

Concepts by subject

| Art | Computing | Design and technology | Geography | History | MFL |
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| <ul style="list-style-type: none"> • Inspiration & Significance • Medium of Art • Technique & Skill • Evaluation & Reflection | <ul style="list-style-type: none"> • Logic • Algorithms • Programme • Data • Machines • Function | <ul style="list-style-type: none"> • Design • Evaluate • Functionality • Components • Innovation • Product • Research • Safety • Construction | <ul style="list-style-type: none"> • Place • Environment • Adaptation • Climate • Weather • Crop • Trade • Human features • Settlement • Physical features • Cause and effect • Diversity • Population | <ul style="list-style-type: none"> • Chronology • Continuity and change • Similarity and Difference • Significance • Cause and Consequence | <ul style="list-style-type: none"> • Speaking and listening • Reading • Writing • Culture. |

| Music | Physical Education | PSHE | Religious Education | Science |
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| <ul style="list-style-type: none"> • Dynamics • Pitch • Tempo • Texture • Timbre • Silence • Rhythm • Duration • Composition • Harmony • Melody • Performance • Notation | <ul style="list-style-type: none"> • Health • Fitness • Acquisition • Selecting • Applying • Improving • Evaluating | <ul style="list-style-type: none"> • Rules • Responsibility • Tolerance • Consequence • Diversity • Conflict • Empathy • Ambition • Hope • Resilience • Safety • Wellbeing • Change • Confidence • Community • Democracy • Motivation | <ul style="list-style-type: none"> • Faith • Belief • Celebration • Opinion • Symbolism • Worship • Commitment • Relationship • Empathy • Consequences • Motivation | <ul style="list-style-type: none"> • Cause and effect • Change • Growth • Similarities and difference • Variation • Process • Reproduction • Adaptation • Energy • Working scientifically |

Art

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| List of all concepts over KS2 | Inspiration & Significance (e.g. Exploring effects, styles, historical/geographical context), Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill (e.g. pattern, texture, tone, space, line, form, shape), Evaluation & Reflection (process, refine, improving) |
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| Year group | Units of work | Concepts for unit |
|-------------------|--|--|
| Year 3 | Portraits in the style of Archimboldo | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Roman Mosaics | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Needlework | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Painting – Artist study: Escher | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| Year 4 | Portraits in the style of Lichtenstein – Artist study (Pointilism) | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Sculpture (The Fairies at Trentham – Robin Wright) | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Seascapes – Coldwater Paste (link to Viking Sea invasions) | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| Year 5 | Portraits in the style of Egyptian Death Masks | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Perspective – Monet artist study | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Islamic art (mosaic and collage) | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| Year 6 | Portraits in the style of Chuck Norris | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Perspective drawings – The Titanic | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |
| | Painting techniques – Artists Van Gogh and Hockney | Inspiration & Significance, Medium of Art (e.g. painting, sculpture, printmaking), Technique & Skill, Evaluation & Reflection, |

Computing

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| List of all concepts over KS2 | Logic, algorithms, programme, data, machines, function |
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| Year group | Units of work | Concepts for unit |
|-------------------|------------------------------|--|
| Year 3 | We are programmers | Logic, algorithms, programme, data, machines, function |
| | We are bug fixers | Logic, algorithms, programme, data, machines, function |
| | We are presenters | Logic, algorithms, programme, data, machines, function |
| | We are network engineers | Logic, algorithms, programme, data, machines, function |
| | We are communicators | Logic, algorithms, programme, data, machines, function |
| | We are opinion pollsters | Logic, algorithms, programme, data, machines, function |
| Year 4 | We are software developers | Logic, algorithms, programme, data, machines, function |
| | We are toy designers | Logic, algorithms, programme, data, machines, function |
| | We are musicians | Logic, algorithms, programme, data, machines, function |
| | We are html editors | Logic, algorithms, programme, data, machines, function |
| | We are co-authors | Logic, algorithms, programme, data, machines, function |
| | We are meteorologists | Logic, algorithms, programme, data, machines, function |
| Year 5 | We are game developers | Logic, algorithms, programme, data, machines, function |
| | We are cryptographers | Logic, algorithms, programme, data, machines, function |
| | We are artists | Logic, algorithms, programme, data, machines, function |
| | We are web developers | Logic, algorithms, programme, data, machines, function |
| | We are bloggers | Logic, algorithms, programme, data, machines, function |
| | We are architects | Logic, algorithms, programme, data, machines, function |
| Year 6 | We are mobile app developers | Logic, algorithms, programme, data, machines, function |
| | We are project managers | Logic, algorithms, programme, data, machines, function |
| | We are marketeers | Logic, algorithms, programme, data, machines, function |
| | We are app planners | Logic, algorithms, programme, data, machines, function |
| | We are interface designers | Logic, algorithms, programme, data, machines, function |
| | We are market researchers | Logic, algorithms, programme, data, machines, function |

