



Together We Can

FEDERATION OF ST JOSEPH'S INFANT, JUNIOR AND NURSERY SCHOOLS

WHOLE SCHOOL CURRICULUM INTENT

We deliver a broad and balanced curriculum that meets the needs of all our pupils within the school community. We ensure our pupils achieve their full potential and with a growth mindset and resilience, based on our belief that 'we learn to love, we love to learn' Our curriculum is driven by:

- ❖ A strong moral purpose based on Christ's teachings of tolerance, respect, and empathy**
- ❖ High expectations where everyone encourages pupils to be aspirational and reach their potential**
- ❖ A wide range of opportunities for our pupils to be confident, articulate young people with strong thinking and reasoning skills and a lifelong love for learning**
- ❖ Passionate staff who empower pupils to be confident with English and Maths skills and in a range of other subjects**
- ❖ Preparing pupils with the skills and knowledge to thrive in a fast-changing world**
- ❖ Teaching our pupils about their local, national, and global community and encouraging them to know they can make a difference**



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PROGRESSION PLAN FOR KNOWLEDGE AND SKILLS

Knowledge, Skills and Understanding breakdown for History			
YEAR GROUP 1			
<p>Can they put up to three objects in chronological order (recent history)?</p> <ul style="list-style-type: none"> •Can they use words and phrases like: old, new and a long time ago? •Can they tell me about things that happened when they were little? •Can they recognise that a story that is read to them may have happened a long time ago? •Do they know that some objects belonged to the past? •Can they retell a familiar story set in the past? •Can they explain how they have changed since they were born? 	<ul style="list-style-type: none"> •Do they appreciate that some famous people have helped our lives be better today? •Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? •Do they understand that we have a queen who rules us, and that Britain has had a king or queen for many years? •Can they begin to identify the main differences between old and new objects? •Can they identify objects from the past, such as vinyl records? 	<ul style="list-style-type: none"> •Can they ask and answer questions about old and new objects? •Can they spot old and new things in a picture? •Can they answer questions using an artefact/ photograph provided? •Can they give a plausible explanation about what an object was used for in the past? 	
Year 1 (Challenge)			
<p>Can they put up to five objects/events in chronological order (recent history)?</p> <ul style="list-style-type: none"> •Can they use words and phrases like: very old, when mummy and daddy were little? •Can they use the words before and after correctly? •Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> •Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? •Can they tell us about an important historical event that happened in the past? •Can they explain differences between past and present in their life and that of other children from a different time in history? •Do they know who will succeed the queen and how the succession works? 	<ul style="list-style-type: none"> •Can they answer questions using a range of artefacts/ photographs provided? •Can they find out more about a famous person from the past and carry out some research on them? 	

**Knowledge, Skills and Understanding breakdown for
Geography**

YEAR GROUP 1

<p>Can they say what they like about their locality? •Can they sort things they like and do not like? •Can they answer some questions using different resources, such as books, the internet, and atlases? •Can they think of a few relevant questions to ask about a locality? •Can they answer questions about the weather? •Can they keep a weather chart?</p>	<ul style="list-style-type: none"> •Can they tell someone their address? •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they explain how the weather changes with each season? •Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 	<ul style="list-style-type: none"> •Can they begin to explain why they would wear different clothes at different times of the year? •Can they tell something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> •Can they identify the four countries making up the United Kingdom? •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas?
<p>Year 1 (Challenge)</p>			
<p>Can they answer questions using a weather chart? •Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p>	<ul style="list-style-type: none"> •Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 	<ul style="list-style-type: none"> •Can they name different jobs that people living in their area might do? 	<ul style="list-style-type: none"> •Can they name a few towns in the south and north of the UK?

**Knowledge, Skills and Understanding breakdown for
History**

YEAR GROUP

2

<p>Can they use words and phrases like: before I was born when I was younger?</p> <ul style="list-style-type: none"> •Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? •Can they use the words 'past' and 'present' accurately? •Can they use a range of appropriate words and phrases to describe the past? •Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> •Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? •Can they explain how their local area was different in the past? •Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? •Can they give examples of things that are different in their life from that of their grandparents when they were young? •Can they explain why Britain has a special history by naming some famous events and some famous people? •Can they explain what is meant by a parliament? 	<ul style="list-style-type: none"> •Can they find out something about the past by talking to an older person? •Can they answer questions by using a specific source, such as an information book? •Can they research the life of a famous Briton from the past using different resources to help them? •Can they research about a famous event that happens in Britain and why it has been happening for some time? •Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	
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Year 2 (Challenge)

