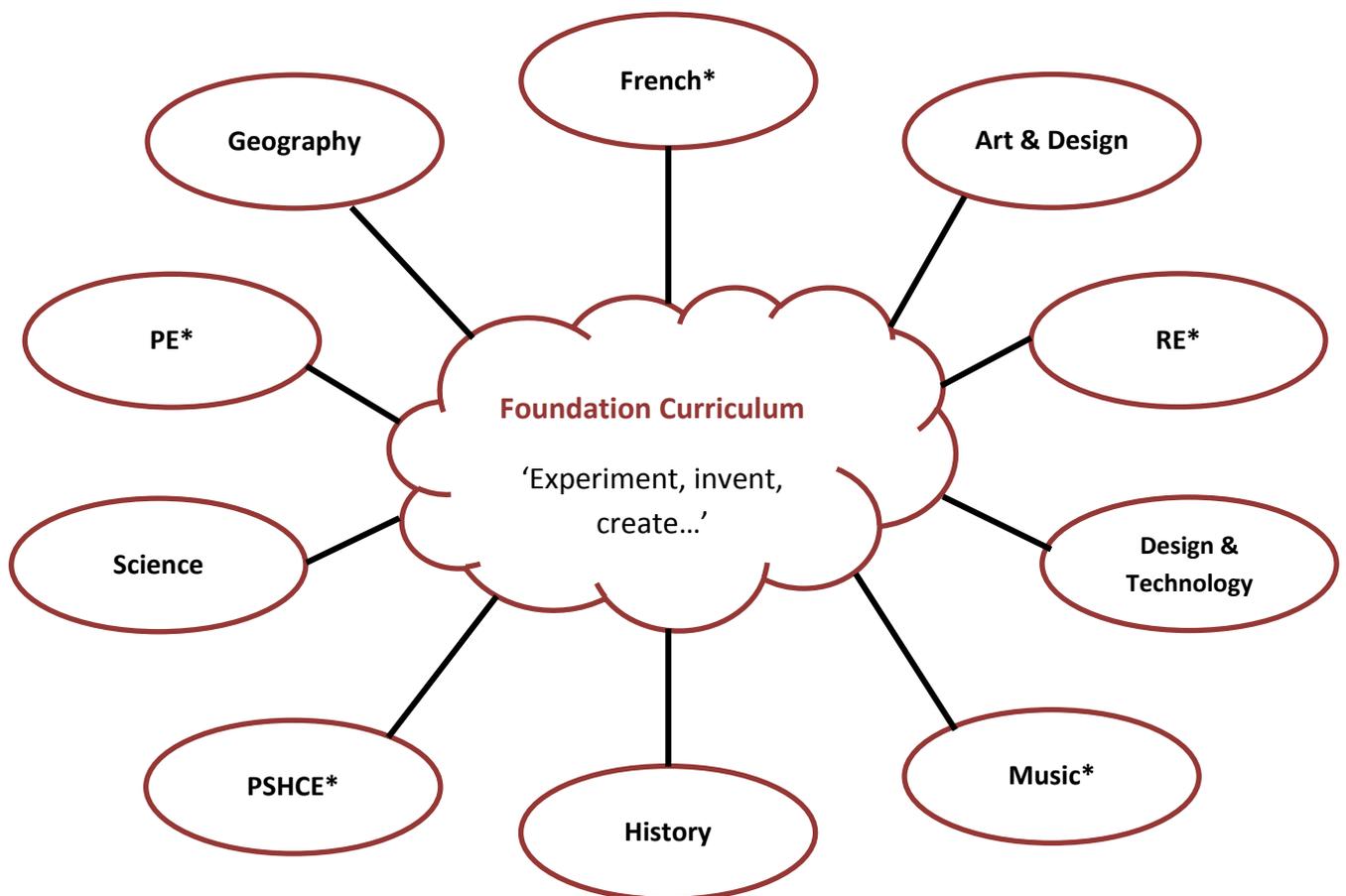


# Foundation Curriculum Non-negotiables

## Foundation Curriculum Policy

*'Experiment, invent, create...'*

The foundation curriculum is an enquiry based learning journey which allows the children to deepen their understanding through practical, fun and creative activities. This approach embeds a breadth of knowledge throughout other curriculum subjects; this flexibility ensures that each pupil is given the best and most relevant education. To immerse the children further visitor and trip opportunities are provided in order to challenge and constantly enrich their experience.