Design and technology

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| List of all concepts over KS2 | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
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| Year group | Units of work | Concepts for unit |
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| Year 3 | Pop up Christmas Cards- Links and levers | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Mechanical Systems- pneumatic toys | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Food technology - sandwiches | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | 2D & 3D Shapes - Textiles | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| Year 4 | Christmas ornaments - Textiles | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Super structures -Shell structures | Design, evaluate, functionality, component, safety s, innovation, product, research, construction |
| | Food technology – pizza | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | STEM – Cars (Young Engineers, electrical circuits) | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| Year 5 | Moving cards- Levers and linkages. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Pulleys/gears (mechanical Systems) | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Food technology- Celebrating culture and seasonality. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Frame structures –Structures. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| Year 6 | Christmas gift boxes/3D structures. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Electrical systems- Complex circuits and switches. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Food Technology – ration menu. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |
| | Textiles- Combining different fabric shapes. | Design, evaluate, functionality, components, innovation, product, research, safety, construction |

Geography

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|--------------------------------------|---|
| List of all concepts over KS2 | Place, environment, adaptation, climate, weather, crop, trade, human features, settlement, physical features, cause and effect, diversity, population |
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| Year group | Units of work | Concepts for unit |
|-------------------|---|---|
| Year 3 | Local area-Chaddesden | Place (position/direction/location) |
| | Extreme environments | Place, Environment, Adaptation, Climate, Weather |
| | Farm to fork – Where does our food come from? | Place, Weather, Climate, Crop, Trade |
| Year 4 | China | Place, Environment, Human features, Settlement |
| | Mountains, Volcanoes and Earthquakes | Place, Physical features, Cause and effect |
| | Weather and climate change | Place, Climate, Weather, Cause and effect |
| Year 5 | France | Place , Physical features, Human features, Diversity |
| | Frozen Planet | Place, Settlement, Cause and effect (climate change and sustainability) |
| | Rivers, seas and oceans | Place, Environment, Trade, Settlement, Population |
| Year 6 | Rainforest | Place, Diversity, Environment, Adaptation, Physical features |
| | Shakleton | Place, Environment, Climate |
| | American road trip | Place, Settlement (population), Climate, Cause and effect, Human features |

History

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| List of all concepts over KS2 | Chronology, Continuity and change, Similarity and Difference, Significance, Cause and Consequence. |
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| Year group | Units of work | Concepts for unit |
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| Year 3 | Stone age | <ol style="list-style-type: none"> 1. Chronology 2. Continuity and change, similarity and difference. 3. Cause and consequence 4. Significance 5. Similarity and difference, significance. |
| | A local history study - Railways | <ol style="list-style-type: none"> 1. Chronology 2. Significance 3. Significance, cause and consequence. 4. Cause and consequence 5. Continuity and change 6. Similarities and difference |
| | Romans | <ol style="list-style-type: none"> 1. Chronology 2. Significance 3. Cause and consequence 4. Similarity and difference 5. Cause and consequence 6. Significance 7. Cause and consequence, continuity and change. |
| Year 4 | Anglo-Saxons | <ol style="list-style-type: none"> 1. Chronology 2. Chronology, significance 3. Cause and consequence 4. Significance. 5. Significance 6. Similarity and difference, continuity and change. |
| | Vikings | <ol style="list-style-type: none"> 1. Chronology, significance 2. Cause and consequence 3. Cause and consequence 4. Significance. 5. Continuity and change. |
| | Greeks | <ol style="list-style-type: none"> 1. Chronology 2. Significance 3. Significance, cause and consequence. 4. Similarity and difference, continuity and change 5. Significance, cause and consequence. 6. Significance, similarity and difference, continuity and change. |