<p>Can they sequence a set of objects in chronological order and give reasons for their order?</p> <ul style="list-style-type: none"> •Can they sequence events about the life of a famous person? •Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> •Can they explain why someone in the past acted in the way they did? •Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> •Can they say at least two ways they can find out about the past, for example using books and the internet? •Can they explain why eye-witness accounts may vary? •Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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**Knowledge, Skills and Understanding breakdown for
Geography**

YEAR GROUP

2

<p>Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some relevant questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside?</p>	<ul style="list-style-type: none"> •Can they describe some physical features of their own locality? •Can they explain what makes a locality special? •Can they describe some places which are not near the school? •Can they describe a place outside Europe using geographical words? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> •Can they describe some human features of their own locality, such as the jobs people do? •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? •Can they name the major cities of England, Wales, Scotland, and Ireland? •Can they find where they live on a map of the UK?
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Year 2 (Challenge)

<p>Can they make inferences by looking at a weather chart? •Can they make plausible predictions about what the weather may be like in different parts of the world?</p>	<ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film, or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> •Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they point out the North, South, East and West associated with maps and compass?
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**Knowledge, Skills and Understanding breakdown for
History**

YEAR GROUP

3

Can they describe events from the past using dates when things happened?
 •Can they use a timeline within a specific period in history to set out the order events may have happened?
 •Can they use their mathematical knowledge to work out how long-ago events would have happened?

Can they suggest why certain events happened as they did in history?
 •Can they suggest why certain people acted as they did in history?

Can they use various sources of evidence to answer questions?
 •Can they use various sources to piece together information about a period in history?
 •Can they research a specific event from the past?
 •Can they use their 'information finding' skills in writing to help them write about historical information?
 •Can they, through research, identify similarities and differences between given periods in history?

Year (Challenge)

3

Can they set out on a timeline, within a given period, what special events took place?
 •Can they begin to use more than one source of information to bring together a conclusion about an historical event?
 •Can they use specific search engines on the Internet to help them find information more rapidly?

**Knowledge, Skills and Understanding breakdown for
Geography**

YEAR GROUP

3

<p>Do they use correct geographical words to describe a place and the events that happen there?</p> <ul style="list-style-type: none"> •Can they identify key features of a locality by using a map? •Can they begin to use 4 figure grid references? •Can they accurately plot NSEW on a map? •Can they use some basic OS map symbols? •Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> •Can they use maps and atlases appropriately by using contents and indexes? •Can they describe how volcanoes are created? •Can they describe how earthquakes are created? •Can they confidently describe physical features in a locality? •Can they locate the Mediterranean and explain why it is a popular holiday destination? •Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> •Can they describe how volcanoes have an impact on people's lives? •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain why a place is like it is? •Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> •Can they name a number of countries in the Northern Hemisphere? •Can they locate and name some of the world's most famous volcanoes? •Can they name and locate some well-known European countries? •Can they name and locate the capital cities of neighbouring European countries? •Are they aware of different weather in different parts of the world, especially Europe?
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Year (Challenge)

3

<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p>	<ul style="list-style-type: none"> •Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> •Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> •Can they name the two largest seas around Europe?
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**Knowledge, Skills and Understanding breakdown for
History**

YEAR GROUP

4

<p>Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>Can they explain how events from the past have helped shape our lives? •Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they recognise that the lives of wealthy people were very different from those of poor people? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p>	<p>Can they research two versions of an event and say how they differ? •Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? •Can they give more than one reason to support an historical argument? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	
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Year 4 (Challenge)

<p>Can they use their mathematical skills to help them work out the time differences between certain major events in history? •Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p>•Can they recognise that people's way of life in the past was dictated by the work they did? •Do they appreciate that the food people ate was different because of the availability of different sources of food? •Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? •Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</p>	<p>•Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>
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**Knowledge, Skills and Understanding breakdown for
Geography**

