Wider Curriculum and Enrichment at Harden Primary School

This document includes:

- Enrichment days
- Educational trips and residentials
- History
- Geography
- Art & Design Technology
- Religious Education
- Modern Foreign Languages







OUR WIDER CURRICULUM INTENT

At Harden Primary School, we believe that every child is unique and has the potential to achieve and thrive. Our wider curriculum is designed to develop the whole child, equipping pupils with the knowledge, skills, understanding and personal qualities they need to succeed both now and in the future.

Our curriculum is purposeful, ambitious, inclusive and rooted in context. It is designed around the needs of our children and makes meaningful use of our local village, community and surrounding area, while also opening doors to the wider national and global world. We want our children to understand where they come from, appreciate the world around them and develop the curiosity, knowledge and confidence to play an active role within it.

We believe that children learn best when new learning builds upon what they already know. Therefore, our curriculum is carefully sequenced and progressive, ensuring that key knowledge and skills are revisited, developed and extended over time. We want our children to know more, remember more and be able to do more as they move through the school.

Our curriculum is driven by enquiry. Each topic begins with a meaningful big question, which provides a clear purpose and direction for learning. Through a carefully planned sequence of smaller questions, pupils investigate, explore, discuss, challenge and apply their learning. Each lesson contributes to the wider enquiry, enabling children to draw together their growing knowledge and skills to return to and ultimately answer the big question.

We want our children to develop a genuine thirst for learning. Our curriculum therefore promotes curiosity, creativity, critical thinking and a willingness to ask questions and explore ideas. We celebrate diversity and seek to develop children's understanding of different people, cultures, communities and perspectives, emphasising both our differences and the things that unite us.

Alongside academic development, our wider curriculum places significant emphasis on character and life skills. We aim to develop resilient, independent and compassionate young people who can communicate effectively, collaborate with others, reflect on their experiences and approach challenges with confidence.

We want every child to leave Harden Primary with a rich body of knowledge, a broad range of skills and a strong sense of themselves as confident, responsible and active citizens, ready to embrace the opportunities and challenges of the wider world.

OUR WIDER CURRICULUM IMPLEMENTATION

Our wider curriculum is carefully planned to ensure that learning is sequenced, progressive, purposeful and memorable.

Enquiry based learning

Each unit of learning is built around a “Big Question” which provides a clear purpose for the children's learning. The Big Question is broken down into a series of smaller, carefully considered questions which form the basis of weekly learning.

This approach encourages children to become active participants in their learning. Rather than learning isolated facts, pupils are supported to make connections, investigate ideas, apply knowledge and develop increasingly sophisticated responses as the enquiry progresses.

At the end of each unit, pupils revisit the Big Question and use the knowledge and understanding they have developed to formulate a considered answer. In this way, the learning journey has a clear beginning, progression and outcome.

Knowledge and skills

We recognise that knowledge and skills are intrinsically linked. Children need a secure foundation of key knowledge in order to develop and apply subject-specific skills effectively.

Our curriculum identifies the essential knowledge pupils need to acquire and the skills they need to develop within each subject. These are deliberately revisited and built upon across year groups so that learning becomes increasingly deep and sophisticated.

Teachers make clear links to prior learning and identify opportunities for children to retrieve and apply previously taught knowledge. New learning is connected to what children already know, enabling pupils to develop increasingly secure long-term understanding.

Progression

Subject leaders carefully consider progression across the school, ensuring that pupils' knowledge, vocabulary and disciplinary skills develop over time.

We consider:

- What children already know and understand.
- What they need to learn next.
- Which knowledge should be revisited and retrieved.
- Which subject-specific skills should be developed and refined.
- How learning becomes more complex as pupils progress through school.
- How learning in one year group prepares pupils for future learning.

This ensures that our curriculum is not a series of disconnected topics, but a coherent journey of learning.

Local, national and global contexts

We use our local area as a valuable learning resource. Our village, community, local history, geography, environment and businesses provide authentic contexts through which children can explore and apply their learning.

At the same time, our curriculum is outward-facing. We broaden children's horizons by connecting their learning to the wider region, the United Kingdom and the global community. This helps pupils understand their place in the world and recognise their responsibilities as local, national and global citizens.

Life skills and character development

Our wider curriculum provides regular opportunities for pupils to develop the personal qualities and life skills they need beyond the classroom.

Children are encouraged to:

- work collaboratively and value the contributions of others;
- communicate and articulate their ideas clearly;
- listen respectfully and consider different perspectives;
- solve problems and think critically;
- become increasingly independent;
- persevere when learning is challenging;
- reflect on mistakes and recognise them as part of the learning process;
- demonstrate resilience, determination and self-belief;
- take responsibility for themselves, others and their environment.

These opportunities are complemented by our structured approach to well-being and mental health, supporting children to understand themselves, manage challenges and develop positive relationships.

Enrichment and authentic experiences

We believe that learning is strengthened when children experience it beyond the classroom. Our curriculum therefore includes opportunities for visits, visitors, practical experiences, community projects, half termly enrichment days and partnerships with parents, local businesses and community organisations. These experiences provide authentic contexts for learning, inspire curiosity and help children understand how their learning connects to real life.

Assessment

Assessment is used purposefully to understand what pupils know, remember and can do. Teachers use ongoing assessment to identify prior knowledge, misconceptions, gaps and opportunities for further challenge.

Assessment informs teaching rather than becoming an end in itself. Teachers use questioning, discussion, observation, retrieval activities, practical work and outcomes from enquiry to assess pupils' developing knowledge and skills.

Pupil voice also contributes to our curriculum development. We listen to children's interests, experiences and reflections so that we can continue to make learning engaging, relevant and meaningful.

OUR WIDER CURRICULUM IMPACT

The impact of our wider curriculum is seen in children who are knowledgeable, curious, confident and increasingly independent learners.

By the end of each unit, pupils are able to draw upon the knowledge and skills they have developed to answer the" Big Question" and explain their understanding with increasing depth and accuracy.

Across their time at Harden Primary, pupils demonstrate that they:

- know more and remember more, building a secure body of knowledge over time;
- can make connections between new learning and what they already know;
- can apply their knowledge and skills in different contexts;
- use increasingly accurate and subject-specific vocabulary;
- demonstrate progression in subject-specific skills;
- can explain their thinking, ask questions and engage thoughtfully with ideas;
- understand their local community and recognise their place within the wider world;
- appreciate and respect diversity and different perspectives;
- demonstrate resilience, independence and a willingness to take on challenges;
- collaborate effectively and value the contributions of others;
- take increasing responsibility for their learning and behaviour;
- recognise the importance of contributing positively to their community.

We know that our curriculum is having an impact when children can articulate what they have learned, demonstrate what they can do and explain how their learning connects to the world around them.

Our ultimate measure of success is that children leave Harden Primary with the knowledge, skills, confidence, character and curiosity to continue learning, embrace future opportunities and make a positive contribution to society.

SEQUENCE OF LEARNING

Step 1 - Starting with a 'Hook'!

Most topics begin with a special trip, visitor or activity designed to inspire and enthuse children about the area of learning they will explore that term.

This could involve a trip to a local museum or place of interest. For example, a Year 4 visit to Leeds City Museum was followed by a ‘tomb discovery’ within school to ‘Hook’ children into their History topic. Hooks can also involve special workshops, visitors or practical activities taking place within school.





Step 2 – Learning, research and skill development.

The main part of the topic focuses on children acquiring the key knowledge, vocabulary and geographical, historical or subject-specific skills needed to develop their understanding of the topic.

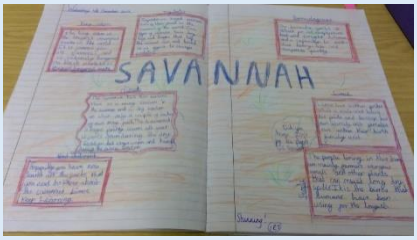
Learning is carefully sequenced, with each lesson building upon previous learning. Children are regularly provided with opportunities to recap, revise and retrieve key knowledge. Each week, carefully planned questions encourage children to bring knowledge from their long-term memory into working memory, strengthening recall and helping them to make connections between previous and new learning.

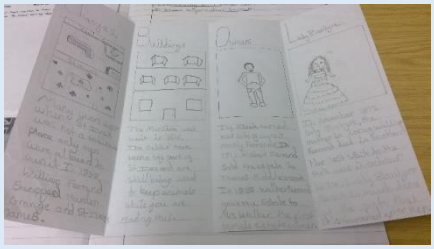
Through directed teaching, questioning, research, discussion and practical activities, children develop the knowledge and skills needed to explore and ultimately answer their Big Question.

Step 3 – Learning ‘Outcome’

Towards the end of the topic, children are provided with an opportunity to apply and demonstrate the knowledge and skills they have developed to answer their Big Question.

The final sessions of each topic focus on bringing the children's learning together and demonstrating what they know, understand and can do. Outcomes provide a variety of opportunities, including performances, exhibitions, written pieces, hands-on workshops and assemblies, allowing children to celebrate and share their learning





CURRICULUM ENRICHMENT – VISITORS, VISITS AND RESIDENTIALS

At Harden, we provide a wide range of enrichment opportunities to enhance and extend our pupils' learning. We believe that memorable experiences capture children's interest, spark curiosity and create a desire to learn. Enrichment is therefore carefully planned to complement our curriculum and provide children with experiences that bring their learning to life.

School trips, sporting fixtures and other opportunities are a regular part of school life. Visits are purposeful and planned to support and further develop children's learning. For example, children may visit a zoo or wildlife park to compare habitats and explore the requirements of different animals.

We also provide children with the opportunity to take part in two residential experiences during Key Stage 2. These offer valuable opportunities to develop independence, resilience, teamwork and confidence, while allowing children to become fully immersed in a new environment. For example, a residential visit to Whitby provides opportunities to stay in a youth hostel, take part in boat trips, explore the harbour and develop an understanding of the town's history and geography.

We regularly welcome visitors into school, including members of our local community and parents who can share their knowledge, skills and expertise. Other visitors deliver specialist workshops and experiences, such as Tudor workshops, MFL specialist teaching and visits from the Interfaith Team to support RE learning.

Where possible, we make the most of our wonderful local environment, taking learning beyond the classroom to places such as St Ives and Goit Stock. These experiences allow children to apply their learning in authentic contexts, develop their understanding of the local area and create memorable experiences that enrich both their learning and wider development.













ENRICHMENT DAYS

Each half term, at Harden Primary School, we enrich our curriculum through themed 'Enrichment Days" giving children the opportunity to immerse themselves in a particular theme or area of learning. These days are carefully planned around current events, significant developments and issues happening in the world, ensuring our curriculum remains relevant and meaningful. They provide opportunities to make connections across subjects, broaden children's understanding and inspire curiosity about the world around them.

Please see the supporting documents for the current themes planned for this academic year

Enrichment Days 2026-2027	
Autumn 1 **Focus: Belonging – A link to Art** *All year groups to have a focus Artist	Reception – **"This is me"** self-portraits/favourite colour paintings etc. Year 1 **"Feelings and colours"** abstract music mark making etc Year 2 **"My Family"** home/community collage Year 3 **"What makes me unique?"** celebrating differences Year 4 **"My Story"** what makes them them? What do they want people to know about them? Year 5 "**Our voice matters"** words of affirmation Year 6 **"The world we want"** links to taking care of the planet or hopes/dreams
Autumn 2 **Discovery** Each class to spark curiosity and discovery based on a topic.	Reception – Dinosaurs Year 1 – Beyond Earth Year 2 – Nature Year 3 – Ocean Year 4 -Extreme Earth Year 5 – Seven wonders (shared with yr6) Year 6 – Seven wonders (shared with yr5)
Spring 1 **Global Goals**	R – Good Health Year 1 – Life below water Year 2 – Life on land Year 3 – Climate action Year 4 – Zero Hunger Year 5 – Clean water Year 6 – Gender equality
Spring 2 **World book day** *Classes to share their outcomes with another year group.	R – Becoming storytellers Year 1 – Favourite characters Year 2 – Becoming an author/illustrator Year 3 – Books from around the world Year 4 – From page to stage Year 5 – Books inspire creativity Year 6 – Books that change the world
Summer 2	Reception – I can do amazing things Year 1 – Everyone has talents

Aspirations Whole school dress for your dream Career carousel – short workshops of different jobs	Year 2 – Strengths and interests Year 3 – Jobs I have never heard of Year 4 – invent, design, create Year 5 – Making a difference Year 6 – My Future journey

GEOGRAPHY – PURPOSE OF STUDY

Intent

At Harden Primary School, we want children to develop a curiosity and fascination about the world and their place within it. Our progressive Geography curriculum begins with our local area and develops children's understanding of the UK, Europe and the wider world.

Through carefully sequenced learning, children develop knowledge of places, people and environments, alongside an understanding of physical and human geographical processes. We want children to make connections, consider different perspectives and develop an awareness of their responsibility towards the environment and wider community.

Implementation

Geography is taught through carefully sequenced units which build on children's prior knowledge and geographical skills. Children regularly recap, revise and retrieve key geographical knowledge, vocabulary and concepts.

Learning is brought to life through fieldwork and first-hand experiences, using our local area wherever possible. Children develop practical geographical skills including using maps, collecting and interpreting data, observing environments and communicating their findings.

Enquiry, questioning and discussion encourage children to investigate geographical issues, make connections and apply their knowledge to real-world contexts. Opportunities to explore environmental issues and engage with the local community further develop children's understanding of their role as responsible citizens.

Impact

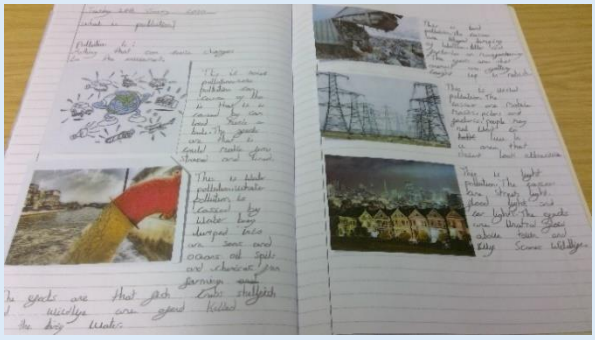
By the end of their time at Harden, children have developed a secure and increasingly sophisticated understanding of the world around them. They can locate and describe places, explain geographical processes and use appropriate geographical vocabulary.

Children can apply their knowledge through fieldwork and geographical skills, interpret information and communicate their findings clearly. They demonstrate curiosity about the world, understand how people and environments are interconnected and recognise the importance of caring for and contributing positively to their local and global environment.

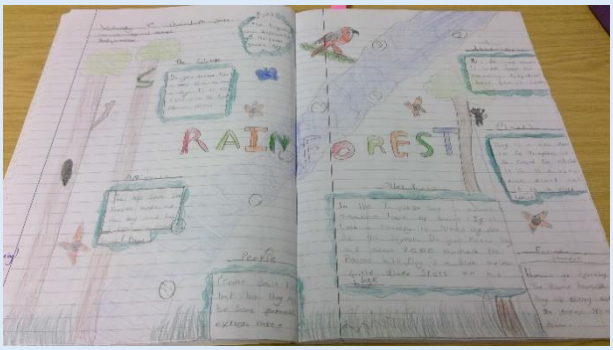
WHAT DOES GEOGRAPHY AT HARDEN LOOK LIKE?



Describing & recording weather through role play.



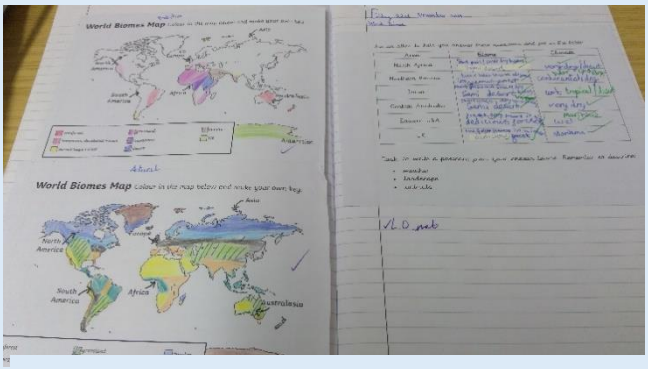
Considering the impact of pollution on the world.



Comparing a South American location.







Identifying Biomes across the world.



Map skills and Location Knowledge.

SKILL PROGRESSION RECEPTION – YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	*Name and locate the place in which they live. *Name different places they have visited. Locality: What planet do we live on? Where do we come to school? Where do we live?	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Locality: Harden and surrounding villages where do we live? How do we get there?	*Name and locate the world's seven continents and five oceans. *Identify the position and significance of the Arctic and Antarctic Circle. Locality: Town – Bingley what does our local area look like?	*Locate the countries of Europe (including the location of Russia) using maps and atlases. *Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn. *Locate the Equator on a map and draw conclusions about the climates of countries on the Equator and on the tropics. *Analyse evidence and draw conclusions.. *Identify main trade and economy Locality: City – where is Bradford? Can you put it on the map?	*Locate the world's countries using maps and atlases. Identify the main capital cities of Europe. *Name and locate cities of the United Kingdom. *Locate some of the world's longest rivers, largest deserts and highest mountains. *Identify the position and significance of the Northern and Southern Hemisphere. Locality: County – West Yorkshire. What are the districts inside west Yorkshire?	*Locate the main countries in Europe and North or South America, including locating and naming principles cities. *Locate and label counties, cities, mountains and rivers of the UK. *Compare land use maps of UK from the past and the present (history). *Compare two different regions in the UK (rural/ urban). *Identify the position and significance the Greenwich Meridian - link with time zones, night & day (science) Locality: Different county and borough. - Whitby where is it? How	*Use six figure grid references to identify countries and cities in the world, including different environmental regions such as the ring of fire *Select the most appropriate map for different purposes e.g. atlas to find a country but Google *Earth to find a village. Locate key physical and human characteristics. *Relate these to the features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. *Identify position and significance of latitude and longitude using maps. **Locality**: World – where are you in the world? Comparisons to other continents.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	*Understand geographical similarities and differences between *Harden* and other places.	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	*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 e.g. Use the Arctic as a comparison	*Locate the countries that the Amazon rainforest (or similar) traverses. *Match some key landmarks to the country. * Consider physical and human features and draw conclusions	*Ask questions about and find out what affects the climate of countries studied. *Make suggestions for the implications of global warming. *Use photographic evidence to raise questions about living conditions in areas studied. *Draw conclusions based on images and videos of places studied. *Identify main differences	*Compare a region in the UK with [a region in North or South America] with significant differences and similarities. *Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics *Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent	*Understand how both physical and human geography features may have changed over time

					between the regions studied		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	*Identify seasonal and daily weather patterns in *Harden* *Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather	*Identify seasonal and daily weather patterns in the United Kingdom. *Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	*Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South poles *Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including city, town, village, factory, farm, house, office port, harbour and shop	*Ask, research and explain questions. *Relate land use and trade to settlements. Consider how land has changed. *Consider whether the change in land use has been for the better *Use the language of rivers e.g. erosion, deposition, transportation. *Explain & present the process of rivers. *Describe and understand key physical geography features: of volcanoes & earthquake *Describe and understand key physical geography features: of volcanoes & earthquake *Discuss how natural disasters affect human life *Describe and understand key human geography features: of types of settlements in times studied, use maps, photographs and pictures to make comparisons contrast locations.	*Recognise the term physical geography *Describe and understand key human geography features. *Look at pictures and label diagrams of different historical settlements over time produce pictures and own geographical diagrams. *Ask and answer questions through own knowledge and self-conducted research, e.g. what resources were used, why were they used and compare . *Study population numbers throughout the course of World War Two and reflect on the reasons for changes	*Recognise the term human geography *Describe and understand key physical geography features: of coasts, rivers & the water cycle, including transpiration. *Compare how river use has changed over time and research the impact on trade in history. *Research and discuss how water affects the environment, settlement, environmental change and sustainability. *Discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs. Explain and present the differences studied. *Compare maps and aerial photographs of *Harden/Bingley/Bradford* local area, post war and present day. *Describe and understand key physical geography features: of mountains of the UK and those located across the world	*Explain the terms physical and human geography *Describe and understand key human geography features: *Make comparisons and reflect on the reasons for the differences *Study pictures of land use of places and times studied. *Draw conclusions and develop informed reasons for the changes in land use. Research and present Britain's export trade. *Reflect on the impact trade has on an area and generate ideas for cause and effect. *Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? *Identify trade links around the world based (including between the UK and Europe) on a few chosen items e.g. coffee, chocolate, bananas. *Discover where food comes from *Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	*Use world maps and globes to identify the United Kingdom. *Use simple directional language, e.g. on top, behind, next to	*Use world maps, atlases and globes to identify the United Kingdom and its countries. *Use simple directional language, e.g. near and far, left and right. *Use simple fieldwork and observational skills to study the geography of the school grounds and key human and physical features of its surrounding environment	*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. *Use simple compass directions (North, South, East and West) and locational to describe the location of features and routes on a map. *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. *Devise a simple map, using and constructing basic symbols in a key	*Use the eight points of a compass. Begin to understand some of the symbols used on maps and atlases. * Locate the main features of a map. *Make a map of the locality of *Harden* using appropriate symbols and landmarks. *Use data to make a comparison of weather in chosen areas. *Debate deforestation using conscience alley.	*Use maps, globes and digital/ computer mapping (Google maps) to locate countries and describe features studied. *Understand how geographical features are marked on a map, including tectonic plates. *Classify types of buildings on a map. *Use recognised symbols when using maps to mark local areas of interests. * *Choose effective recording and presentation methods, e.g. using tables to collect data. *Present data in an appropriate way using keys to make the data clear. *Draw conclusions from data.	*Confidently use maps/ atlases, globes and Google Earth. *Use atlases/ maps to describe and locate places using four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK. *Ask geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? *Look for evidence of the past river/ water use *Make observational field notes about land features. *Visit *Whitby* harbour side to locate and explain the main human and physical features. *Select a method to present the differences in transport in the area today. *Record measurement of harbour/river width/ depth	*Look at maps/ atlases on different scales and calculate scales on own maps. *Use atlases/ maps to describe and locate places using six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK. *Collate data collected and record it using data handling software to produce graphs and charts of the results, i.e. Sainsbury's chocolate sales. *Ask geographical questions e.g. Where is the chocolate distributed? Where is it imported from? Do different regions have greater demand for certain bars? Form and develop opinions e.g. What is your favourite chocolate? With the children's help, design and carry out a survey of the views of people, e.g. What is your favourite chocolate bar? Carbon footprint? *Report on the effects of environmental change on themselves and others. *Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions. *Be aware of their responsibility in the world, i.e. carbon footprint, deforestation, sustainability

HISTORY – PURPOSE OF STUDY

Intent

At Harden Primary School, we want children to develop a curiosity and fascination about the past and understand how it has shaped the world in which we live today. Our progressive History curriculum begins with our local community and develops children's understanding of Britain, Europe and the wider world.

Through carefully planned and sequenced learning, children develop a secure understanding of key historical knowledge and skills. We want children to make connections between people, events and periods, consider different perspectives and understand how societies have changed over time and how the past has influenced people's lives and communities.

Implementation

History is taught through carefully planned, sequenced units which identify the key knowledge and historical skills children need to develop. Learning builds on prior knowledge, with key concepts, vocabulary and skills revisited and developed over time.

Children regularly recap, revise and retrieve key historical knowledge to strengthen their long-term understanding. Through historical enquiry, children ask questions, examine evidence and consider different interpretations of the past. They develop their ability to use sources, identify perspectives and communicate informed conclusions.

Learning is brought to life through visits, visitors, artefacts, local history and ‘hook’ experiences, alongside carefully chosen texts which support reading and writing. Where possible, children explore the history of our local area before making connections to wider British and world history.

Impact

By the end of their time at Harden, children have developed a secure and coherent understanding of the past, including significant events, people, periods and changes over time. They can recall and apply key historical knowledge and demonstrate progression in their historical skills.

Children can use historical vocabulary and evidence to ask questions, explain ideas, consider different perspectives and reach informed conclusions. They can make connections between different periods and recognise similarities, differences, continuity and change.

Ultimately, we want children to leave Harden with the knowledge, skills and critical thinking to understand how past events and choices have shaped their community, society and the wider world.

WHAT DOES HISTORY AT HARDEN LOOK LIKE?



“Hooks” into new topics… visiting an underground tomb



Describing and understanding through role play.





Visits to historical places to use a variety of sources.



Recognising how archologists have had an impact in helping us to understand about what happened in the past.



Visiting places of historical interest in Harden.



SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	*Sequence events in their life – talk about past and present events. Sort 'old' ad 'new'. *Words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young	*Understand the difference between events that happened now and in the past. *Sequence events in their life. Sequence three or four artefacts from distinctly different periods of time. *Match objects to people of different ages. *Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young	*Use a simple timeline to order events and people. *Sequence artefacts closer together in time and check with a reference book. *Sequence photographs from different periods in their life. *Describe memories of key events in lives. *Understand how to put people, events and objects in order of when they happened, using a scale provided by the teacher. *Use words and phrases such as: recently, when my parents/ carers were children, decades, and centuries	*Place the time studied on a time line. *Use dates and terms related to the time studied and the passing of time. *Name key events within time period. *Sequence several events or artefacts. *Begin to use words and phrases such as: century, decade, before Christ, after, before, during to describe the passing of time	*Place events from the period studied on a time line. *Understand and identify more complex terms such as BC (BCE) and AD	*Know and sequence key events of time studied. *Use relevant terms and period labels. *Make comparisons between different times in the past, including from previous learning. *Place an event in the right place on a timeline using specific words: era, period, century, decade, BC, AD	*Place current study on time line in relation to other studies. * Use relevant dates and terms. *Sequence up to ten events on a time line. *Use a time line to place events, periods and cultural movements (linked to art, music and architecture)
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Historical Knowledge	*Recognise the difference between past and present in their own and others' lives. *Know and recount experiences. *Find out some facts about parents and grandparents.	*Recognise the difference between past and present in their own and others' lives. *Know and recount episodes from stories about the past. *Find out some facts about people from long ago (before living memory). *Find out some facts about events that happened long ago.	* Use evidence to recognise why people did things, why events happened and what happened as a result. *Identify differences between ways of life at different times. *Use information to describe the past. *Use information that they have found out about the past to describe the differences between then and now. *Recount the main events from a significant event in	*Find out about everyday lives of people in time studied. *Compare similarities and differences between some people/ artefacts. *Describe the legacy of the past. *Understand why people may have wanted to do something. *Identify reasons for and the results of people's actions	*Use evidence to reconstruct life in the times studied. *Identify the key features of events studied. *Look for links and effects in the time studied. *Give an explanation for some events using evidence. *Begin to recognise how some things from the past affect life today	*Study different aspects of different people, including the differences between men and women. *Examine causes and results of great events and the impact on people. *Compare life in early and late 'times' studies. *Compare an aspect of life with the same aspect in another period. *Describe how some things studied from the past affect life today	*Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. *Compare beliefs & behaviour with another time studied. *Write explanation of a past event in terms of cause & effect using evidence to support and illustrate their explanation. *Know key dates, characters and events of the time studied. *Make links between some of the features of past societies,

			history (giving some interesting and relevant details)				e.g. religion, houses, society, technology etc.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	*Use stories to encourage children to find out about the past. *Talk to adult about the past.	*Use stories to encourage children to distinguish between fact and fiction and to find out about the past. *Adults talking about the past - how reliable are memories?	*Look at representations of period, e.g. How do we know? *Compare different versions of the same story using different sources	*Offer reasonable explanations for events. *Look at evidence available and the use of different sources. *Explore the idea that there are different accounts of history.	*Look at evidence of available and evaluate the usefulness of different sources. *Give reasons why there may be different accounts of history when looking at two versions of the same event. *Give reasons why there may be different accounts of history	*Compare accounts of events from different sources (fact or fiction). *Discuss reasons for different versions of events. Be aware that people (in the past and now) represent events or ideas in a way that. persuades others	* Link sources & work out how conclusions were arrived at. *Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. *Be aware that different evidence will lead to different conclusions. *Understand some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history; explain why there may be difference in accounts
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	*Find answers to simple questions about the past from sources of information e.g. artefacts. *Explore pictures and ask: Which things are old and new? What were the people doing?	*Find answers to simple questions about the past from sources of information e.g. artefacts. *Examine pictures and ask: Which things are old and new? What were the people doing? *Explore objects and ask and try to answer: What were they used for?	*Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. *Ask 'What was it like for people in the past?' and use information to help answer the question. *Ask 'What happened in the past?' and use information to help answer the question	*Range of sources to find out about a period. *Use artefacts/ pictures and observe small details. *Select and record information relevant to the study. *Begin to use the library and chosen internet sites for independent research. *Use evidence to ask questions and find answers to questions about the past. *Am I beginning to suggest suitable sources of evidence for historical enquiry. *Compare and contrast different forms of evidence in my research. *Consider bias in different sources.	*Evidence to build a picture of one aspect of life. *Use documents/ printed sources e.g. archived materials, internet pictures, photos, artefacts, historic buildings and visits to experience what it was like in the past. *Ask 'What was it like for a… child… rich person… woman etc.' during the period studied. *Recognise the part that archaeologists have had in helping us understand more about what happened in the past. *Consider bias in different sources.	*Begin to identify primary and secondary sources. *Use evidence to build up a picture of a past event. *Select relevant sections of information when researching. *Use the library and internet for research with increasing confidence & independence. *Suggest sources of evidence to help answer questions. *Give a reason to support an historical argument. *Refine lines of enquiry as appropriate.	*Recognise primary and secondary sources. *Use a range of sources to find out about an aspect of time past. *Suggest omissions & the means of finding out. *Bring knowledge gathered from several sources together in a fluent account. *Choose reliable sources of evidence to help answer questions, realising there is often not a single answer to historical questions. * Understand that no single source of evidence gives the full answer to questions about the pas. *Test out a hypothesis in order to answer a question *Explain possible bias and demonstrate an understanding of bias. *Identify propaganda and begin to show my

							understanding of it? *Consider bias in different sources.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication	*Sort objects into old and new groups.*Tell and order some events from their own past and other events (sometimes using role play) .	*Sort objects into old and new groups. *Tell and order some events from their own past and other events. *Draw pictures and write sentences to tell things about the past.	*Communicate knowledge through discussion, drawing pictures, & role play, making models and writing.	*Select and organise historical information. *Communicate knowledge and understanding through discussion, drawing pictures, drama & role play, making models, writing and using ICT.	*Present findings about the past using a wider range of speaking, writing, drama, drawing and maths. *Discuss the most appropriate way to present information which is for an audience. *Use dates and terms accurately.	*Recall, select and organise historical information. *Choose the best way to present information considering the audience. *Communicate knowledge and understanding in a variety of ways (speaking, writing, maths, computing, drama or drawing)	*Select & organise information to produce structured work, making appropriate use of dates and terms. *Use the key vocabulary of the time to convey understanding of the past. *Choose the most appropriate way to present information to an intended audience.

ART – PURPOSE OF STUDY

Intent

At Harden primary school, we want children to enjoy, explore and express themselves creatively through art and design. Our progressive curriculum develops key knowledge and artistic skills, while giving children the freedom to develop and communicate their own ideas.

Children are inspired by a diverse range of artists, designers and architects, both past and present, including artists with connections to our local area such as david hockney. Through exploring the work of others, children develop an appreciation of different styles, cultures and perspectives, while being encouraged to see themselves as artists.

We want children to develop confidence, creativity and a willingness to experiment, while understanding how art reflects and contributes to the world around us.

Implementation

Art is taught through carefully planned and sequenced units, with key knowledge, techniques and skills building progressively throughout the children's time at Harden. Children have opportunities to develop and refine their skills across a range of media and disciplines, including drawing, painting, sculpture, textiles and mixed media.

Children explore the work of relevant contemporary and significant historical artists, using these as inspiration for their own creative responses. They are encouraged to experiment, make choices, evaluate and refine their work, developing increasing independence and confidence.

Art is linked to our wider curriculum and local environment wherever appropriate. As part of our commitment to providing a rich arts education, we are working towards Artsmark accreditation, creating opportunities for children to experience, participate in and celebrate the arts.

Children's creativity is celebrated through exhibitions, displays and opportunities to share their work, giving them a genuine audience and a sense of pride in their achievements.

Impact

By the end of their time at Harden, children have developed a secure understanding of key artistic knowledge, techniques and processes and can apply these with increasing confidence and independence.

Children can explore and develop their own ideas, experiment with different media and techniques, and evaluate and refine their work. They can discuss their own work and the work of other artists using appropriate artistic vocabulary and make connections between art, culture and the world around them.

Ultimately, we want children to leave Harden seeing themselves as artists, with the confidence to be creative, the skills to express their ideas and a lasting appreciation and enjoyment of art and design.

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SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content -	*Explore various artists and represent their own ideas based upon this.	*Describe the work of notable artists, artisans and designers	*Use some of the ideas of artists studied to create own pieces	*Replicate some of the techniques used by notable artists, artisans and designers	*Create original pieces that are influenced by studies of others.	*Give details (including own sketches) about the style of some artists, artisans and designers *Show how the work of those studied was influential in both society and to other artists	*Create original pieces that show a range of influences and styles *Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods
Artist study	**Sketching:** Rob Biddulph **Painting:** Kandinsky **Sculpture:** Carl Benz & Richard Trevithick (inventors of cars/train)	**Sketching:** Arcimboldo **Painting:** Monet **Sculpture:** Andy Goldsworthy	**Sketching:** Leonardo da Vinci **Painting:** Piet Mondrian **Sculpture:** Thomas Cubitt	**Sketching:** Chuck close, Richard Estes & Don Jacot **Painting**: Andy Warhol **Sculpture:** David Hockney	**Sketching:** Picasso **Painting:** Henry Moore **Sculpture:** Local Artists	**Sketching**: S Lowery **Painting:** Henri Rousseau **Sculpture:** Isambard Kingdom Brunel	**Sketching:** Paul Cezanne / Banksy **Painting:** Vincent Van Gogh **Sculpture**: Georgia O'Keefe
Skill – Develop content	*Respond to ideas and starting points *Experience a variety of methods.	*Respond to ideas and starting points *Explore different methods as ideas develop	*Explore ideas and collect visual information *Explore different methods and materials as ideas develop	*To develop ideas from starting points throughout the curriculum *Adapt and refine ideas as they progress *Comment on artworks using visual language	*Collect information, sketches and resources to enhance own ideas *Explore ideas in a variety of ways *Comment on artwork with a developing grasp of visual language	*Develop and imaginatively extend ideas from starting points throughout the curriculum *Collect information, sketches and resources to inspire *Use the qualities of materials to enhance ideas *Comment on artwork with a grasp of visual language	*Collect information, sketches and resources and present ideas imaginatively in a sketchbook *Spot the potential in unexpected results as work progresses *Comment on artworks with a fluent grasp of visual language
Skill – Painting	*Experiment mixing colours. *Use a variety of painting tools for effect including rollers and sponges. *Explore and experiment with colour; match and recall colour names. *Learn the primary colours. *Explore using hands and feet to make representations	*Use thick and thin brushes to explore thickness. *Mix primary colours to make secondary using powder paint *Explore powder and poster paint understanding the properties of the medium. *Work back into paintings with paint, pen or coloured pencil to	*Add white to colours to make tints and black to make tones. *Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. *Experiment using rollers, sponges and different thickness of brushes choosing for effect. *Create a still life painting using gestural marks. *Work back into paintings with paint, pen or coloured pencil to	*Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. *Mix colours effectively. *Lighten and darken tones using black and white. *Experiment working with ranging brushes (form larger strokes	*Use watercolour paint to produce washes for backgrounds then add detail *Experiment with creating mood with colour. *Consider lighting, surface, foreground and background. *Explore painting on different surfaces, e.g. fabric.	*Sketch (lightly) before painting to combine line and colour. *Create a colour palette based upon colours observed in the natural or built world. *Use the qualities of watercolour and acrylic paints to create interesting pieces. *Mark making with paint using lines, dashes, blocks of colour and a limited colour palette. *Build	*Combine colours, tones and tints to enhance the mood of a piece. *Use brush techniques and the qualities of paint to create texture. *Develop a personal style of painting, drawing upon ideas from other artists. *Build simple observational drawings into paintings using fine brushes. *Develop paintings in stages by

	Material development: Powder Paint	develop imaginative imagery. *Continue to develop colour mixing skills. ***Material development:*** Powder & Poster Paint	develop the imaginative imagery ***Material development:*** Powder & Poster paint	for colour washes working in one direction, shorter strokes/ dabbing for detail or swirls to show movement). *Form colours working from direct observations of objects such as leaves, flowers and create more abstract paintings by experimenting with scale or unexpected colour palettes (e.g. blues for leaves) *Understand that paint acts differently on different surfaces. ***Material development:*** Poster & Watercolour	* Watercolour application: colour washes, explore intensities of colour to show shade, dabbing to lift out sections, work showing foreground, background and some detail. *Explore pattern making as a vehicle to select colour relationships and positioning onto paper, bold patterns and pointillism which can then be outlined using black. * Form more abstract paintings by cutting up and rearranging painted pieces. *Explore colour (and colour mixing), line, shape, pattern and composition ***Material development:*** Watercolour	upon observational drawings by adding colour using paint. *Build upon previous work on colour mixing by exploring consistency/texture of paint and application techniques (adding pva glue, scraping paint on with cardboard, opaque, translucent, stippled, pointillism or use of dots and dashes, dribbled, swirling) *Select aspects from different images to begin forming own piece. ***Material development:*** Watercolour and acrylic paints	allowing sections to dry or adding detail in felt pen. *Take risks with paintings incorporating mixed media such as collage materials. Influences of works studied can be seen and used to support own ideas.*Recognition of tinting and tone when painting. Ability to work with complementing and contrasting colours. ***Material development:*** Watercolour and acrylic paints
Skill - Sketching	*Explore mark making using a variety of materials for drawing e.g. pencils, chalk, water, crayons. *Create simple drawings from observations. *Express ideas and feelings through making marks *Give meanings to the marks they make. *Use a tripod grip to hold mark making	*Draw lines of different sizes and thickness *Colour neatly following the lines. *Undertake projects which explore observational drawing to record what is seen, and also experimental drawing, to share what is felt. *Understand effect different drawing	*Use drawing exercises to focus an exploration of observational drawing, combined with experimental mark making, using graphite, soft pencil, handwriting pen. *Work with care and focus, enjoying making drawings. Explore quality of line, texture and shape. *Show pattern and texture by adding dots and lines. *Use charcoal to shade and contrast Show different tones by using coloured pencils. *Visit local	*Experiment with different grades of pencil and other implements. *Annotate sketches to explain and elaborate ideas. *Plan, refine and alter their drawings as necessary. *Draw for a sustained period of time at their own level. *Use different media to achieve variations in	*Use shading to show light and shadow. *Use hatching and cross hatching to show tone and texture.*Alter and refine drawings and describe changes using art vocabulary. *Explore relationships between line and tone, pattern and shape, line and	*Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) *Use a choice of techniques to depict movement, perspective, shadows and reflection. *Use a variety of source material for their work. *Explore drawing using ranging mediums (charcoal, chalks, thick markers pen/ink, and	*Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) * Add 3D representations to their work. *Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. *Show tonal qualities in drawings (cross hatching, pointillism, sidestroke, use of rubber to draw.

	materials *To understand the meaning behind sketching. *To know the different materials used to mark make	materials can make and select for purpose. *Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal selecting for a purpose explaining why.	environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing & Photograph	line, textffure, tone, colour, shape and pattern. *Use their sketchbook to collect and record visual information from different resources. (mood boards) *Use sketch books to record observations and use them to review and revisit ideas. (ongoing document) *Learn specific drawing techniques including: hatching, cross-hatching, stippling and blending	texture. *Use of tone in drawings (charcoals, graded pencils to show cross hatching, pointillism, use of rubber to highlight). *Suggest ways in which a drawing can be improved and demonstrate development. *Make informed choices in drawing including paper and media. *Use research to inspire drawings from imagination and memory.	graded pencils) from life and imagination onto ranging colour/ textured and sized backgrounds *Work in a sustained and independent way from observation, experience and imagination. *First hand observational drawings from ranging viewpoints including images taken using digital camera (experiment with distances, birds eye views). *Introduce perspective/ fore, middle, backgrounds, focal points. *Understand the properties of the visual elements, line, tone, pattern, texture, colour and shape.	*Select own images and starting points for work in sketchbooks from a range of sources. *Identify artists who have worked in a similar way to their own work. *Develop ideas using different or mixed media, using a sketchbook. *Increasing use of sketchbook to record ideas in sketched form/ annotated.

