The Mill Academy
Curriculum coverage
2020-2021

KS1 Curriculum Coverage Check

Year 1 and 2 Topics						
	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Tell me a Story (traditional tales)	Paddington	Fire! Fire! Great Fire of London	Let's explore… Spring	Amazing Africa	Are we there yet?
Year 2	Superheroes	The Arctic	The Land before time	Castles	The Enchanted Wood	James and the Giant Peach

YEAR 1	Where covered?
SCIENCE PLANTS:	
• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Let's explore…Spring
• Identify and describe the basic structure of a variety of common flowering plants, including trees.	Let's explore…Spring
SCIENCE ANMALS INCLUDING HUMANS:	
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Amazing Africa
• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Amazing Africa
SCIENCE EVERYDAY MATERIALS:	
• Distinguish between an object and the material from which it is made.	Tell me a story
• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Tell me a story
• Describe the simple physical properties of a variety of everyday materials.	Tell me a story
• Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Tell me a story

SCIENCE SEASONAL CHANGES:	
• Observe changes across the four seasons	Let's explore…Spring
• Observe and describe weather associated with the seasons and how day length varies.	Let's explore…Spring
YEAR 2	
SCIENCE LIVING THINGS AND THEIR HABITATS:	
• Explore and compare the difference between things that are living, dead, and things that have never been alive.	Land before time
• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	The Arctic
• Identify and name a variety of plants and animals in their habitats, including micro-habitats.	The Arctic
• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Land before time The Arctic
SCIENCE PLANTS:	
• Observe and describe how seeds and bulbs grow into mature plants.	The enchanted wood
• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	The enchanted wood
SCIENCE ANIMALS INCLUDING HUMANS:	
• Notice that animals, including humans, have offspring which grow into adults.	The Arctic
• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Superheroes
• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Superheroes
SCIENCE USES OF EVERYDAY MATERIALS	

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Castles
• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Castles

KS1	
ART AND DESIGN	
• To use a range of materials creatively to design and make products	Land before time enchanted wood Arctic Amazing Africa Fire Fire Paddington
• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Land before time enchanted wood Arctic Amazing Africa Fire Fire Paddington
• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Land before time enchanted wood Arctic Amazing Africa

	Fire Fire Paddington
• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practises and disciplines, making links to their own work.	Y1 Y2 Andy Goldsworthy Van Gogh Quentin Blake

KS1	
DESIGN AND TECHNOLOGY	
DESIGN	
• Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Exploring Castles James and the Giant Peach Superheroes Are we there yet? Tell me a story
• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.	Exploring Castles James and the Giant Peach Superheroes Are we there yet? Tell me a story

MAKE	
• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Exploring Castles James and the Giant Peach Superheroes Are we there yet? Tell me a story
• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Exploring Castles James and the Giant Peach Superheroes Are we there yet? Tell me a story
EVALUATE	
• Explore and evaluate a range of existing products.	Exploring Castles James and the Giant Peach Superheroes Are we there yet? Tell me a story
• Evaluate their ideas and products against design criteria.	Exploring Castles James and the Giant Peach Superheroes Are we there yet? Tell me a story
TECHNICAL KNOWELDGE	
• Build structures, exploring how they can be made stronger, stiffer and more stable.	Exploring Castles James and the Giant Peach Superheroes

• Explore and use mechanisms (for example levers, sliders, wheels and axles) in their products.	Exploring Castles James and the Giant Peach Superheroes
COOKING AND NUTRITION	
• use the basic principles of a healthy and varied diet to prepare dishes	Amazing Africa
• understand where food comes from.	Amazing Africa

KS1	
GEOGRAPHY	
LOCATIONAL KNOWLEDGE	
• Name and locate the world's seven continents and five oceans	Amazing Africa
• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Paddington
PLACE KNOWLEDGE	
• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.	The Enchanted Wood Arctic Paddington
HUMAN AND PHYSICAL GEOGRAPHY	
• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Arctic Paddington Amazing Africa
Use basic geographical vocabulary to refer to:	

• Key physical features, incusing; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Arctic Paddington
• Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop.	Paddington
GEOGRAPHICAL SKILLS AND FIELDWORK	
• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	James and the giant peach Arctic Paddington Amazing Africa
• Use simple compass directions (North, South, East and west) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.	James and the giant peach The Enchanted Wood Arctic Amazing Africa