YEAR GROUP

4

<p>Can they carry out a survey to discover features of cities and villages?</p> <ul style="list-style-type: none"> •Can they find the same place on a globe and in an atlas? •Can they label the same features on an aerial photograph as on a map? •Can they plan a journey to a place in England? •Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> •Can they describe the main features of a well-known city? •Can they describe the main features of a village? •Can they describe the main physical differences between cities and villages? •Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> •Can they explain why people are attracted to live in cities? •Can they explain why people may choose to live in a village rather than a city? •Can they explain how a locality has changed over time with reference to human features? •Can they find different views about an environmental issue? What is their view? •Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> •Can they locate the Tropic of Cancer and the Tropic of Capricorn? •Do they know the difference between the British Isles, Great Britain, and UK? •Do they know the countries that make up the European Union? •Can they name up to six cities in the UK and locate them on a map? •Can they locate and name some of the main islands that surround the UK? •Can they name the areas of origin of the main ethnic groups in the UK & in their
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Year 4 (Challenge)

<p>Can they give accurate measurements between 2 given places within the UK?</p>	<ul style="list-style-type: none"> •Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> •Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> •Can they name the counties that make up the home counties of London? •Can they name some of the main towns and cities in Yorkshire and Lancashire?
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**Knowledge, Skills and Understanding breakdown for
History**

YEAR GROUP

5

<p>Can they use dates and historical language in their work? <ul style="list-style-type: none"> •Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? •Can they use their mathematical skills to work out exact time scales and differences as need be? </p>	<p>Can they describe historical events from the different period/s they are studying/have studied? <ul style="list-style-type: none"> •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? •Can they explain the role that Britain has had in spreading Christian values across the world? •Can they begin to appreciate that how we make decisions has been through a Parliament for some time? •Do they appreciate that significant events in history have helped shape the country we have today? •Do they have a good understanding as to how crime and punishment has changed over the years? </p>	<p>Can they test out a hypothesis in order to answer a question? <ul style="list-style-type: none"> •Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? </p>	
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Year 5 (Challenge)

<p>Outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<ul style="list-style-type: none"> •Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? 	<ul style="list-style-type: none"> •Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? 	
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**Knowledge, Skills and Understanding breakdown for
Geography**

YEAR GROUP 5

<p>Can they collect information about a place and use it in a report? •Can they map land use? •Can they find possible answers to their own geographical questions? •Can they make detailed sketches and plans, improving their accuracy later? •Can they plan a journey to a place in another part of the world, taking account of distance and time?</p>	<ul style="list-style-type: none"> •Can they explain why many cities of the world are situated by rivers? •Can they explain how a location fits into its wider geographical location, with reference to physical features? •Can they explain how the water cycle works? •Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> •Can they explain why people are attracted to live by rivers? •Can they explain how a location fits into its wider geographical location, with reference to human and economical features? •Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> •Can they name and locate many of the world's major rivers on maps? •Can they name and locate many of the world's most famous mountain regions on maps? •Can they locate the USA and Canada on a world map and atlas? •Can they locate and name the main countries in South America on a world map and atlas?
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Year 5(Challenge)

<p>Can they work out an accurate itinerary detailing a journey to another part of the world?</p>	<ul style="list-style-type: none"> •Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> •Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> •Can they begin to recognise the climate of a given country according to its location on the map?
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**Knowledge, Skills and Understanding breakdown for
History**

YEAR GROUP 6

<p>Can they say where a period of history fits on a timeline? •Can they place a specific event on a timeline by decade? •Can they place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise how Britain has had a major influence on world history? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? •Can they identify and explain their understanding of propaganda? •Can they describe a key event from Britain's past using a range of evidence from different sources?</p>	
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Year 6 (Challenge)

<p>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<ul style="list-style-type: none"> •Can they suggest relationships between causes in history? •Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? •Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> •Can they suggest why there may be different interpretations of events? •Can they suggest why certain events, people and changes might be seen as more significant than others? •Can they pose and answer their own historical questions?
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**Knowledge, Skills and Understanding breakdown for
Geography**

YEAR GROUP 6

<p>Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>	<ul style="list-style-type: none"> •Can they give extended descriptions of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their human features? •Can they accurately use a 4-figure grid reference? •Can they create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> •Can they give an extended description of the human features of different places around the world? •Can they map land use with their own criteria? •Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> •Can they recognise key symbols used on ordnance survey maps? •Can they name the largest desert in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? •Can they explain how the time zones work?
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Year 6 (Challenge)

<p>Can they define geographical questions to guide their research? •Can they use a range of self-selected resources to answer questions?</p>	<ul style="list-style-type: none"> •Can they plan a journey to another part of the world which takes account of time zones? •Do they understand the term sustainable development? Can they use it in different contexts? 	<ul style="list-style-type: none"> •Can they explain how human activity has caused an environment to change? •Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> •Can they name and locate the main canals that link different continents? •Can they name the main lines of latitude and meridian of longitude?
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