Skill - Sculpture	*Introduction to junk modelling children explaining their creations. *Use playdoh and Lego to create simple sculptures. *Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. *Use a range of every day fabrics and materials to create pictures. Simple collages. *Encourage children to select the tools and techniques they need to assemble materials that they are using explaining why these have been chosen ***Material development:*** Playdoh and Lego Junk Modelling intro	*Use techniques such as rolling and moulding. *Use natural materials such as rolled up paper, card and straws to sculpt and combine materials. *Use a combination of two or more materials to make sculpture. *Use construction methods to build. *Encourage children to select the tools and techniques they need to assemble materials that they are using giving explanation as to why. *Understand what sculpture is with an introduction to sculptors. ***Material development:*** Natural materials	*Use rolled up paper, straws, paper, card and clay as materials. *Use techniques such as cutting and carving. *Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. (recycling) *Construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective.*Understand the role of an architect. *Think about shape (2d), form (3d), texture, colour and structure. *Understand when we make sculpture by adding materials it is called construction. ***Material development:*** Papier Mache	*Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material) *Use air dry clay to model characters. Consider form, texture, character, structure. *Develop confidence when working with clay through observations of objects as starting points. *Create forms by cutting out clay and using tools to add texture and detail. *Add colour to pieces once dried. *Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). That clay and Modroc are soft materials which finally dry/set hard. ***Material development:*** Clay	*Include texture that conveys feelings or movement. *Use clay and other mouldable materials. *Add materials to provide interesting detail Clay work developed through forming clay base relief and building up layers. *Technique of joining pieces using scratch and slip should be covered so that parts do not separate when dry. *Texture and pattern should be evident in work through use of different tools and manipulation using fingers. *Introduction of modelling materials such as mod roc. Once dry colour can be painted on. ***Material development:*** Clay	*Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations. *Use light weight materials such as Paper Mache to create simple structures understanding how this material changes when it dries. *Use tools to carve and add shapes, texture and pattern. *Create sculptures using rolls of newspaper and masking tape. Lines within lines. *Use tools to carve and add shapes, texture and pattern ***Material development:*** Paper Mache	*Combine visual and tactile qualities. *Use frameworks (such as wire moulds) to provide stability and form with Modroc. *Manipulate wire to explore malleable qualities before beginning work. *Build upon use of wire to create armature forms and pad out using newspaper before covering in Modroc. *Use of wires and glue gun to create human forms showing movement. *Build up using a dry brush to add colour. *Use of craft knives to score and manipulate mounting board into form. *Demonstrate use of low relief onto sculptures. ***Material development:*** Modroc

Skill- Evaluate Ideas	*Say what they like and dislike about a piece of their own artwork. *Explain why they like/dislike the work of an artist *Explain how they can make their design better. *Evaluate and explain best used materials to construct	*Say what they like and dislike about a piece of artwork including their own and the work of an artist, *Explain how they would change a piece of work for the better and why	*Evaluate classmates' artwork with basic justifications with reasons why. *Evaluate the purpose of sculpture and explain changes with reasons.	*Evaluate classmates' artwork with clear justifications, understanding that opinions might differ. *Compare their work to others, methods, techniques, colours etc. *Adapt their work after discussion.	*Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern) *Compare ideas, methods and approaches used by themselves and others. *Discuss how they feel about their own and others work. *What might they change? *Adapt work accordingly. *What can they magpie for their own work?	*Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern) *Compare ideas, methods and approaches used by themselves and others. *Discuss how they feel about their own and others work.* What might they change? *Question, discuss and make observations about starting points/artists and artworks.	*Evaluate classmates' artwork focusing on all KS2 sports elements *Clear justifications based on if the artwork is effective or not, and why *Compare ideas, methods and approaches used by themselves and others. *Discuss how they feel about their own and others work. *Describe how they may change their work and why. *Adapt work accordingly. Then discuss how they could change it further.

DESIGN TECHNOLOGY – PURPOSE OF STUDY

Intent

At harden primary school, we want children to develop the creativity, knowledge and practical skills needed to design and make products that solve real and relevant problems. Our progressive curriculum encourages children to use their imagination, be resourceful and consider the needs of others when developing their ideas.

Through carefully planned learning, children develop key knowledge and skills across a range of areas, including food and cooking, textiles, woodwork and construction, mechanisms and structures. We want children to understand that design is a process and that mistakes, adaptations and improvements are an important part of creating successful products.

Implementation

Design and technology is taught through carefully planned and sequenced units, with key knowledge, techniques and practical skills building progressively throughout the children's time at harden. Each year group completes a design and technology project each term, with at least one project focused on food and cooking.

Children follow a clear design process, identifying a need or problem, developing and communicating ideas, selecting appropriate materials and tools, and making and testing their products. They are encouraged to experiment, take risks, learn from mistakes and refine their designs.

Children develop practical skills through regular opportunities to work with different materials, tools and techniques. Food technology and cooking skills are taught throughout the year and may be linked to other curriculum areas, design projects and enrichment opportunities such as fairtrade week and culture capital days.

Impact

By the end of their time at harden, children have developed a secure understanding of key design and technology knowledge, processes and practical skills and can apply these with increasing confidence and independence.

Children can identify and solve problems, develop purposeful designs and select appropriate materials, tools and techniques. They can make, test, evaluate and refine their products, understanding that successful design often involves adapting ideas and learning from mistakes.

Children develop confidence in practical tasks and understand how design and technology connects to everyday life and the wider world. Ultimately, we want children to leave harden as creative, resourceful and resilient problem-solvers, equipped with practical skills they can use throughout their lives.







SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	*Think of own ideas for design. Use pictures and words to plan. *Design a product for myself, following design criteria. *Work in a range of contexts.	*Think of own ideas for design. *Use pictures and words to plan. *Design a product for myself, following design criteria. *Work in a range of contexts (imaginary, home, school, wider community, story based)	*Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. *Design a product for myself and others, following design criteria. * Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).	*Create a design that meets a range of requirements. * Consider the equipment and tools needed when planning. *Describe a design using an accurately labelled diagram, and in words.	*Generate more than one idea for how to create a product. *Gather information to help design a successful product (i.e. by asking others' views). *Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. *Suggest improvements to develop and refine a planned idea.	*Generate a range of ideas after collating relevant information (i.e. users' views). *Produce a detailed plan, with step-by-step instructions, cross sectional diagrams and prototypes. *Suggest alternative plans, considering the positive aspects and drawbacks of each.	*Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources). *Produce a detailed plan, with cross-sectional diagrams and computer-generated designs). *Work within constraints, refining and justifying plans as necessary
Making	*Explain what is being made and how. *Select various tools and equipment for the purpose.	*Explain what is being made and why. *Select appropriate tools and equipment for the purpose.	*Explain what is being made and why the audience will like it. *Choose appropriate tools and equipment, describing and explaining why they are being used.	*Use a range of tools and equipment accurately. *Measure, mark out, assemble and join materials and components with some accuracy.	*Select suitable tools and equipment, explain choices in relation to required techniques and use accurately *Explain choices of materials * measure, mark out, cut and shape materials/components with some accuracy *Assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy	*Use a range of tools expertly. *Consider the aesthetic qualities and functionality of my work when making. *materials /components * mainly accurately apply a range of finishing techniques *Use techniques that involve a small number of steps * begin to be resourceful with practical problems	*Use a range of tools and equipment precisely. *Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary
Evaluation	*Talk about own products, saying what is good or bad about them. *Say whether their product does what it is meant to,	*Talk about own and pre-existing products, saying what is good or bad about them. *Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	*How their own and pre-existing products work, evaluating what went well and what could be done differently. *Suggest what went well and what would be done differently when evaluating their own product.	*Evaluate own and pre-existing products. *Suggest what could be changed to improve a design, beginning to link this to the design brief.	*Evaluate the appearance and usability of own and pre-existing products. *Explain how the original design could be improved, considering the appearance and usability, and linking this to the design brief.	*Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. *Suggest improvements that could be made, considering materials and methods that have been used.	*Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. *Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	* Pouring or spooning ingredients into scales. * Washing fruit and vegetables. *Cutting soft ingredients using a strong plastic knife *Mixing – spoon or hands *Tearing and Spreading *Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.	*Measuring *peeling *pouring *mixing *washing fruit and vegetables. *To begin to develop cutting skills using a sharp knife under supervision. *Mash, mix and stir ingredients * Understanding the difference between fruits and vegetables. *Aware a blender is a machine which mixes ingredients together into a smooth liquid. *Understand that a fruit has seeds and a vegetable does not. *To know that fruits grow on trees or vines & vegetables can grow either above or below ground.	*Following a simple recipe. *Slicing food safely using the bridge or claw grip with increasing control. *Peel using a swivel peeler alongside an adult. *Measure ingredients needed in a recipe. *Constructing a product that meets a design brief. *To understand what makes a balanced diet and where to find the nutrients on a label. *To know that the five main food groups are and how much we should eat. *To understand what nutrients are.	*Following the instructions within a recipe *Slice, grate, mix, spread, knead and bake. *Measure ingredients in fractions e.g half, quarter. *Cut - medium resistance foods with a vegetable knife, e.g. cucumber using a fork or the claw grip to secure food. *Knowing how to prepare themselves and a work space to cook safely in. *learning the basic rules to avoid food contamination. *Understand where fruit and veg is grown. *To know that climate affects food growth.*Understand exported and imported foods. *Understand the nutritional benefits and fruit and vegetables.	*Using heat on a hob and microwave. *Begin to use a hand whisk. *Peel using a swivel indepdently. *Measure - using digital scales with support to obtain accuracy. *Grate - firmer foods, e.g. carrots, apples. *Chop foods with greater control. *Cooking safely, following basic hygiene rules. *Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). *Following a baking recipe, from start to finish, including the preparation of ingredients. *To know that the amount of an ingredient in a recipe is known as the 'quantity.'*To know that it is important to use oven gloves when removing hot food from an oven. *To know the following cooking techniques: sieving, creaming, rubbing method, cooling. *To understand the importance of budgeting while planning ingredients	*Following a simple recipe with several elements. *Using a peeler. *Slice, grate, mix, spread, knead and bake. *Cutting and preparing vegetables safely. *Using equipment safely, including knives, hot pans and hobs. *Following a step by step method carefully to make a recipe. *Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad. *Peel - with a swivel peel to create food ribbons to be used in a dish. *Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots. *To understand what 'cross contamination' means. *To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. *To adapt a recipe to make it healthier by substituting ingredients. .	*Planning and preparing a meal. *Using heat on a hob, oven and microwave. *Following a recipe, including using the correct quantities of each ingredient. *Measure - using digital and analogue scales accurately and independently. *Cut - higher resistant foods from whole using the bridge hold, e.g. halve and apple, raw potato. *Grate - using the zesting part of a grater, e.g. lemon, orange. *Working to a given timescale. *Working safely and hygienically with independence. *Adapting a recipe based on research. * Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. *To know that 'flavour' is how a food or drink tastes. *To know that many countries have 'national dishes' which are recipes associated with that country. *Understand what "Processed food is" *To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. *To understand what happens to a certain food before it appears on the supermarket shelf.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	*To join fabrics using glue. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Developing fine motor/cutting skills with scissors. *Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. *Using a prepared needle and wool to practise threading. *To describe textiles by the way they feel.	*To use stitches to add a pattern to a piece of fabric. *Cutting fabric neatly with scissors. *Using joining methods such as running stitch, staples. glue or pins. *Understand that different techniques for joining materials can be used for different purposes *To measure out and mark out materials needed for a structure. *To finish off work so it looks neat and tidy	*Measure and mark out and cut fabric. *Decorating using fabric glue or running stitch. *Threading a needle. *Sewing running stitch and cross stitch, with evenly spaced, neat, even stitches to join fabric. *Neatly pinning and cutting fabric using a template. *Selecting and cutting fabrics for sewing. *To understand the process of a running stich & cross stitch.	**Woodwork** *To join materials using permanent and temporary fixings. *To add mechanical elements to structures to make movement. *To combine a number of components in a product. *To use a vice (permanently attached to the workbench) to hold the wood in place. *To saw under high levels of supervision. *To use large nails. *Selecting appropriate materials to build a strong structure. *Creating a design in accordance with a plan. textural effects with materials.	*Use sharp scissors accurately to cut textiles. *To applique fabrics using basic sewing skills. *To improve designs as you work . *Selecting and cutting fabrics with ease using fabric scissors. *Threading needles with greater independence. *Tying knots with greater independence. *Sewing cross stitch and blanket stitch to join fabric. *Decorating fabric using appliqué. *Completing design ideas with stuffing and sewing the edges. *To know the texture and properties of materials and choose appropriately. *Select appropriate textiles for a product.	**Woodwork** *To join materials using permanent and temporary fixings. *To add mechanical elements to my structures to make movement. *Independently measure and mark wood accurately. *Selecting appropriate tools and equipment for particular tasks. *Use the correct techniques to saws safely. *Explaining why selecting appropriating materials is an important part of the design process	*Measuring, marking and cutting fabric accurately and independently. *Creating strong and secure blanket stitches when joining fabric. *Threading needles independently. *Using appliqué to attach pieces of fabric decoration. *Sewing blanket stitch to join fabric. *To join materials to make products with permanent or temporary fastenings. *To cross stitch or sew using a machine. *To describe the qualities of materials and to say why it is the most suitable choice. *To combine materials to improve design for strength or visual appeal explaining the process.
Mechanisms	*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *To make a structure with moving components ((pop up picture) *Make use of props and materials when role playing characters in narratives and stories. *Share their creations, explaining the process they have used.	*To make a structure with moving components (levers) *Building structures, exploring how they can be made stronger, stiffer and more stable. *Following a design to create moving models that use levers and sliders.*Understand a mechanism is the parts of an object that move together. *Understand a slider mechanism moves an object from side to side. *To know that a slider mechanism has a slider, slots , guides and an object.	*To make a structure with moving components (wheels and axels) *Creating clearly labelled drawings that illustrate movement. *Adapting mechanisms, when: they do not work as they should. to fit their vehicle design. *To improve how they work after testing their vehicle. *Understand that wheels need to be round to rotate and move. *Understand that for a wheel to move it must be attached to a rotating axle *Designing a product that includes wheels, axles that when combined, will allow the wheels to move.	**Computer Aided Design (CAD)** *To design using a computer aided programme.*Create a design sheet including commands for your product *To know that CAD stands for 'Computer aided design'. *To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. * apply their understanding of computing to program, monitor and control their products.	**Including electrical systems** *To understand and use electrical systems in their products (series switches, bulbs, buzzers and motors) * select from and use a wider range of tools and equipment to perform practical tasks. *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures *Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	**Computer Aided Design (CAD)** Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo. *Programming using CAD. * Exploring different strategies/purposed for CAD. *To use computer software to control a model made out of toys. *Applying the results of my research to further inform my design criteria. *Developing a prototype based on design. * apply their understanding of computing to program, monitor and control their products.	*Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. *Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. *Measuring, marking and cutting components accurately using a ruler and scissors. *Assembling components accurately to make a stable frame. *Selecting appropriate materials based on the materials being joined. * To add a mechanical element to a model following instructions. (gears, pulleys, cams, levers, linkages) *Understanding how linkages change the

						STEM LEGO WORKSHOP TO COVER ALL SKILLS.	direction of a force. *Understanding and drawing cross-sectional diagrams to show the innerworkings of my design

MUSIC – PURPOSE OF STUDY

Intent

At Harden primary school, we want children to develop a love of music and the confidence to express themselves creatively through singing, performing, listening and composing. Our progressive music curriculum develops key musical knowledge and skills, while exposing children to a wide range of musical styles, genres, cultures and traditions.

Using the sing up curriculum, children develop their understanding of rhythm, pitch, tempo, dynamics, structure and other musical elements. They explore how music can communicate ideas, emotions and stories, while developing an appreciation of music from different cultures and periods.

Implementation

Music is taught through carefully planned and sequenced units, with key knowledge and skills building progressively. Each year group has a focus instrument, allowing children to develop and build their instrumental skills as they move through school. This includes ukulele in year 3, brass instruments and recorders in years 4 and 5.

Children develop their musical understanding through singing, listening, performing, composing and playing instruments. They learn to follow a beat, develop rhythm, sing in rounds and parts, and increasingly create and compose their own music using a growing range of musical features.

Music is celebrated throughout school through regular performances in assemblies, celebrations, parent events and community performances. Wider opportunities include choir, young voices, performing arts club and working with Bradford music hub. Our music ambassadors also promote participation through our singing playground initiative.

Impact

By the end of their time at Harden, children have developed a secure understanding of key musical knowledge and skills and can apply these with increasing confidence and complexity.

Children can sing, perform, compose and play instruments, while listening to and evaluating music from a range of genres, cultures and historical periods. They can use musical vocabulary to describe how music is created and the emotions or atmosphere it can convey.

Ultimately, we want children to leave arden with creativity, confidence and a lasting appreciation of music, equipped to express themselves and continue their musical journey beyond primary school.







SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvise & Compose	*Explore making sound with voices and percussion instruments to create different feelings and moods. *Explore storytelling elements in the music and create a class story inspired by the piece *Make up a simple accompaniment using percussion instruments. *Make up new lyrics and vocal sounds for different kinds of transport. *Explore the range and capabilities of voices through vocal play. *Create a sound story using instruments to represent different animal sounds/ movements. *Make up new lyrics and accompanying actions. *Improvise a vocal/physical soundscape about minibeasts. improvise music with different instruments, following a conductor. *Compose music based on characters and stories developed through listening to Beethoven's 5th symphony *Compose a 3-beat body percussion pattern and perform it to a steady beat. *Invent and perform actions for new verses	*Create a dramatic group performance using everyday objects. *Compose music to march to using tuned and untuned percussion. *Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols. *Explore using timbre, dynamics and pitch to tell a story. *Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. *Make up new lyrics and create short body percussion patterns to accompany the song *Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. *Attempt to record compositions with stick and other notations. *Create musical phrases from new word rhythms that children invent.	*Improvise rhythms along to a backing track using the note C or G. *Compose call-and response music. Select instruments and compose music to reflect an animal's character. Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. *Structure compositional ideas into a bigger piece. Improvise solos using instruments. *Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app Improvise and compose, structuring short musical ideas to form a larger piece. *Begin to understand duration and rhythm notation. *Structure musical ideas into a whole-class composition *Create action patterns in 2- and 3-time. *Compose a soundtrack to a clip of a silent film. *Understand and use notes of different duration. *Understand and use notes of different pitch. *Understand and use dynamics.	*Compose a pentatonic ostinato. *Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment *Compose a 4-beat rhythm pattern to play during instrumental sections of a song. *Working in small groups, sing a call-and-response song with an invented drone accompaniment *Explore ways to create word-based pieces of music. *Explore ways to communicate atmosphere and effect. Invent simple patterns using rhythms and notes C-D-E. *Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'.	*Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). *Improvise and compose, creating atmospheric music for a scene with a given set of instruments. *Create short sounds inspired by colours and shapes. *Structure musical ideas into a composition. Create and read graphic scores. *"Doodle' with voices over the chords in the song *Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. *Compose a fanfare using a small set of notes and short, repeated rhythms. *Invent a melody *Fit two patterns together *Structure musical ideas into their own compositions Compose a pentatonic melody. *Improvise and create pentatonic patterns. *Use notation to represent musical ideas *Create ostinatos. *Layer up different rhythms. *Create and follow a score.	*Compose body percussion patterns to accompany a sea shanty. *Write these out using rhythm grids Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. *Create fragments of songs that can be developed into fully fledged songs. Improvise freely over a drone. *Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove. *Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. *Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. *Compose a kecak vocal piece as part of a group *Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. *Notate their ideas to form a simple score to play from. *Compose a simple accompaniment using tuned instruments. *Create and perform their own class arrangement.	*Compose a syncopated melody using the notes of the C major scale. *Create their own song lyrics. *Fit their lyrics to a pulse, creating a chant. *Write a melody and sing it *Structure their ideas into a complete song *Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major. *Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. *Learn some simple choreography to accompany a disco song. *Create variations using a wide variety of composing techniques. Improvise on top of a repeating bassline. *Create an accompaniment. *Create an extended melody with four distinct phrases. *Experiment with harmony. Structure their ideas into a full soundtrack. *Create a rhythmic piece for drums and percussion instruments.

