

## Nursery - Year 6 Progression



### Geography

Geography								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UK and Europe	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Name locations on a map Introduce appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'land', 'water', 'buildings'</p>	<p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like/dislike.</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</p> <p>Begin to name other countries and compare environments</p>	<p>Tell someone their address.</p> <p>Identify the four countries making up the United Kingdom and locate them on a map.</p> <p>Name some of the towns and cities in the United Kingdom.</p>	<p>Name and locate the capitals cities of England, Scotland, Wales and Northern Ireland.</p>	<p>Name and locate major UK cities using an atlas, map or globe.</p>	<p>Name and locate UK cities using an atlas, map or globe, with awareness of features such as hills, rivers, coastlines.</p>	<p>Name and locate UK counties, cities and other locations using an atlas, map and digital mapping, with awareness of land-use patterns over time.</p>	<p>Name and locate UK, European and international locations using an atlas, map and digital mapping, with awareness of land-use patterns over time.</p>
UK and British isles							<p>Have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography)</p>	<p>Have an understanding of the British Isles (ie the physical geography, including its surrounding islands) and the United Kingdom (ie the political geography) and explain the difference.</p>



Maps, Globes and global regions	Become aware that there are other countries in our world,	Recognise some environments that are different to the one in which they live and that some places are special to members of their community	Locate on a map or globe some hot and cold countries.	Name the seven continents of the world and find them using an atlas, map or globe  Name the world's five oceans and find them using an atlas, map or globe.	Name and locate countries and major cities using an atlas, map or globe.  Know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, and the Arctic and Antarctic	Know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic are.	Know the position and significance of latitude and longitude.  Awareness of different time zones.	Know the position and significance of latitude and longitude.  Explain time zones (including day and night.)
Mapping	Name locations on a map Talking about journeys	Navigating around our classroom using simple maps to find things in the environments Map well known journeys and journeys within stories	Make a simple map with a key.	Use simple compass directions and locational language.	Use some basic OS map symbols and use the eight points of a compass.	Use some basic OS map symbols and use the eight points of a compass.	Use four and six figure grid references.	Use four and six figure grid references and OS maps to answer questions.
Comparisons	Become aware that there are other countries in our world, talk about the differences they have experienced or seen in photos		Say what they like and don't like about their locality and another locality like a village (eg comparing Yate with Chipping Sodbury and an African or Asian village.)  Based on observational skills, suggest things that spoil or improve their locality.	Making comparisons to a UK location, describe and compare a non-European place using geographical words (eg an African or Asian village compared to a village in South Gloucestershire.)	Compare a region in the UK with a region in Europe (eg the South coast to a Mediterranean coast such as the Amalfi coast)	Compare a region in the UK with a region in Europe (eg the South coast to a Mediterranean coast such as the Amalfi coast)	Compare a region in the UK with a region in North or South America.	Compare a region in the UK with a region in North or South America.
Fieldwork					Use fieldwork to answer questions about the local area (eg observe, measure, record.)	Use fieldwork to answer questions about the local area using a range of methods.	Use fieldwork to answer questions about the local area using a range of methods.	Use fieldwork to answer questions about the local area using a range of methods.
Weather	Naming and using senses to explore different types of weather	Explore clothing we wear in different weather and recognise seasonal changes	Explain how the weather changes on a daily and seasonal basis					



	Begin to notice changes in seasonal weather	Explore clothing we wear in different weather and recognise seasonal changes						
Human and Physical Impact		Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.		<p>Explain what facilities a town or village might need.</p> <p>Describe a place referring to both physical (eg beach, coast, forest) and human (eg village, factory, port) features.</p> <p>Use photographs to describe the physical and human geography of a place.</p> <p>Ask and answer questions about the geography of the school and its surrounding environment.</p>	<p>Identify human and physical characteristics from a map or aerial photograph</p> <p>Describe and understand basic aspects of human geography (eg land use) and physical geography (eg rivers and mountains)</p>	<p>Using an atlas, map or globe, name and locate countries and major cities, with particular regard to the European Union, and show awareness of some human and physical features of these locations</p> <p>Identify human and physical characteristics from a map or aerial photograph</p> <p>Describe and understand basic aspects of human geography (eg land use) and physical geography (eg rivers and mountains)</p>	<p>Show understanding of human geography (eg economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)</p>	<p>Use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>Show understanding of human geography (eg economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)</p>
Ethnic Groups	Continue to develop positive attitudes about the differences between people.	Recognise some environments that are different to the one in which they live and that some places are special to members of their community		Name the areas of origin of the main ethnic groups of the UK.		Name the areas of origin of the main ethnic groups in the UK.		With regard to the main ethnic groups in the UK, demonstrate an awareness of reasons why people may have moved to the UK.