KS1	Year 2 – Recorders weekly including singing Charanga Music Scheme
MUSIC	
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Fire Fire
• Play tuned and untuned instruments musically.	Fire Fire
• Listen with concentration and understanding to a range of high quality live and recorded music.	Fire Fire
• Experiment with, create, select and combine sounds using their inter related dimensions of music.	Fire Fire

KS1	
COMPUTING	
• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	James and the Giant Peach
• Create and debug simple programs	James and the Giant Peach
• Use logical reasoning to predict the behaviour of simple programs.	James and the Giant Peach Enchanted Wood Arctic
• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Land before time Arctic Enchanted Wood
• Recognise common uses of information technology beyond school.	Esafety Enchanted Wood Arctic
• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Esafety Arctic

KS1	
PHYSICAL EDUCATION	Weekly stand alone lessons – see progression documents

• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, and co ordination, and begin to apply these in a range of activities.	
• Participate in team games, developing simple tactics for attacking and defending.	
• Perform dances using simple movement patterns.	

KS1	
Y1 HISTORY	
CHRONOLOGICAL UNDERSTANDING	
• Understand common words and phrases relating to the passing of time: now, then, new, old, a long time ago	Fire Fire Are we there yet?
• Sequence people, events or objects	Fire Fire Are we there yet?
• Identify a change within living memory and recall some key facts about the change. • Recall some key facts about a significant event in history.	Fire Fire Are we there yet?
HISTORICAL ENQUIRY	
• Ask simple questions about a significant event in history. Use a given source (e.g. diary entry, artefacts) to find facts about the past.	Fire Fire Are we there yet?
KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT ASPECTS OF HISTORY	
Within KS1, pupils should be taught about: • *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*	Fire Fire Are we there yet?

• *events beyond living memory that are significant nationally or globally.* • *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* • *significant historical events, people and places in their own locality.*	
YEAR 2	
CHRONOLOGICAL UNDERSTANDING	
• Understand common words and phrases relating to the passing of time: before, after, during, year, week, past, present, recent Sequence people, events or objects	Land before time Exploring Castles
HISTORICAL ENQUIRY	
• Ask a range of questions about the past (Who? What? When? Why?) • Understand that a source provides information about the past and that there are different types of sources.	Land before time Exploring Castles Superheroes
KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT ASPECTS OF HISTORY	
Within KS1, pupils should be taught about: • *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* • *events beyond living memory that are significant nationally or globally.* • *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* • *significant historical events, people and places in their own locality.*	Land before time Exploring Castles Superheroes (Rosa Parks)
• *Recall some key facts about significant individuals from the past.* *Recall key facts about a significant historical event/person/place in their own locality.*	Superheroes (Rosa Parks)

KS2 Curriculum Coverage Check

Year 3:					
Aut 1 Rainforest	Aut 2 Rainforest	Spring 1 Mighty Metal	Spring 2 Which direction	Summer 1 Stone Age Boy	Summer 2 Urban Art
Year 4:					
Aut 1 Save our planet	Aut 2 Vicious Vikings	Spring 1 Burps, bottoms, bile	Spring 2 What's the point?	Summer 1 Escaping Pompeii	Summer 2 Listen up
Year 5:					
Aut 1 Guardians of the Galaxy	Aut 2 Star Wars : the resistance	Spring 1 Circle of Life	Spring 2 Honey, I shrunk the art	Summer 1 Zeroes to Heroes	Summer 2 The wizarding world of science
Year 6:					
Aut 1 War of the World	Aut 2 The theory of everything	Spring 1 Pig Heart Boy	Spring 2 Shang Dynasty	Summer Wolf Wilder	

SCIENCE	Where covered?
YEAR 3	
PLANTS	
• Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers.	Rainforests
• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Rainforests
• Investigate the way in which water is transported within plants.	Rainforests
• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Rainforests
ANIMALS INCLUDING HUMANS	
• Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.	Rainforests
• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Rainforests
ROCKS	
• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Stone Age Boy
• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Stone Age Boy
• Recognise that soils are made from rocks and organic matter.	Stone Age Boy
LIGHT	
• Recognise that they need light in order to see things and that dark is the absence of light.	Urban Art
• Notice that light is reflected from surfaces.	Urban Art
• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Urban Art
• Recognise that shadows are formed when the light form a light source is blocked by an opaque object.	Urban Art
• Find patterns in the way that the size of shadows change.	Urban Art

FORCES AND MAGNETS	
• Compare how things move on different surfaces.	Mighty Metals
• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Mighty Metals
• Observe how magnets attract or repel each other and attract some materials and not others.	Mighty Metals
• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Mighty Metals
• Describe magnets as having two poles.	Mighty Metals
• Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Mighty Metals
YEAR 4	
LIVING THINGS AND THEIR HABITATS	
• Recognise that living things can be grouped in a variety of ways.	Save our Planet
• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Save our Planet

• Recognise that environments can change and that this can sometimes pose dangers to living things.	Save our Planet
ANIMALS INCLUDING HUMANS	
• Describe the simple functions of the basic parts of the digestive system in humans.	Burps, bottoms and bile
• Identify the different types of teeth in humans and their simple functions.	Burps, bottoms and bile

• Construct and interpret a variety of food chains, identifying producers, predators and prey.	Burps, bottoms and bile
STATES OF MATTER	
• Compare and group materials together, according to whether they are solids, liquids or gases.	Burps, bottoms and bile
• 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.	Burps, bottoms and bile
• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Burps, bottoms and bile
SOUND	
• Identify how sounds are made, associating some of them with something vibrating.	Listen Up
• Recognise that vibrations from sounds travel through a medium to the ear.	Listen Up
• Find patterns between the pitch of a sound and features of the object that produced it.	Listen Up
• Find patterns between the volume of a sound and the strength of vibrations that produced it.	Listen Up
• Recognise that sounds get fainter as the distance from the sound source increases.	Listen Up
ELECTRICITY	
• Identify common appliances that run on electricity.	Listen up
• Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.	Listen up

• 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.	Listen up
• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	Listen up
• Recognise some common conductors and insulators, and associate metals with being good conductors.	Listen up
YEAR 5	
ANIMALS INCLUDING HUMANS	
• Describe the changes as humans develop to old age.	Circle of Life
PROPERTIES AND CHANGES OF MATERIALS	
• 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	Wizarding world of Science
• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Wizarding world of Science
• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Wizarding world of Science
• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Wizarding world of Science
• demonstrate that dissolving, mixing and changes of state are reversible changes	Wizarding world of Science
• 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	Wizarding world of Science

EARTH AND SPACE	
• describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Guardians of the Galaxy
• describe the movement of the Moon relative to the Earth	Guardians of the Galaxy
• describe the Sun, Earth and Moon as approximately spherical bodies	Guardians of the Galaxy
• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Guardians of the Galaxy
FORCES	
• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Star Wars : the resistance
• identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Star Wars : the resistance
• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Star Wars : the resistance
YEAR 6	
LIVING THINGS AND THEIR HABITATS	
• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Pig Heart Boy
• give reasons for classifying plants and animals based on specific characteristics.	Pig Heart Boy
ANIMALS INCLUDING HUMANS	
• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Pig Heart Boy
• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Pig Heart Boy
• describe the ways in which nutrients and water are transported within animals, including humans	Pig Heart Boy
EVOLUTION AND INHERITENCE	

• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	The Theory of Everything
• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	The Theory of Everything
• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	The Theory of Everything
LIGHT	
• recognise that light appears to travel in straight lines	Shang Dynasty
• 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	Shang Dynasty
• 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	Shang Dynasty
• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Shang Dynasty
ELECTRICITY	
• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	The Theory of Everything
• 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	The Theory of Everything
• use recognised symbols when representing a simple circuit in a diagram.	The Theory of Everything

KS2	
DESIGN AND TECHNOLOGY	
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	The Theory of Everything Shang Dynasty War of the World Wolf Wilder Zeroes to Heroes Star Wars : the resistance Vicious Vikings
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	The Theory of Everything Shang Dynasty War of the World Wolf Wilder Zeroes to Heroes Star Wars : the resistance
MAKE	
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Shang Dynasty War of the World Wolf Wilder Escaping Pompeii

	Vicious Vikings Save our planet
• 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	The Theory of Everything Shang Dynasty War of the World Wolf Wilder Zeroes to Heroes Star Wars : the resistance Escaping Pompeii Vicious Vikings Save our planet
EVALUATE	
• investigate and analyse a range of existing products	The Theory of Everything Shang Dynasty War of the World Wolf Wilder Zeroes to Heroes Star Wars : the resistance Vicious Vikings Save our planet
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	The Theory of Everything Shang Dynasty War of the World Wolf Wilder Zeroes to Heroes Star Wars : the resistance Escaping Pompeii