Sing & Play	*Sing with a sense of pitch, following the shape of the melody with their voices. *Mark the beat of the song with actions. *Use the voice to adopt different roles and characters. *Match the pitch of a 4-note (la-so-mi-do) call-and response song. *Sing a tune with 'stepping' and 'leaping' notes. *Play a steady beat on percussion instruments. *Develop a sense of beat by performing actions to music. *Sing an action song with changes in speed. *Play along with percussion instruments. *Perform the story as a class. *Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. *Sing in call-and-response and change voices to make a buzzing sound. *Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. Sing a song that uses a call-and-response structure. - Play sea sound effects on percussion instruments. - With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). - Play different instruments with control. - Explore dynamics with their voices and instruments.	*Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat. *Copy a leader, show pitch shape with actions and sing using me-re-do. *Sing a unison song rhythmically and in tune. *Play percussion instruments expressively representing the character of their composition. *Change voice to suit different characters while performing appropriate actions. *Play contrasting accompaniments to reinforce the verse structure. *Chant together rhythmically, marking rests accurately. *Play a simple ostinato on untuned percussion. *Sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable. *Sing a simple singing game and play a partner clapping game while singing a song. *Create, interpret and perform simple graphic scores. *Sing familiar songs in low and high voices, recognising higher and lower	*Play the melody on a tuned percussion instrument. *Sing with good diction. *Chant Grandma rap rhythmically and perform to an accompaniment children create. *Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. *Learn a clapping game to Hi lo chicka lo that shows the rhythm. *Sing and play, performing composed pieces for an audience. *Learn a simple rhythm pattern and perform it with tempo and volume changes. *Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. *Follow signals from a conductor *Demonstrate an internalised sense of pulse through singing games. *Sing confidently in Polish, and play a cumulative game with spoken call and-response sections. *Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	*Sing a call-and-response song in groups, holding long notes confidently. * Play melodic and rhythmic accompaniments to a song. * Sing by improvising simple melodies and rhythms. *Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. *Play a one-note part, contributing to the chords accompanying the verses. *Learn a part on tuned percussion and play as part of a whole-class performance. *Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. *Play repeating rhythmic patterns. * Count musically. *Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. *Perform vocal percussion as part of a group *Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. * Sing solo or in a pair in call-and-response style.	*Sing in a Gospel style with expression and dynamics *Play a bass part and rhythm ostinato along with This little light of mine. *Sing Part 1 of a partner song rhythmically *Sing swung rhythms lightly and accurately. *Sing with expression and a sense of the style of the music. *Sing the chorus of Throw, catch in three-part harmony with dancing. *Play an instrumental part as part of a whole-class performance. *Sing a part in a partner song, rhythmically and from memory.	*Sing a sea shanty expressively, with accurate pitch and a strong beat. *Play bass notes, chords, or rhythms to accompany singing. *Sing in unison while playing an instrumental beat (untuned). *Keep the beat playing a 'cup' game. *Develop and practise techniques for singing and performing in a Gospel style. *Sing a song in two parts with expression and an understanding of its origins. *Sing a round and accompany themselves with a beat *Play a drone and chords to accompany singing. *Sing/chant a part within a kecak vocal performance. Sing and play the melody of Kis nay banaayaa. *Sing in a 4-part round accompanied with a pitched ostinato.	*Sing a syncopated melody accurately and in tune *Sing and play a class arrangement of the song with a good sense of ensemble *Sing a round accurately and in a legato style. *Sing a chorus in two-part harmony with dancing on the beat. *Decipher a graphic score *Play Twinkle, twinkle, little star. Sing the chorus of Throw, catch in three-part harmony with dancing.

	- Sing a melody in waltz time and perform the actions. - Transfer actions to sounds played on percussion instruments. - Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.	*Perform actions to music, reinforcing a sense of beat. *Sing and chant songs and rhymes expressively. *Sing a song that includes a time change from march to a jig. *Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre. Sing either part of a call-and response song. *Play the response sections on tuned percussion using the correct mallet hold					
Listen & Appraise	*Identify and describe contrasts in tempo and dynamics. *Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). *Respond to music in a range of ways (e.g. movement, talking, writing). *Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). *Enjoy moving freely and expressively to music. *Listen to music and show the beat with actions. *Use appropriate hand actions to mark a changing pitch. * Listen to a range of sea-related pieces of music and respond with movement. *Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across	*Listen and move in time to the song. *Respond to musical characteristics through movement. *Describe the features of a march using music vocabulary and recognise instruments in a marching band. *Listen to 'Aquarium', reflecting the character of the music through movement. *Identify a simple song structure and rhyme pattern. *Recognise the difference between a pattern with notes (pitched) and without (unpitched). *Listen actively by responding to musical signals and musical themes using movement.	Recognise and play echoing phrases by ear. Listen with increased concentratio n to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Listen to and analyse four pieces of music inspired by travel/vehicles. Listen actively and mark the	*Listen and identify where notes in the melody of the song go down and up. * Begin to develop an understanding and appreciation of music from different musical traditions. *Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. *Pupils can use some musical vocabulary to describe these things. *Understand that a folk song is music that belongs to the people of a particular place. *Identify how the pitch and melody of a song has been developed using symmetry. *Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. *Develop active listening skills by responding to	Listen and move in time to songs in a Gospel style. - Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). - Talk about the effect of particular instrument sounds (timbre). - Understand that instruments can be used individually and in combination to create different effects of timbre and texture. Listen and identify similarities and differences between acoustic guitar styles. - Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. - Watch a film and analyse it in a musical context.	*Talk about the purpose of sea shanties and describe some of the features using music vocabulary. *Recognise individual instruments and voices by ear. *Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. *Understand techniques for creating a song and develop a greater understanding of the songwriting process. *Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) *Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Listen and copy back simple rhythmic and melodic patterns.	*Listen to historical recordings of big band swing, and describe features of the music using music vocabulary. *Explore the influences on an artist by comparing pieces of music from different genres. *Identify features of timbre, instrumentation, and expression in an extract of recorded music. *Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music *Create a shadow movement piece in response to music. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). *Listen and appraise, recognising and

	a range of different musical styles. *****Listen actively to music in 3/4 time. *****Find the beat and perform a clapping game with a partner.	*Move and rock to music to develop a sense of beat. *Recognise how graphic symbols can represent sound. *Copy short rhythm patterns by ear. *Respond to musical signals and musical themes using movement. *Develop awareness of duration and the ability to move slowly to music. *Notice how a change of pitch is used to create an effect. *Listen to a jig and move in time to the music. *Listen and copy patterns on voices and instruments.	beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. Listen and match the beat of others and recorded music, adapting speed accordingly. Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture	musical themes through movement. *Understand the structure of rondo form (A-B-A-C-A). *Develop a sense of beat and rhythmic pattern through movement. *Experience call-and response patterns through moving with a partner. *Listen and compare how different composers have approached creating word-based compositions Recognise and copy rhythms and pitches C-D-E. *Move in time with the beat of the music. *Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival). *Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.	- Identify similarities and differences between pieces of music in a folk/folk-rock style.	*Identify drum patterns, basslines, and riffs, and play them using body percussion and voices. *Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. *Demonstrate an understanding of the history of Argentine Tango. *Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. *Listen and match vocal and instrumental sounds to each other, and to notation. *Listen, appraise, and respond to music using drawings and words. *Recognise that music can describe feelings and tell a story. *Understand and recognise ternary form.	identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. dentify ways songwriters convey meaning: through lyrics, the music, and the performance. *Understand different ways that rhymes work in songs. Identify different elements of a song's structure. *Understand the concept of identity and how you can express that in songs. *Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. *Demonstrate coordination and keeping a steady beat by dancing to bhangra music.
Focus musical instrument (previously introduced instruments to be used alongside	Tuned and untuned percussion	Tuned and untuned percussion and glockenspiels	Tuned and untuned percussion and glockenspiels	Tuned and untuned percussion and glockenspiels and ukeleles	Tuned and untuned percussion and glockenspiels and ukeleles	Tuned and untuned percussion and glockenspiels and ukeleles and recorders	Tuned and untuned percussion and glockenspiels and ukeleles and recorders

RE –BREADTH OF STUDY

Intent

At Harden Primary School, we want children to develop knowledge, understanding and respect for a wide range of religious and non-religious beliefs and worldviews. RE is about education about faiths and beliefs rather than instruction in any particular faith, enabling children to explore different perspectives and reflect on their own developing beliefs and values.

We follow the Kirklees syllabus and ensure that all six major world religions are studied at an age-appropriate level, alongside non-religious worldviews. We want children to understand what people believe and why, recognise what different communities share and celebrate the richness and diversity of the world around them.