# History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate Historically	<p>Retell past events in correct order</p> <ul style="list-style-type: none"> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>• Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>• Begin to make sense of own life-story &amp; family's history</li> </ul> <p>Name and describe people who are familiar to them</p>	<p>Use talk to organise, sequence and clarify thinking and events</p> <ul style="list-style-type: none"> <li>• Compare &amp; contrast characters from stories, including figures from the past</li> <li>• Comment on images of familiar situations in the past</li> </ul> <p>Comment on images of familiar situations in the past including family events</p>	<p>Use words and phrases like: old, new and long time ago.</p>	<p>Use words and phrases like: before, after, past, present, then and now in their historical learning.</p>	<p>Describe events from the past using dates when things happened.</p>		<p>Understand the differences between AD and BC.</p>	<p>Place features of events and people from past societies and periods in a chronological framework</p>
Timelines			<p>Place up to five objects (or events in their own lives) in chronological order.</p>		<p>Use a timeline within a specific time in history to set out the order things may have happened.</p>	<p>Plot recent history on a timeline using centuries.</p> <p>Use their mathematical skills to round up time differences into Centuries and decades</p>	<p>Draw a timeline with different time periods outlined which shows different Information such as periods of history, when famous people lived, etc.</p> <p>Create timelines which outline the development of specific features, such as medicine, weaponry, transport etc.</p>	<p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p>



Ch ang es ove r tim e			Explain how they have changed since they were born.	Know things that are different in their life from that of their grandparents when they were young.		Explain how events from the past have helped shape our lives.	<p>Make comparisons between historical periods, explaining things that have changed and things which have stayed the same.</p> <p>Understanding as to how a particular theme (eg entertainment, houses and homes or Medicine) has changed over the years.</p>	Recognise and describe differences and similarities / changes and continuity between different periods in history.
Loc al Are a			Talk about buildings in the area which are old and new.	Explain how the local area was different in the past.	Describe how their local area was different in the past and begin to offer explanations for these changes.	Describe how their local area was different in the past and offer explanations for these changes.	Investigate how an aspect or theme has changed over time in the local area.	Investigate how an aspect or theme has changed over time in the local area and offer their views about this change
				<p>Find out something about the past by talking to an older person.</p> <p>Answer questions by using specific source such as an informative book.</p>	<p>Through research, identify similarities and differences between given periods in history.</p> <p>Appreciate how items found belonging to the past can help is to build a picture of how people lived.</p>	<p>Research two versions of an event and say how they differ.</p> <p>Research an aspect or theme in a given period from the past and use photographs and illustrations to present their findings.</p> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>Recognise that the lives of wealthy people were very different from those of poor people.</p>		



Famous People				<p>Appreciate that some famous people have helped our lives be better today.</p> <p>Recount the life of someone famous from Britain who lives in the past.</p>				
Britain					<p>Know that Britain has been invaded by several different groups over time.</p> <p>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p>		<p>Display an awareness of the immigration and emigration which has led to the multi-cultural Society of today's UK (eg the development of the British empire, the windrush)</p>	<p>Explain how Britain has had a major influence on world history.</p> <p>Describe what Britain may have learnt from other countries and Civilisations through time gone by and more recently. Describe a key event from Britain's past using a range of evidence from different sources.</p>
Artefacts					<p>Recognise that some objects belong in the past.</p> <p>Ask and answer questions about old and new objects or photos.</p> <p>Give a plausible explanation about what an object was used for in the past.</p>			



# Music

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Voices	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>		<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>				
Instruments				<p>play tuned and untuned instruments musically</p>				



Listening			listen with concentration and understanding to a range of high-quality live and recorded music	listen with attention to detail and recall sounds with increasing aural memory
Make sounds			experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Notation				use and understand staff and other musical notations develop an understanding of the history of music.
Appreciate				appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions & from great composers and musicians





# Art

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and color mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses.</p>							
				to use a range of materials creatively to design and make products	to create sketch books to record their observations and use them to review and revisit ideas				
			to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]					



			to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
			about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	about great artists, architects and designers in history.



## DT

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	design purposeful, functional, appealing products for themselves and other users based on design criteria		use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups			
			generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design				
			select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	select from and use a wider range of tools and equipment to perform practical tasks[for example, cutting, shaping, joining and finishing], accurately				
			select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities				
			explore and evaluate a range of existing products	investigate and analyse a range of existing products				
			evaluate their ideas and products against design criteria	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work				
			build structures, exploring how they can be made stronger, stiffer and more stable	apply their understanding of how to strengthen, stiffen and reinforce more complex structures				
				understand how key events and individuals in design and technology have helped shape the world				
			explore and use mechanisms [for example, levers, sliders, wheels and axles], in their	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				



			products.	
				apply their understanding of computing to program, monitor and control their products
			use the basic principles of a healthy and varied diet to prepare dishes	understand and apply the principles of a healthy and varied diet
			understand where food comes from.	understand seasonality & know where & how a variety of ingredients are grown, reared, caught and processed.
				prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques