



# Non Core Subjects

KS1 History	KS1 Geography	KS1 DT	KS1 Art	KS1 Music	KS1 PE	KS1 Computing	
KS2 History	KS2 Geography	KS2 DT	KS2 Art	KS2 Music	KS2 PE	KS1 Computing	KS2 Languages

# Curriculum 14

Pupils should be taught to:

History
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 [for example, the Great Fire of London, the first aeroplane flight of events commemorated through festivals or anniversaries]
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
significant historical events, people and places in their own locality
changes in Britain from the Stone Age to the Iron Age. Examples: <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>
the Roman Empire and its impact on Britain. Examples: <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>
Britain's settlement by Anglo-Saxons and Scots. Examples: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>
a local history study. Examples: <ul style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: <ul style="list-style-type: none"> <li>the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>
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
Ancient Greece – a study of Greek life and achievements and their influence on the western world
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Geography	Design and technology	Art and design	Computing
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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</li> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>Place knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<b>Make</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	
<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>	
<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<b>Technical knowledge</b> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>		
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<b>Design</b> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>		
<b>Place knowledge</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Make</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul>		
<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>		
<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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</li> </ul>	<b>Technical knowledge</b> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products</li> </ul>		
	<b>Cooking and nutrition</b> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>		
		<b>Physical Education</b> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> <li>Swimming and water safety (KS1 or KS2) <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul> </li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	
			<b>Languages</b> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> <li>The starred (*) content above will not be applicable to ancient languages</li> </ul>



# Non Core Subjects

KS1 History	KS1 Geography	KS1 DT	KS1 Art	KS1 Music	KS1 PE	KS1 Computing	
KS2 History	KS2 Geography	KS2 DT	KS2 Art	KS2 Music	KS2 PE	KS1 Computing	KS2 Languages

# Curriculum 14

Pupils should be taught to:

<b>History</b>
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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
significant historical events, people and places in their own locality
changes in Britain from the Stone Age to the Iron Age. Examples: o late Neolithic hunter-gatherers and early farmers, for example, Skara Brae o Bronze Age religion, technology and travel, for example, Stonehenge o Iron Age hill forts: tribal kingdoms, farming, art and culture
the Roman Empire and its impact on Britain. Examples: o Julius Caesar's attempted invasion in 55-54 BC o the Roman Empire by AD 42 and the power of its army o successful invasion by Claudius and conquest, including Hadrian's Wall o British resistance, for example, Boudica o 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Britain's settlement by Anglo-Saxons and Scots. Examples: o Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire o Scots invasions from Ireland to north Britain (now Scotland) o Anglo-Saxon invasions, settlements and kingdoms: place names and village life o Anglo-Saxon art and culture o Christian conversion – Canterbury, Iona and Lindisfarne
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: o Viking raids and invasion o resistance by Alfred the Great and Athelstan, first king of England o further Viking invasions and Danegeld o Anglo-Saxon laws and justice o Edward the Confessor and his death in 1066
a local history study. Examples: o a depth study linked to one of the British areas of study listed above o a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) o a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: o the changing power of monarchs using case studies such as John, Anne and Victoria o changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century o the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day o a significant turning point in British history, for example, the first railways or the Battle of Britain
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
Ancient Greece – a study of Greek life and achievements and their influence on the western world
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Geography	Design and technology	Art and design	Computing
<b>Locational knowledge</b> o name and locate the world's seven continents and five oceans o name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<b>Design</b> o design purposeful, functional, appealing products for themselves and other users based on design criteria o generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	to use a range of materials creatively to design and	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
<b>Place knowledge</b> o understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<b>Make</b> o select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] o select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	create and debug simple programs use logical reasoning to predict the behaviour of simple programs
<b>Human and physical geography</b> o 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 o use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<b>Evaluate</b> o explore and evaluate a range of existing products o evaluate their ideas and products against design criteria	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 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 [for example, pencil, charcoal, paint, clay]	use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
<b>Geographical skills and fieldwork</b> o 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 o 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 o use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key o use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<b>Technical knowledge</b> o build structures, exploring how they can be made stronger, stiffer and more stable o explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	<b>Music</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	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
<b>Locational knowledge</b> o 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 o 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 o 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)	<b>Cooking and nutrition</b> o use the basic principles of a healthy and varied diet to prepare dishes o understand where food comes from	experiment with, create, select and combine sounds using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations	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
<b>Place knowledge</b> o 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	<b>Design</b> o 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 o generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
<b>Human and physical geography</b> o describe and understand key aspects of: o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o 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	<b>Make</b> o select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately o 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	<b>Physical Education</b> 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	<b>Languages</b> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures
<b>Geographical skills and fieldwork</b> o use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied o 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 o 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	<b>Evaluate</b> o investigate and analyse a range of existing products o evaluate their ideas and products against their own design criteria and consider the views of others to improve their work o understand how key events and individuals in design and technology have helped shape the world	Swimming and water safety (KS1 or KS2) o swim competently, confidently and proficiently over a distance of at least 25 metres o use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] o perform safe self-rescue in different water-based situations use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
	<b>Technical knowledge</b> o apply their understanding of how to strengthen, stiffen and reinforce more complex structures o understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] o understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] o apply their understanding of computing to program, monitor and control their products	develop flexible, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns	describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
	<b>Cooking and nutrition</b> o understand and apply the principles of a healthy and varied diet o prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques o understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best	The starred (*) content above will not be applicable to ancient languages