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| | | 7. Significance. |
| Year 5 | Ancient Egyptians | <ol style="list-style-type: none"> 1. Chronology 2. Significance, cause and consequence. 3. Significance 4. Similarity and difference 5. Cause and consequence, continuity and change, significance 6. Significance 7. Cause and consequence 8. Chronology, continuity and change. |
| | Victorians – a local area study | <ol style="list-style-type: none"> 1. Chronology 2. Significance, chronology 3. Similarity and difference, continuity and change. 4. Similarity and difference, continuity and change. 5. Similarity and difference. 6. Significance 7. Cause and consequence, significance 8. Significance. |
| | Early Islamic Civilization | <ol style="list-style-type: none"> 1. Chronology 2. Significance, Similarity & Difference 3. Cause & Consequence 4. Significance 5. Similarity & Difference 6. Significance, Continuity & Change 7. Significance, Similarity & Difference |
| Year 6 | Changes in history - inventions | <ol style="list-style-type: none"> 1. Significance 2. Cause and consequence 3. Chronology 4. Cause and consequence 5. Similarity and difference, cause and consequence, continuity and change. 6. Significance |
| | Significant historical event | <ol style="list-style-type: none"> 1. Chronology 2. Cause and consequence 3. Chronology 4. Significance, cause and consequence. 5. Continuity and change, similarity and difference. |
| | WWII | <ol style="list-style-type: none"> 1. Chronology 2. Significance 3. Cause and consequence, continuity and change 4. Similarity and difference 5. Significance 6. Similarity and difference, continuity and change, cause and consequence. |

MFL

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| List of all concepts over KS2 | Speaking and listening, reading, writing, culture |
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| Year group | Units of work | Concepts for unit |
|-------------------|---------------------------|---|
| Year 3 | Getting to know you | Speaking and listening |
| | All about me | Speaking and listening, reading |
| | Food glorious food | Speaking and listening, reading |
| | Family and friends | Speaking and listening, reading, writing |
| | Our school | Speaking and listening, reading, writing |
| | Time | Speaking and listening, reading |
| Year 4 | All around town | Culture, speaking and listening, reading, writing |
| | On the move | Speaking and listening, reading, writing |
| | Gone shopping | Speaking and listening, reading, writing |
| | Where in the world | Culture, speaking and listening, reading, writing |
| | What's the time? | Speaking and listening, reading, writing |
| | Holidays and hobbies | Speaking and listening, reading, writing |
| Year 5 | How are you? | Speaking and listening, reading, writing |
| | This is France | Culture, speaking and listening, reading, writing |
| | That's tasty | Speaking and listening, reading, writing |
| | Family and friends | Speaking and listening, reading, writing |
| | School life | Speaking and listening, reading, writing |
| | Time traveller | Speaking and listening, reading, writing |
| Year 6 | All in a day | Speaking and listening, reading, writing |
| | Let's visit a French town | Culture, speaking and listening, reading, writing |
| | Let's go shopping | Speaking and listening, reading, writing |
| | This is me | Speaking and listening, reading, writing |

Music

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| List of all concepts over KS2 | Dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
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| Year group | Units of work | Concepts for unit |
|-------------------|---------------------------|---|
| Year 3 | Musical families | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Railway rhythms | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Four seasons | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Carnival of the animals | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| Year 4 | Brass | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| Year 5 | Carmen | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Glockenspiel | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Samba | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Leitmotifs/Ancient Greeks | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| Year 6 | Machine music | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Water music | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | USA roadtrip | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Music since 1930 | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |
| | Performance | dynamics, pitch, tempo, texture, timbre, silence, rhythm, duration, composition, harmony, melody, performance, notation |