	Vicious Vikings Save our planet
• understand how key events and individuals in design and technology have helped shape the world	The Theory of Everything Shang Dynasty War of the World Wolf Wilder Zeroes to Heroes Star Wars : the resistance
TECHNICAL KNOWELDGE	
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Shang Dynasty Wolf Wilder Vicious Vikings Escaping Pompeii
• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Star Wars : the resistance
• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	The Theory of Everything Listen Up
• apply their understanding of computing to program, monitor and control their products.	The Theory of Everything
COOKING AND NUTRITION	
• understand and apply the principles of a healthy and varied diet	Stone age boy Zeroes to Heroes
• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Stone age boy Zeroes to Heroes
• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Stone age boy Zeroes to Heroes Rainforests

KS2	
GEOGRAPHY	
LOCATIONAL KNOWLEDGE	
• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Rainforests War of the World Zeroes to Heroes Guardians of the Galaxy Escaping Pompeii
• 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	Rainforests Shang Dynasty War of the World Zeroes to Heroes
• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Rainforests Zeroes to Heroes Guardians of the Galaxy
PLACE KNOWLEDGE	
• understand geographical similarities and differences through the study of human and physical geography of a region of the United	Rainforests Zeroes to Heroes

Kingdom, a region in a European country, and a region within North or South America	Escaping Pompeii
HUMAN AND PHYSICAL GEOGRAPHY	
• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Rainforests Wolf Wilder Zeroes to Heroes Escaping Pompeii
• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Rainforests Wolf Wilder Zeroes to Heroes Save our planet
GEOGRAPHICAL SKILLS AND FIELDWORK	
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Rainforests Shang Dynasty War of the World Zeroes to Heroes Guardians of the Galaxy Escaping Pompeii
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey	Which direction? Wolf Wilder Escaping Pompeii

maps) to build their knowledge of the United Kingdom and the wider world	
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Which direction? War of the World Wolf Wilder

KS2	
MUSIC	Charanga music scheme
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Rainforests Guardians of the Galaxy Listen Up Escaping pompeii
• improvise and compose music for a range of purposes using the inter-related dimensions of music	Rainforests Guardians of the Galaxy Listen up Escaping pompeii
• listen with attention to detail and recall sounds with increasing aural memory	Rainforests Guardians of the Galaxy Listen up Escaping pompeii

• use and understand staff and other musical notations	Rainforests Guardians of the Galaxy Listen up Escaping pompeii
• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Guardians of the Galaxy Escaping pompeii
• develop an understanding of the history of music.	Rainforests Guardians of the Galaxy Escaping pompeii

KS2	
COMPUTING	Stand alone computing lessons – cross curricular when appropriate
• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
• use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	
• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	

• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

KS2	
HISTORY	
• changes in Britain from the Stone Age to the Iron Age	Stone Age Boy
• the Roman Empire and its impact on Britain	Escaping Pompeii
• Britain's settlement by Anglo-Saxons and Scots	Vicious Vikings
• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Vicious Vikings
• a local history study	War of the World
• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	War of the World
• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Zeroes to Heroes Shang Dynasty
• Ancient Greece – a study of Greek life and achievements and their influence on the western world	Zeroes to Heroes
• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study	Rainforests

of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	

ART AND DESIGN	
• to create sketch books to record their observations and use them to review and revisit ideas	Pig Heart Boy Rainforest Mighty Metals Stone Age Boy Urban Art Honey, I shrunk the art The circle of life What's the point? Vicious Vikings
• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Rainforest Mighty Metals Stone Age Boy Urban Art Honey, I shrunk the art The circle of life What's the point?