Implementation

RE is taught through carefully planned and sequenced learning, with key knowledge, vocabulary and understanding building progressively throughout children's time at Harden. Children regularly recap, revise and retrieve key learning to strengthen their understanding.

Through questioning, discussion, reflection and enquiry, children explore religious and non-religious beliefs, practices and experiences. They are encouraged to consider different perspectives, ask thoughtful questions and develop their own informed responses.

We make the most of our strong links with local places of worship and faith communities, inviting religious leaders and community members into school and providing opportunities for children to visit places of worship. Learning considers the four levels of community: Harden and Bingley, Bradford and Yorkshire, the UK and the wider global community.

Impact

By the end of their time at Harden, children have developed a secure and respectful understanding of a range of religious and non-religious beliefs and worldviews. They can recall key knowledge, use appropriate vocabulary and explain how beliefs influence people's lives and communities.

Children can ask questions, listen to different perspectives, reflect and discuss beliefs respectfully, recognising both similarities and differences. They develop confidence in forming and expressing their own views while respecting the right of others to hold different beliefs.

Ultimately, we want children to leave Harden as open-minded, respectful and thoughtful individuals, able to live positively within a diverse local, national and global community.

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SKILLS PROGRESSION – RECEPTION- YEAR 6 - RE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	*Know that some people have different beliefs.	*Recall features of religious, spiritual and moral stories recognise and name features of religions and beliefs	*Retell religious, spiritual and moral stories where appropriate identify how religion and belief is expressed in different ways identify similarities and differences between our peers and relate this to features of religious and non-religious beliefs	*Make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religious and non-religious beliefs	*Comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religious and non-religious beliefs	*Explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs on individuals and communities explain how and why differences in belief are expressed.	*Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religious , non-religious beliefs and other cultures
Enquiring, investigating and interpreting	*Identify what they find interesting and puzzling in life	*Identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression	*Recognise that some questions about life are difficult to answer *Ask questions about their own and others' feelings and experiences *Identify possible meanings for symbols	*Investigate and connect features of religions and beliefs *Ask significant questions about religions and beliefs describe and *Suggest meanings for symbols and other forms of religious expression	*Gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs. *Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	*Suggest lines of enquiry to address questions raised by the study of religions and beliefs *Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence *Recognise and explain diversity within religious expression, using appropriate concept	*Identify the influences on, and distinguish between, different viewpoints within religions and beliefs *Interpret religions and beliefs from different perspectives *Interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	*Talk about what they believe.	*Recount outlines of some religious stories and studies	*Retell religious stories and identify s religious beliefs and teachings from the stories	*Describe some religious beliefs and teachings of religions studied, and their importance	*Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	*Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	*Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practices and lifestyles (what people do)	*Know that people practice different things.	*Recognise features of religious life and practice	*Identify some religious practices, and know that some are characteristic of more than one religion	*Describe how some features of religions studied are used or exemplified in festivals and practices	*Show understanding of the ways of belonging to religions and what these involve	*Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	*Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities
Expression and language	*Can express own beliefs	*Recognise some religious symbols and words	*Suggest meanings in religious symbols, language and stories	*Make links between religious symbols, language and stories	*Show, using technical terminology, how religious beliefs, ideas and feelings can be	*Explain how some forms of religious expression are used differently by	*Compare the different ways in which people of faith communities express their faith.

(how people express themselves)				and the beliefs or ideas that underlie them	expressed in a variety of forms, giving meanings for some symbols, stories and language	individuals and communities	
Identity and experience (making sense of who we are)	*Identify aspects of own experience and feelings, in religious material	*Identify aspects of own experience and feelings, in religious material studied		*Compare aspects of their own experiences and those of others, identifying what influences their lives	*Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	*Make informed responses to questions of identity and experience in the light of their learning	*Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	*Identify things they find interesting or puzzling	*Identify things they find interesting or puzzling, in religious materials studied	*Realise that some questions that cause people to wonder are difficult to answer	*Compare their own and other people's ideas about questions that are difficult to answer	*Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	*Make informed responses to questions of meaning and purpose in the light of their learning	*Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	*Identify what is of value to themselves and their family.	*Identify what is of value and concern to themselves, in religious material studied	*Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	*Make links between values and commitments, including religious ones, and their own attitudes or behaviour	*Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issue	*Make informed responses to people's values and commitments (including religious ones) in the light of their learning	*Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply

MODERN FOREIGN LANGUAGE – PURPOSE OF STUDY

Spanish

Intent

At Harden Primary School, we want children to develop a curiosity and excitement about language and the wider world, inspiring a lifelong love of languages. Learning Spanish broadens children's cultural awareness and helps them understand and communicate with people beyond their own community.

We want children to develop the confidence to listen, speak, read and write in Spanish, while developing an understanding of Spanish-speaking cultures. Our progressive curriculum provides a strong foundation for continued language learning at secondary school and beyond.

Implementation

Spanish is taught through carefully planned and sequenced learning, with key vocabulary, pronunciation, grammar and communication skills building progressively. In EYFS and KS1, children have opportunities to experience Spanish through songs, rhymes and wider provision. Spanish is taught weekly throughout KS2 using the Language Nut scheme.

Children regularly recap, revise and retrieve previously taught vocabulary and language structures to support long-term retention. They develop their skills through listening, speaking, reading and writing, using familiar vocabulary in conversations, questions and practical contexts.

We also work with a Spanish specialist from a local secondary school, who visits Harden to teach pupils and provide specialist expertise. This strengthens children's experience of Spanish and supports progression into secondary education.

Impact

By the end of their time at Harden, children have developed a secure foundation in Spanish vocabulary, pronunciation and grammatical structures. They can listen and respond, participate in simple conversations, ask and answer questions, and communicate ideas through speaking and writing.

Children can read and understand familiar Spanish and use strategies to work out the meaning of new words. They demonstrate confidence, curiosity and cultural awareness, recognising the value of learning another language and developing enthusiasm to continue their language learning beyond primary school.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	N/A	N/A	N/A	Recognise and understand some familiar written words and very short phrases. Show limited awareness of sound-spelling links.	Recognise, read, and understand some familiar written words and phrases. Read a wider range of words and sentences aloud. Show increasing awareness of sound-spelling links.	Understand the main points from a short written text. Read a variety of short simple texts.	Read and show understanding of a series of complex sentences using familiar language. When reading aloud more complex sentences, use knowledge of letter string sounds and observe the silent letter rules. Decode a simple unfamiliar text using grammatical knowledge and context
Writing	*N/A*	*N/A*	*N/A*	Copy or write some familiar simple words using a model	Write more short phrases and/or sentences with support or a model. Begin to spell more common and familiar words correctly. Write more simple phrases and/or sentences from memory.	Write a few short sentences with support using previously learnt vocabulary. Spell words that are readily understandable. Write phrases and/or sentences from memory.	Manipulate familiar language to write and present one or two of their own ideas and information in more complex sentences. Write one or two complex sentences from memory manipulating familiar vocabulary with understandable accuracy.
Grammar	*N/A*	*N/A*	*N/A*	Be exposed to some basic grammar appropriate to the language being studied: • 'yo' form of key verbs • Simple imperatives payment Become more confident in • using the 'yo' form of the verbs 'tener', 'estar', 'ser' and 'hablar' Become aware that nouns have a gender. Be introduced to:	Become confident in using: • 'Tengo', 'Soy' • 'Tener' and 'ser' in 3rd person singular • 'Llevo', 'No llevo' Be introduced to: • the position of adjectives • adjectival agreements	Become confident in using: • Present tense endings for regular verbs 'vivir' • Nouns – in particular proper nouns – countries • Gender of nouns • Definite articles • Indefinite articles • Possessive pronouns 'mi' and 'mis' Be introduced to:	Become confident in using: • Proper nouns and countries • Indefinite article 'un', 'una', 'unos', and 'unas' • 'Hay' • Prepositions: 'detrás de, 'delante de', 'en frente de', 'al lado de', 'cerca de', 'entre', 'en'. • Gender • '¿Dónde está…'

				• indefinite articles • possessive pronoun 'my' • él/ella (3rd person singular) form of 'tener' and 'llamarse'.		• Question words 'Cómo and 'dónde' + verb + subject • Spanish punctuation • Prepositions 'sobre', 'en', 'delante de', 'debajo de', 'detrás de' 'hay'	Be introduced to: The imperative
Speaking	Exposure to greetings including hello and goodbye	Copy a few words and simple phrases - Greetings (hello, goodbye) - Primary colours - Numb	Say and/or repeat a few words and short, simple phrases - Greetings (good morning, good afternoon) - Numbers 1- 10 - Days of the week	Repeat simple words and very short phrases.	Confidence improves in communicating with others answering a few simple familiar questions and giving basic information using familiar short phrases and sentences.	Take part in short conversations using familiar language and structures. Become more confident in asking and answering simple questions.	Engage in a short conversation. Become confident in asking and answering questions. Understand and express more complex opinions. Present to an audience.
Listening	Listening to spoken words/songs	understand a few familiar spoken words	Recognise and understand a few familiar spoken words and phrases	Listening Listen and show understanding of familiar spoken words and a very limited number of short phrases.	Listen, understand, and respond to an increasing number of short phrases made up of a wider range of familiar vocabulary.	Listen and show understanding of some main points in a short spoken passage made up of familiar language and containing one or two more complex phrases and sentences.	Listen and show understanding of more complex sentences containing familiar words and some unfamiliar words.
Culture	Understand that some people speak a different language to my own	Understand that some people speak a different language to my own		Understand that there are people and places in the world that are different to where one lives.	Start to identify similarities and differences in one's own culture to that of another in the Spanish-speaking world. Continue to learn about celebrations in the francophone world and about daily life in other countries where Spanish is spoken.	Respect and understand cultural diversity. Understand how objects and pictures can represent a country.	Talk about and present information about a Spanish speaking area or country. Begin to understand, as part of the wider curriculum, more complex issues which affect countries in the world today, for example, poverty, famine, religion and war.