\* These subjects are taught discreetly using independent schemes of work although every effort is made to make cross-curricular links when appropriate.

# Foundation Curriculum Non-negotiables

Year 1			
History	Science	Geography	Art
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Place events and objects in chronological order</li> <li>Use common words and phrases relating to the passing of time</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Know about events and people in the past</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to recognise that the past can be seen in different ways</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use sources of information to find out about the past</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Recount episodes from stories about the past</li> </ul>	<p><b>Ideas and evidence</b></p> <ul style="list-style-type: none"> <li>To start to make observations and measurements when trying to answer a question</li> <li>To start to use simple scientific language to communicate ideas</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>To begin to ask questions and decide how to answer them</li> <li>To start to think about what might happen before deciding what to do</li> <li>To start to recognise what fair testing is</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>To begin to consider risks to themselves and others</li> <li>To start to use the five senses to help make and record observations and measurements</li> <li>With support to begin to communicate findings in simple ways including ICT</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>With support to start to look for similarities and differences</li> <li>With guidance start to compare what they thought would happen to what actually happened using their scientific knowledge and understanding</li> <li>Begin to review their work and explain what they did to others</li> </ul>	<p><b>Geographical enquiry and skills</b></p> <ul style="list-style-type: none"> <li>Begin to ask geographical questions</li> <li>Talk about people and places</li> <li>Begin to communicate in different ways using simple geographical vocabulary</li> <li>Begin to use field work skills</li> <li>Begin to use globes, maps and plans</li> <li>Begin to use secondary sources of information</li> <li>Begin to make maps and plans</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>With support, discuss what places are like and where they might be located</li> <li>Recognise and compare places of study, discussing how they have become how they are</li> </ul> <p><b>Knowledge and understanding of patterns and processes</b></p> <ul style="list-style-type: none"> <li>Begin to recognise physical and human features, discussing changes they have noticed in their surroundings</li> <li>Begin to discuss where places are located and about other features in the environment</li> </ul> <p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>Begin to recognise changes in the environment</li> <li>Begin to understand how the environment can be improved</li> </ul>	<p><b>Formulate ideas</b></p> <ul style="list-style-type: none"> <li>Respond to stimuli through the use of colour, texture and shape</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Use a variety of materials and techniques</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Express views about their own and others' work</li> <li>Adapt and improve their own work</li> </ul>
			DT
			<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Generate and talk about ideas</li> <li>Communicate their ideas using a variety of methods</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Use tools and materials safely with help</li> <li>Explore the sensory qualities of materials</li> </ul> <p><b>Knowledge and understanding of materials and components</b></p> <ul style="list-style-type: none"> <li>Know how materials can be made stronger</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Talk about their ideas, saying what they like and dislike</li> </ul>