	Vicious Vikings
• about great artists, architects and designers in history	

R.E. Overview The Mill Academy

Autumn	**All About Me/Ourselves, Harvest, Diwali, Christmas**	**Christianity-** **Why are some times special** Identify the way in which some festivals are celebrated eg - **Christmas** - **Easter** - Harvest	**Christianity/Hinduism** **Why are these words special ?** Hear some stories of ***Jesus**' life, and some stories ***Jesus** told. Talk about what they mean and why they are special Look at **Old Testament** stories which explore the ides that God created, cares for and loves people: eg creation, the baby **Moses, *Samuel** Revisit Christmas through the bible stories **Discuss and compare with Holy books from the Hindu faith**	**Christianity** **How can faith contribute to Community Cohesion?** Links to harvest and world share Investigate how **Christian places of worship** show care for their members and the wider community eg through community	**Judaism Hanukah** **Why are some times special** Important events in the Jewish year year and why they are special Talk about the significance of a special event in the year	**Christianity** **How can faith contribute to Community Cohesion?** Harvest ,global citizenship	**Sikhism Guru Nanaks Birthday** **What can be learnt from the lives of significant people of faith?** Describe the influence and impact of significant people in the Sikh faith
Autumn	**Harvest/Diwali /Christmas**	**Diwali Festival of Light/Christmas**		**Harvest/Christmas**	**Hannukah**	**Harvest/Christmas**	**Guru Nanaks Birthday**
Spring	**Chinese New Year , Easter**	**Christianity** **Why are some places special** Talk about special places which they visit with their family, and special places where they go to be alone eg to think or to find peace and quiet. Suggest why these places are special , talk about what these places mean to them. Recognise what a Christian place of worship looks like inside and out and how this reflects that it is a Christian place of worship	**Christianity/Islam** **- How can faith contribute to Community Cohesion?** Talk about key Christian values - Caring for and thinking about others - Co-operating with others - Loving and being loved - Forgiving and being forgiven - Telling the truth - Keeping promises - Being honest - Loving the sad and unpopular Think about Christian giving and people who help us	**Judaism** **Why are these words special?** Recognise that The Torah is the book of significance in the Jewish faith Compare the bible to the Torah and the messages and values	**Christianity** **What can be learnt from the lives of significant people of faith?** Describe the influence and impact of **Jesus** and Saint **Paul** Make links between these people and good leadership today Make links between these figures and the influence they have had on more recent Christian leaders and inspiring people	**Christianity** **Why are some times special** Important events in the pupils' year and why they are special Talk about the significance of a special event in the year Know there is a pattern to the Church's year and identify the major Christian festivals Remembering and celebrating Jesus: key events in Jesus' life – their links with major Christian festivals	**Christianity** **How do I and others feel about life and the universe around us?** Identify some ultimate questions e.g. - Does God exist? - Why do bad things happen to good people? - What happens when we die? - What is the purpose of life?

Spring	**Chinese New Year/ Easter**	**Easter**		**Shavout**	**Easter**	**Baisakhi- Harvest Festival**	
Summer	**Other Countries and Cultures around the World**	**Hinduism** **What can be learnt from the lives of significant people of faith?** Identify the people who are special to them eg people who: - Offer help and advice - Can be turned to and relied on - Teach by their own example - Have authority These people could include family members, teachers, friends, people met through hobbies or at a place of worship	**Christianity** **How do I and others feel about life and the universe around us?** Suggest meanings from the Genesis creation stories - Begin to recognise Christian beliefs about God arising from these stories eg - God as creator - God as caring for all living things - God as all-powerful	**Christianity** **How do I and others feel about life and the universe around us?** Identify some ultimate questions e.g. - Does God exist? - Why do bad things happen to good people? - What happens when we die? - What is the purpose of life? Suggest answers to some of these questions based on their own experience and beliefs	**Judaism** – **Why are some places special** Make links between the internal and external features of different **places of worship**, describing the similarities and differences	**Islam** **Why are some places special** Make links between the internal and external features of different **places of worship** in the locality, describing the similarities and differences - Describe the similarities and differences between old and new styles buildings, using local examples wherever possible	**Sihkism** **Why are some words special** Guru Granth Sahib
	Summer	**Ratha Yatra- Festival of the Chariots**			**Tisha B'av**	**Pentecost and Ascension**	

Objectives covered throughout the year in EYFS:

UTW

22-36m

Has a sense of own immediate family and relations

In pretend play, imitates actions and events from own family and cultural background

Learns that they have similarities and differences that connect them to and distinguish them from others

30-50m

Shows interest in the lives of people who are familiar to them

Recognises and describes special times of family events

Knows some of the things that make them unique and can talk about similarities and differences in relation to friends or family

40-60m

Enjoys family customs and routines

ELG

They know about similarities and differences between themselves and others and among families, communities and traditions