Subject	Autumn D Inspirational Artists	Spring D Kernow Bys Vyken	Summer D Terrible Tudors
History	▪ HA6 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	▪ HSC5 a local history study. ▪ HA1 know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. ▪ HA2 know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ▪ HA4 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. ▪ HA6 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	▪ HSC6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. ▪ HA3 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. ▪ HA4 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. ▪ HA6 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Geography	▪ GSC6 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	▪ GSC2 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. ▪ GSC4 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. ▪ GSC5i physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ GS5ii human geography, including: types of settlement and land use, economic activity including trade links, and the	▪ GSC1 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. ▪ GSC3 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). ▪ GSC6 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ GA1 develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these

		distribution of natural resources including energy, food, minerals and water. GSC7 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. GSC8 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. GA2 understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. GA3 are competent in the geographical skills needed to: GA3i collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.	provide a geographical context for understanding the actions of processes. GA3 are competent in the geographical skills needed to: GA3ii communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. GA3iii communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Art & Design	▪ ADSC1 to create sketch books to record their observations and use them to review and revisit ideas. ▪ ADSC 2 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]. ▪ ADSC 3 about great artists, architects and designers in history. ▪ ADA1 produce creative work, exploring their ideas and recording their experiences. ▪ ADA2 become proficient in drawing, painting, sculpture and other art, craft and design techniques. ▪ ADA3 evaluate and analyse creative works using the language of art, craft and design. ▪ ADA4 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	▪ ADSC1 to create sketch books to record their observations and use them to review and revisit ideas. ▪ ADSC 2 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]. ▪ ADSC 3 about great artists, architects and designers in history. ▪ ADA1 produce creative work, exploring their ideas and recording their experiences. ▪ ADA2 become proficient in drawing, painting, sculpture and other art, craft and design techniques. ▪ ADA3 evaluate and analyse creative works using the language of art, craft and design. ▪ ADA4 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	▪ ADSC1 to create sketch books to record their observations and use them to review and revisit ideas. ▪ ADSC 2 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]. ▪ ADSC 3 about great artists, architects and designers in history. ▪ ADA1 produce creative work, exploring their ideas and recording their experiences. ▪ ADA2 become proficient in drawing, painting, sculpture and other art, craft and design techniques. ▪ ADA3 evaluate and analyse creative works using the language of art, craft and design. ▪ ADA4 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Design & Technology		▪ DTCS 1 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.	▪ DTCS 1 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.

		• DTSC 2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	• DTSC 2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
		• DTSC 3 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	• DTSC 3 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
		• DTSC 4 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.	• DTSC 4 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.
		• DTSC 6 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	• DTSC 5 investigate and analyse a range of existing products.
		• DTSC 7 understand how key events and individuals in design and technology have helped shape the world.	• DTSC 6 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
		• DTA1 develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	• DTSC12 understand and apply the principles of a healthy and varied diet.
			• DTSC 13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
		• DTA 2 build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.	• DTSC 14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
		• DTA 3 critique, evaluate and test their ideas and products and the work of others.	• DTA1 develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
		• DTA 4 understand and apply the principles of nutrition and learn how to cook.	• DTA 2 build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
			• DTA 3 critique, evaluate and test their ideas and products and the work of others.
			• DTA 4 understand and apply the principles of nutrition and learn how to cook.
Computing	• CSC2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	• CSC2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	• CSC2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
	• CSC5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	• CSC5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	• CSC5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
	• CSC6 select, use and combine a variety of software (including	• CSC6 select, use and combine a variety of software (including	• CSC6 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. ■ CSC7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ■ CA3 can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. ■ CA4 are responsible, competent, confident and creative users of information and communication technology.	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 ■ CSC7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ■ CA3 can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. ■ CA4 are responsible, competent, confident and creative users of information and communication technology.	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. ■ CSC7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ■ CA3 can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. ■ CA4 are responsible, competent, confident and creative users of information and communication technology.
PE	■ PESC 4 perform dances using a range of movement patterns. ■ PESC6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. ■ PEA1 develop competence to excel in a broad range of physical activities. ■ PEA2 are physically active for sustained periods of time. ■ PEA4 lead healthy, active lives.	■ PESC 4 perform dances using a range of movement patterns. ■ PESC5 take part in outdoor and adventurous activity challenges both individually and within a team. ■ PESC6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. ■ PEA1 develop competence to excel in a broad range of physical activities. ■ PEA2 are physically active for sustained periods of time. ■ PEA3 engage in competitive sports and activities. ■ PEA4 lead healthy, active lives.	■ PESC 4 perform dances using a range of movement patterns ■ PESC6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. ■ PEA1 develop competence to excel in a broad range of physical activities ■ PEA2 are physically active for sustained periods of time ■ PEA3 engage in competitive sports and activities. ■ PEA4 lead healthy, active lives.
Music	■ MSC1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ■ MSC2 improvise and compose music for a range of purposes using the inter-related dimensions of music. ■ MSC3 listen with attention to detail and recall sounds with increasing aural memory. ■ MSC4 use and understand staff and other musical notations. ■ MSC5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ■ MSC6 develop an understanding of the history of music. ■ MA1 perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. ■ MA2 learn to sing and to use their voices, to create and compose music on their own and with others, have the	■ MSC1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ■ MSC3 listen with attention to detail and recall sounds with increasing aural memory. ■ MSC5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ■ MSC6 develop an understanding of the history of music. ■ MA1 perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. ■ MA2 learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	■ MSC1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ■ MSC2 improvise and compose music for a range of purposes using the inter-related dimensions of music. ■ MSC3 listen with attention to detail and recall sounds with increasing aural memory. ■ MSC4 use and understand staff and other musical notations. ■ MSC5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ■ MSC6 develop an understanding of the history of music. ■ MA1 perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. ■ MA2 learn to sing and to use their voices, to create and compose music on their own and with others, have the

	opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. ▪ MA3 understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	▪ MA3 understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. ▪ MA3 understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.