## Foundation Curriculum Non-negotiables

Year 2			
History	Science	Geography	Art
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Place events and objects in chronological order</li> <li>Use common words and phrases relating to the passing of time</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Recognise why people did things and why events happened</li> <li>Identify differences between ways of life at different times</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Observe and handle a range of sources of information to find out about the past</li> <li>Ask and answer questions about the past</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Select from their knowledge of history and communicate it in a variety of ways</li> </ul>	<p><b>Ideas and evidence</b></p> <ul style="list-style-type: none"> <li>To make observations and measurements when trying to answer a question</li> <li>To use simple scientific language to communicate ideas</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>To ask questions and decide how to answer them</li> <li>To think about what might happen before deciding what to do</li> <li>To recognise what fair testing is</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>To consider risks to themselves and others</li> <li>To use the five senses to help make and record observations and measurements</li> <li>To communicate findings in simple ways including ICT</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>To start to look for similarities and differences</li> <li>To compare what they thought would happen to what actually happened using their scientific knowledge and understanding</li> <li>To review their work and</li> </ul>	<p><b>Geographical enquiry and skills</b></p> <ul style="list-style-type: none"> <li>Ask and begin to respond to geographical questions</li> <li>Share their own views about people, places and their effect on environments</li> <li>Communicate in different ways using appropriate geographical vocabulary</li> <li>Use field work skills to carry out simple tasks</li> <li>Use globes, maps and plans</li> <li>Use secondary sources of information</li> <li>Make maps and plans</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>With support, describe and locate places</li> <li>Recognise how places have developed and how they have changed, making comparisons with other places in the world</li> </ul> <p><b>Knowledge and understanding of patterns and processes</b></p> <ul style="list-style-type: none"> <li>Recognise, observe and describe physical and human features and changes they have observed within these</li> <li>Make observations about where places are located and about other features in the environment</li> </ul> <p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>Recognise and discuss changes in the environment</li> <li>Recognise how the environment may be improved and sustained</li> </ul>	<p><b>Formulate ideas</b></p> <ul style="list-style-type: none"> <li>Explore a stimulus through the use of colour, texture and shape</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Investigate and use a variety of materials and techniques</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Comment on differences between their own and others' work</li> <li>Adapt and improve their own work</li> </ul>
			DT
			<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Generate and communicate ideas</li> <li>Plan what to do next, using a variety of methods</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Select tools, techniques and materials</li> <li>Measure, mark, cut out and shape a range of materials</li> <li>Assemble, join and combine materials and components</li> <li>Use simple finishing techniques</li> </ul> <p><b>Knowledge and understanding of materials and components</b></p> <ul style="list-style-type: none"> <li>Know how mechanisms can be used in different ways</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Talk about their ideas, saying what they like and dislike</li> <li>Identify what they could have done differently or how they could improve their work in the future</li> </ul>