PE

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| List of all concepts over KS2 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
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| Year group | Units of work | Concepts for unit |
|-------------------|---------------------------------|--|
| Year 3 | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Striking and fielding 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | OAA | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance (shapes) | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Striking and fielding 5-8 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Tennis 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| Year 4 | Swimming | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Striking and fielding 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games 5-8 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance (original scheme) | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance (Musicals) | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Striking and fielding 5-8 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Tennis 5-8 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| Year 5 | Striking and fielding – cricket | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | OAA | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games – Tag rugby 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance (original scheme) | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games – Netball 1-4 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |

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| | Striking and fielding – Rounders | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance (Electricity) | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Short Tennis | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| Year 6 | Striking and fielding – Rounders | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | OAA | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance (waves) | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games – netball 5-8 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Invasion games – Tag rugby 5-8 | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Gym | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Striking and fielding - cricket | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Dance – Rock 'n' Roll | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Athletics | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |
| | Short tennis | Health, Fitness, Acquisition, Selecting, Applying, Improving, Evaluating |

PSHE

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| List of all concepts over KS2 | Rules, responsibility, tolerance, consequence, diversity, conflict, empathy, ambition, hope, resilience, safety, wellbeing, change, confidence, community, democracy, motivation, safety |
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| Year group | Units of work | Concepts for unit |
|-------------------|-----------------------|--|
| Year 3 | Being me in my world | Rules, Responsibility, Tolerance, Consequence |
| | Celebrating Diversity | Diversity, Conflict, Empathy |
| | Dreams and Goals | Ambition, Hope, Resilience |
| | Healthy me | Safety, Wellbeing |
| | Relationships | Tolerance, Diversity |
| | Changing me | Change , Diversity, Confidence |
| Year 4 | Being me in my world | Responsibility, Community, Tolerance, Consequence |
| | Celebrating Diversity | Diversity, Conflict, Empathy |
| | Dreams and Goals | Ambition, Hope, Resilience |
| | Healthy me | Safety, Well Being |
| | Relationships | Tolerance, Friendship, Diversity |
| | Changing me | Change, Diversity, Confidence |
| Year 5 | Being me in my world | Responsibility, Community, Democracy, Tolerance, Consequences |
| | Celebrating Diversity | Diversity, Conflict, Tolerance |
| | Dreams and Goals | Ambition, Hope, Resilience |
| | Healthy me | Safety, Well-being |
| | Relationships | Tolerance, Diversity, Community, Safety – online safety, Consequence |
| | Changing me | Change, Relationships, Responsibility |
| Year 6 | Being me in my world | Responsibility, Community, Democracy, Tolerance, Consequences |
| | Celebrating Diversity | Diversity, Conflict, Empathy |
| | Dreams and Goals | Ambition, Hope, Motivation, Resilience |
| | Healthy me | Safety, Well being |
| | Relationships | Tolerance -friendship, diversity, empathy, Safety – online safety, Consequence |
| | Changing me | Change, Relationships, Responsibility |

