recognise that some mechanisms including levers, pulleys and gears allow a smaller force</p>	<p>Animal Lifecycle</p> <p>Can describe the differences between the life cycles of a mammal, a bird, an insect and an amphibian.</p> <p>Can describe the reproductive cycle of a plant.</p> <p>Can describe the reproductive cycle of an animal.</p> <p>Can describe how humans change as they age.</p>

			sky		to have a greater effect	
Y6	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Can 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</p> <p>Can 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</p> <p>Can use the idea that light travels in straight lines to</p>	<p>Electricity</p> <p>Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Can 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</p> <p>Can use recognised symbols when representing a simple circuit in a diagram</p>	<p>Nutrition and Health</p> <p>Can identify and name the main parts of the human circulatory system.</p> <p>Can describe the functions of the heart, blood vessels and blood.</p> <p>Can tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.</p> <p>Can describe the way in which nutrients and water are transported within animals and humans.</p>	<p>Adaptation and Evolution</p> <p>Can tell you about how fossils provide information about living things that have lived on Earth millions of years ago.</p> <p>Can tell you about why the offspring of living things are similar but not identical to their parents.</p> <p>Can tell you how animals and plants adapt to suit their environment.</p> <p>Can explain how evolution is caused by the ability to adapt to the</p>	<p>Classification</p> <p>Can describe how living things are classified into broad groups according to common observable characteristics.</p> <p>Can classify plants and animals into groups.</p> <p>Can explain why they have classified them into those groups</p>	<p>PSHE Link</p> <p>Can tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.</p>

	explain why shadows have the same shape as the objects that cast them			environment.		
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