# Foundation Curriculum Non-negotiables

Year 3			
History	Science	Geography	Art
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Develop their understanding that the past can be divided into different periods of time</li> <li>•Use dates and vocabulary relating to the passing of time</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>•Recognise similarities and differences between different periods of time</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>•Identify different ways in which the past is represented</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Use sources of information, including ICT, to find out about events, people and changes</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>•Communicate knowledge and understanding in a variety of ways</li> </ul>	<p><b>Ideas and evidence</b></p> <ul style="list-style-type: none"> <li>•Think creatively to explain how living and non-living things work and establish links between causes and effects, with support</li> <li>•Test ideas using evidence from observation and measurement with support</li> <li>•Use scientific language to communicate ideas and understanding with support</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>•Ask questions to be investigated scientifically and decide how to find answers with support</li> <li>•With support consider what sources of information are needed to answer questions</li> <li>•Think about what might happen when deciding what to do with support</li> <li>•Decide what evidence to collect with support</li> <li>•With support decide what equipment and materials to use and how to use them safely</li> <li>•With support understand the importance of a fair test</li> <li>•Observe the result of changing one factor with support</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>•Make systematic observations and measurements including the use of ICT with support</li> <li>•With support check observations and measurements by repeating them</li> <li>•Use a wide range of methods, including ICT, to communicate data in an appropriate and systematic manner with support</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>•Make comparisons and identify simple patterns in own observations, measurements or other data with support</li> <li>•With support use observations, measurements or other data to draw conclusions</li> <li>•With support compare conclusion and prediction. Identify whether any further predictions can be made</li> <li>•Use scientific language to explain observations, measurements or conclusions with support</li> <li>•Evaluate own and others' work identifying limitations and suggesting improvements with support</li> </ul>	<p><b>Geographical enquiry and skills</b></p> <ul style="list-style-type: none"> <li>•Ask and respond to questions about places and the environment</li> <li>•Collect and record evidence and begin to offer explanations</li> <li>•Use appropriate geographical vocabulary</li> <li>•Use a wider range of field work techniques and instruments</li> <li>•Begin to use atlases, globes, maps and plans at a range of scales</li> <li>•Use secondary sources of information to draw simple maps and plans</li> <li>•Use ICT to help in geographical investigations</li> <li>•Develop decision making skills</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>•Begin to describe what places, locally and internationally, are like and develop an awareness of similarities and differences between them</li> <li>•Study and begin to locate different environments describing how they have developed</li> <li>•Recognise how places fit within a wider geographical context</li> <li>•Knowledge and understanding of patterns and processes</li> <li>•Begin to discuss patterns made by individual physical and human features in the environment</li> <li>•With support begin to recognise some physical and human processes, thinking about how these can cause changes in places and the environment</li> </ul> <p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>•With support discuss how people can improve the environment and begin to think about how they can also damage it</li> <li>•With support discuss different ways people may seek to manage environments sustainably, and with support discuss how to identify opportunities for their own involvement</li> </ul>	<p><b>Formulate ideas</b></p> <ul style="list-style-type: none"> <li>•Explore ideas and collect visual and other information for their work</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>•Investigate and create textures for different purposes</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>•Comment on similarities and differences between their own and others' work</li> <li>•Adapt and improve their own work</li> </ul>
			<b>DT</b>
			<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>•Generate, develop and explain ideas for products to meet a range of needs</li> <li>•Plan what to do</li> <li>•Communicate design ideas in different ways</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>•Select appropriate tools and techniques</li> <li>•Suggest alternative ways to make the product</li> <li>•Explore how to use materials and processes</li> <li>•Measure, mark, cut out and shape a range of materials</li> <li>•Assemble, join and combine components and materials with some accuracy</li> </ul> <p><b>Knowledge and understanding of materials and components</b></p> <ul style="list-style-type: none"> <li>•Know how materials can be combined to create more stable structures</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>•Evaluate their design ideas identifying ways they could make improvements to their products</li> </ul>