RE

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|--------------------------------------|--|
| List of all concepts over KS2 | Faith, belief, celebration, opinion, symbolism, worship, commitment, relationship, empathy, consequences, motivation |
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| Year group | Units of work | Concepts for unit |
|-------------------|---|---|
| Year 3 | Hinduism – Would celebrating Diwali in the home and in the community bring a sense of belonging to a Hindu child? | Faith, Belief |
| | Christianity – Christmas - Has Christmas lost it's true meaning? | Faith, Belief, Celebration |
| | Christianity – Jesus' miracles - Could Jesus really cure people? Were these miracles or is there another explanation? | Faith, Belief, Opinion |
| | Christianity – Easter and forgiveness - What is good about Good Friday? | Faith, Belief, Celebration, Symbolism |
| | Hinduism – beliefs – How can Brahman be everywhere and in everything? | Faith, Belief, Worship |
| | Sikhism – Prayer and worship – What is the best way for a Sikh to show commitment to God? | Faith – prayer, worship, Belief, Commitment |
| Year 4 | Judaism – Beliefs and Practices - How special is the relationship Jews have with God? | Faith, Belief, Worship, Relationship |
| | Christianity – Christmas – What is the most significant part of the Nativity story for Christians today? | Symbolism, Celebration, Faith, Belief |
| | Judaism – Passover - How important is it for Jewish people to do what God asks them to do? | Faith, Belief, Commitment, Celebration |
| | Christianity – Easter – Is forgiveness always possible for Christians? | Faith, Belief, Empathy – forgiveness, Opinion |
| | Judaism – Rites of Passage and good work - What is the best way for a Jew to show commitment to God? | Faith, Belief, Worship, Commitment |
| | Christianity – Prayer and worship - Do people need to go to church to show they are Christians? | Faith, Belief, Worship, Prayer |
| Year 5 | Sikhism – Belief into action - How far would a Sikh go for his or her religion? | Faith, Belief, Symbolism, Commitment |
| | Christianity – Is the Christmas story true? | Faith, Belief, Celebration, Opinion |
| | Hinduism – Hindu beliefs – How can Brahman be everywhere and in everything. | Faith, Belief, Empathy, Worship |
| | Christianity – Easter. Did God intend Jesus to be crucified? | Faith, Belief, Symbolism, Commitment, Opinion |
| | Hinduism – Beliefs and moral values. Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? | Belief, Faith, Consequences, Opinion |
| | Christianity – Beliefs and practices - What is the best way for Christians to show commitment to God? | Faith, Belief, Commitment, Worship |
| Year 6 | Islam – What is the best way for a Muslim to show commitment to God? | Faith, Belief, Commitment, Worship |
| | Christianity – Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? | Faith, Belief, Celebration, Symbolism, Worship, Opinion |
| | Christianity – Is anything ever eternal? | Faith, Belief, Relationships, Empathy |
| | Christianity – Is Christianity still a strong religion 2000 years after Jesus lived on Earth? | Faith, Belief, Opinion, Empathy, Symbolism |
| | Islam – Does belief Akhrah (life after death) help Muslims lead a good life? | Faith, Belief, Consequences, Motivation |

Science

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|--------------------------------------|---|
| List of all concepts over KS2 | <p>Cause and effect, change, growth, similarities and difference, variation, process, reproduction, adaptation, energy</p> <p>Biology - change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically</p> <p>Chemistry - process, change, cause and effect, similarities and differences, working scientifically</p> <p>Physics - energy, process, change, cause and effect, similarities and differences, working scientifically</p> |
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| Year group | Units of work | Concepts for unit |
|---------------|--|--|
| Year 3 | Plants (Biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| | Rocks and fossils (chemistry) | process, change, cause and effect, similarities and differences, working scientifically |
| | Forces and magnets (physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Animals including humans (Biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| | Light (Physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Plants (Biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| Year 4 | States of matter (chemistry) | process, change, cause and effect, similarities and differences, working scientifically |
| | Animals including humans (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| | Sound (physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Electricity (physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Living things and their habitats (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| Year 5 | Living things and their habitats (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| | Forces (physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Properties of materials (chemistry) | process, change, cause and effect, similarities and differences, working scientifically |
| | Changes of materials (chemistry) | process, change, cause and effect, similarities and differences, working scientifically |
| | Earth and space (physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Animals including humans (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| Year 6 | Light (Physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Evolution and inheritance (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| | Electricity (physics) | energy, process, change, cause and effect, similarities and differences, working scientifically |
| | Forces (Physics and chemistry) | process, change, cause and effect, similarities and differences, working scientifically Energy, cause and effect, change |
| | Animals including humans (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |
| | Living things and their habitats (biology) | change, growth, cause and effect, reproduction, similarities and differences, process, variation, adaptation, working scientifically |