# Foundation Curriculum Non-negotiables

Year 4			
History	Science	Geography	Art
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Place events, people and changes into correct periods of time</li> <li>•Develop their understanding that the past can be divided into different periods of time</li> <li>•Use dates and vocabulary relating to the passing of time</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>•Identify and describe reasons for and results of historical events, situations and changes in the period studied</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>•Begin to give reasons for different ways the past is represented</li> <li>•Identify different ways in which the past is represented and interpreted</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Use sources of information, including ICT, to find out about events, people and changes</li> <li>•Ask and answer their own questions using enquiry and research skills</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>•Communicate knowledge and understanding in a variety of ways</li> </ul>	<p><b>Ideas and evidence</b></p> <ul style="list-style-type: none"> <li>•Think creatively to explain how living and non-living things work and establish links between causes and effects, with some support</li> <li>•Test ideas using evidence from observation and measurement with some support</li> <li>•Use scientific language to communicate ideas and understanding with some support</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>•Ask questions to be investigated scientifically and decide how to find answers with some support</li> <li>•With some support consider what sources of information are needed to answer questions</li> <li>•Think about what might happen when deciding what to do with some support</li> <li>•Decide what evidence to collect with some support</li> <li>•With some support decide what equipment and materials to use and how to use them safely</li> <li>•With some support understand the importance of a fair test</li> <li>•Observe the result of changing one factor with some support</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>•Make systematic observations and measurements including the use of ICT with some support</li> <li>•With some support check observations and measurements by repeating them</li> <li>•Use a wide range of methods, including ICT, to communicate data in an appropriate and systematic manner with some support</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>•Make comparisons and identify simple patterns in own observations, measurements or other data with some support</li> <li>•With some support use observations, measurements or other data to draw conclusions</li> <li>•With some support compare conclusion and prediction. Identify whether any further predictions can be made</li> <li>•Use scientific language to explain observations, measurements or conclusions with some support</li> <li>•Evaluate own and others' work identifying limitations and suggesting improvements with some support</li> </ul>	<p><b>Geographical enquiry and skills</b></p> <ul style="list-style-type: none"> <li>•Describe, compare and offer reasons for their views</li> <li>•Use appropriate geographical vocabulary in communicating findings</li> <li>•Use a wider range of field work techniques and instruments</li> <li>•Use atlases, globes, maps and plans at a range of scales</li> <li>•Use secondary sources of information to draw maps and plans</li> <li>•Use ICT to help in geographical investigations</li> <li>•Continue to develop decision making skills</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>•Identify and describe what places, locally and internationally, are like and discuss similarities and differences between them</li> <li>•Study and locate different environments describing how they have developed</li> <li>•Recognise how places fit within a wider geographical context and begin to discuss how they are interdependent</li> <li>•Knowledge and understanding of patterns and processes</li> <li>•Recognise patterns made by individual physical and human features in the environment</li> <li>•Recognise some physical and human processes, and with support think about how these can cause changes in places</li> </ul> <p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>•Recognise how people can improve the environment or damage it</li> <li>•Recognise how people may seek to manage environments sustainably, and with support discuss how to identify opportunities for their own involvement</li> </ul>	<p><b>Formulate ideas</b></p> <ul style="list-style-type: none"> <li>•Explore ideas and collect information to begin to develop their work</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>•Use visual and tactile qualities of materials and techniques to design and make images and artefacts for different purposes</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>•Comment on similarities and differences between their own and others' work</li> <li>•Share ideas of how to adapt and improve their own and others' work</li> </ul>
			<b>DT</b>
			<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>•Make realistic plans, explaining what they have to do</li> <li>•Plan what they have to do</li> <li>•Communicate design ideas in different ways</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>•Select appropriate tools and techniques</li> <li>•Suggest alternative ways of making their product</li> <li>•Explore the qualities of materials and how to use materials and processes</li> <li>•Measure, mark, cut out and shape a range of materials</li> <li>•Assemble, join and combine components and materials with increasing accuracy</li> </ul> <p><b>Knowledge and understanding of materials and components</b></p> <ul style="list-style-type: none"> <li>•Know how electrical circuits, including those with simple switches can be used to achieve results that work</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>•Identify where evaluation has led to improvements</li> </ul>

# Foundation Curriculum Non-negotiables

Year 5			
History	Science	Geography	Art
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Place events, people and changes into correct periods of time</li> <li>Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Describe characteristic features of past societies and periods, including: ideas, beliefs, attitudes and experiences of men, women and children, social, cultural, religious and ethnic diversity</li> <li>Identify and describe reasons for and results of historical events, situations and changes</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented and interpreted</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Select and record information relevant to the focus of the enquiry</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding in a variety of ways</li> </ul>	<p><b>Ideas and evidence</b></p> <ul style="list-style-type: none"> <li>With limited support think creatively to explain how living and non-living things work and establish links between causes and effects</li> <li>Start to independently test ideas using evidence from observation and measurement with limited support</li> <li>Continue to regularly use scientific language to communicate ideas and understanding</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>With limited guidance ask questions to be investigated scientifically and decide how to find the answers</li> <li>With limited support consider what sources of information are needed to answer questions</li> <li>Think about what might happen when deciding what to do with limited support</li> <li>Decide what evidence to collect with limited support</li> <li>Decide what equipment and materials to use and how to use them safely with limited support</li> <li>Understand the importance of a fair test with limited support</li> <li>Observe the result of changing one factor with limited support</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>Make systematic observations and measurements including the use of ICT with limited support</li> <li>Check observations and measurements by repeating them</li> <li>Continue to use a wide range of methods, including ICT, to communicate data in an appropriate and systematic manner with limited support</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>Start to independently make comparisons and identify simple patterns in own observations, measurements or other data</li> <li>With limited support use observations, measurements or other data to draw conclusions</li> <li>Start to independently compare conclusions to predictions. Identify whether any further predictions can be made</li> <li>With limited support use scientific language to explain observations, measurements or conclusions</li> <li>Continue to evaluate own and others' work identifying limitations and suggesting improvements with limited support</li> </ul>	<p><b>Geographical enquiry and skills</b></p> <ul style="list-style-type: none"> <li>Ask suitable geographical questions</li> <li>Collect and record evidence</li> <li>Analyse evidence and draw conclusions</li> <li>Identify and explain different views that people, including themselves, hold about topical geographical issues</li> <li>Communicate in appropriate ways</li> <li>Use appropriate geographical vocabulary</li> <li>Use appropriate field work techniques and instruments</li> <li>Use atlases, globes, maps and plans at a range of scales</li> <li>Investigate and use an increasing range of primary and secondary sources of information</li> <li>Draw plans and maps at a range of scales</li> <li>Use ICT to help in geographical investigations</li> <li>Continue to develop decision making skills</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>Identify and describe places of study using geographical language</li> <li>Describe and identify where places are in relation to the wider world giving geographical reasons for their similarities and differences</li> <li>Recognise how and why places fit within a wider geographical context and discuss how they are interdependent</li> <li>Knowledge and understanding of patterns and processes</li> <li>Recognise and describe physical and human processes</li> <li>Recognise and identify patterns made by individual physical and human features in the environment</li> <li>Recognise some physical and human processes, and with support think about how these can cause changes in places and environments</li> </ul> <p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>Identify how people can improve the environment or damage it</li> <li>Discuss the importance of sustainability and its impact on the wider world</li> <li>Begin to identify how people may seek to manage environments sustainably, and identify opportunities for their own involvement</li> </ul>	<p><b>Formulate ideas</b></p> <ul style="list-style-type: none"> <li>Explore ideas and collect information to develop their work</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Use their knowledge and understanding to select materials and techniques to communicate ideas and meanings in their work</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to the context in which the work was made</li> <li>Adapt and improve their own and others' work beginning to realise intentions</li> </ul>
			<b>DT</b>
			<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas by collecting and using information, from a number of sources, including ICT based sources</li> <li>Take users' views into account</li> <li>Plan what they have to do, suggesting a sequence of actions and alternatives if needed</li> <li>Communicate design ideas in different ways as these develop and consider the purpose for which the product is intended</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Select and use appropriate tools and techniques safely</li> <li>Suggest alternative ways of making their product</li> <li>Explore the qualities of materials and how to use materials and processes</li> <li>Measure, mark, cut out and shape a range of materials</li> <li>Assemble, join and combine components and materials accurately</li> <li>Use appropriate finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT</li> </ul> <p><b>Knowledge and understanding of materials and components</b></p> <ul style="list-style-type: none"> <li>Explain and apply knowledge of combining materials to create more useful and stable structures</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Reflect on the progress of their work, identifying ways they could improve their products</li> <li>Carry out appropriate tests before making any improvements</li> </ul>

# Foundation Curriculum Non-negotiables

Year 6			
History	Science	Geography	Art
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>•Recognise features of societies and periods studied</li> <li>•Recognise the social, cultural, religious and ethnic diversity of societies</li> <li>•Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>•Recognise that the past is represented and interpreted in different ways and give reasons for this</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Select and record information from a variety of sources relevant to the focus of the enquiry</li> <li>•Begin to produce structured work, making appropriate use of dates and historical vocabulary</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>•Recall, select, organise and communicate historical information in a variety of ways</li> </ul>	<p><b>Ideas and evidence</b></p> <ul style="list-style-type: none"> <li>•Think creatively to explain how living and non-living things work and establish links between causes and effects</li> <li>•Test ideas using evidence from observation and measurement</li> <li>•Use scientific language to communicate ideas and understanding</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>•Ask questions to be investigated scientifically and decide how to find the answers</li> <li>•Consider what sources of information are needed to answer questions</li> <li>•Think about what might happen when deciding what to do</li> <li>•Decide what evidence to collect</li> <li>•Decide what equipment and materials to use and how to use them safely</li> <li>•Understand the importance of a fair test</li> <li>•Observe the result of changing one factor</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>•Make systematic observations and measurements including the use of ICT</li> <li>•Check observations and measurements by repeating them</li> <li>•Use a wide range of methods, including ICT, to communicate data in an appropriate and systematic manner</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>•Make comparisons and identify simple patterns in own observations, measurements or other data</li> <li>•Use observations, measurements or other data to draw conclusions</li> <li>•Compare conclusions to predictions. Identify whether any further predictions can be made</li> <li>•Use scientific language to explain observations, measurements or conclusions</li> <li>•Evaluate own and others' work identifying limitations and suggesting improvements</li> </ul>	<p><b>Geographical enquiry and skills</b></p> <ul style="list-style-type: none"> <li>•Collect, record and analyse evidence and draw conclusions</li> <li>•Identify and explain different views</li> <li>•Communicate in appropriate ways and explain their own views</li> <li>•Use appropriate geographical vocabulary</li> <li>•Use appropriate field work techniques and instruments</li> <li>•Use atlases, globes, maps and plans at a range of scales</li> <li>•Use and select primary and secondary sources, suggest conclusions and present findings in a variety of ways</li> <li>•Draw plans and maps at a range of scales</li> <li>•Use and select ICT to help in geographical investigations</li> <li>•Continue to develop decision making skills</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>•Independently identify and describe places of study using geographical language</li> <li>•Show a developed understanding of links between cause and effect</li> <li>•Locate places of study and environments, explaining where these places are in relation to the wider world</li> <li>•Identify and explain how and why places change and develop locally and internationally, giving geographical reasons</li> <li>•Recognise how and why places fit within a wider geographical context and explain how they are interdependent</li> <li>•Knowledge and understanding of patterns and processes</li> <li>•Identify and give reasons for patterns made by physical and human features</li> <li>•Identify and give reasons for physical and human processes and explain how and why these can cause changes in places and environments</li> </ul> <p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>•Identify and explain how people can improve the environment or damage it, giving geographical reasons</li> <li>•Explain the importance of sustainability and its impact on the wider world</li> <li>•Explain and give reasons for how and why people may seek to manage environments sustainably, and identify opportunities for their own involvement</li> </ul>	<p><b>Formulate ideas</b></p> <ul style="list-style-type: none"> <li>•Explore ideas and select visual and other information to develop their work, taking account of the purpose</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>•Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>•Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose</li> </ul>
			<b>DT</b>
			<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>•Draw on and use various sources of information, including ICT based sources</li> <li>•Generate and clarify ideas for products considering intended purpose</li> <li>•Develop, explain and record ideas clearly</li> <li>•Plan what they have to do, suggesting a sequence of actions and alternatives if needed</li> <li>•Work from detailed plans</li> <li>•Communicate design ideas in different ways as these develop considering use and purpose</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>•Select and use appropriate tools and techniques safely</li> <li>•Suggest alternative ways of making their product if first attempts fail</li> <li>•Explore the qualities of materials and how to use materials and processes</li> <li>•Measure, mark, cut out and shape a range of materials</li> <li>•Assemble, join and combine components and materials with precision</li> <li>•Refine finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT</li> </ul> <p><b>Knowledge and understanding of materials and components</b></p> <ul style="list-style-type: none"> <li>•Explain how mechanisms can be used to make things move in different ways, using a range of equipment including ICT</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>•Check work as it develops and modify</li> <li>•Test and evaluate products and information sources</li> </ul>