

Year 1/ 2

Year A - The Year 1/2 curriculum is carefully sequenced to build pupils' understanding of themselves, their local environment and the wider world, with clear links between subjects to deepen learning. Throughout the year, key concepts of change, environment, and care and community are revisited and developed across different subjects and contexts.

Pupils begin by exploring change over time through the study of toys and technology, before developing an understanding of people who have made a difference through the history of nurses, and significant events such as the Great Fire of London. These units introduce pupils to the idea that life has changed over time and that people and events have shaped the world we live in today.

In geography, pupils develop their understanding of environment by moving from studying their immediate surroundings to their town and the United Kingdom, before exploring contrasting global locations. This helps pupils to understand how places differ and how environments affect the way people live.

Science runs throughout the year and supports these ideas by developing pupils' understanding of living things, plants, and human needs. Pupils explore how living things grow and survive in different environments, reinforcing their geographical learning and supporting their understanding of how we care for the world.

Foundation subjects are carefully interwoven to reinforce these key concepts. In art, pupils develop observational skills through mark making, supporting both scientific observation and historical enquiry. They then explore identity and the human form through sculpture, linking to ideas of care and community, before using painting and colour mixing to represent seasonal and environmental change alongside their learning in geography and science. In DT, pupils explore mechanisms, food and textiles, applying their understanding of materials and supporting their learning about everyday life and how things are made. Across the curriculum, pupils repeatedly encounter the ideas of change, environment, and care and community in different contexts. They learn how people and places change over time, how environments influence living things and human activity, and how individuals belong to and contribute to both faith and non-faith communities. This ensures that learning is connected, meaningful and progressive, enabling pupils to build secure and transferable understanding across subjects.

Subject	Year A (2026/2027)	Year B (2027/2028)
Science	Plants Animals including humans Living Things and Life Cycles	Plants Everyday Materials & Uses Seasonal Changes
Geography	My School and the Local Area Our Town and the UK Contrasting Localities: Hot and Cold Places	Our Castle; Our Town Weather Around the World Beside the Seaside
History	History of Toys and Technology History of Nurses Great Fire of London	What was that used for? Why do we have Castles? Comparing Explorers – Henson and Armstrong
Computing	Digital Painting Digital Writing Using IT to Organise and Present Data	Information Technology in the World Beyond School Creating Animations in Programs Building Sequences in Programs
Art	Mark Making: Using Drawing Tools and Techniques Me, Myself and Others: Clay Sculpture The Seasons: Painting and Colour Mixing	I Am Beautiful: Drawing and Mixed Media Paradise Island: Drawing and Sculpture Create A Flower Garden: 7 Elements of Art

DT	Mechanisms - Sliders and Levers Moving Books Food and Nutrition - Preparing Fruit and Vegetables Textiles - Templates and Joining Techniques	Mechanisms- Wheels and Axels Construction- Freestanding Structures Food and Nutrition - Preparing fruit and veg
Music	Hands Feet Heart I Wanna play in a band WCET recorders	Hey You Round and Round WCET Ocarinas
PE	Run Jump Throw Dance (Y1) Gymnastics (Y1) Hit Catch Run (Y2) Attack Defend Shoot (Y1) Send and Return (Y2)	Run Jump Throw (Y1) Dance (Y2) Gymnastics (Y2) Hit Catch Run (Y1) Attack Defend Shoot (Y2) Send and Return (Y1)
RE	What does it mean to belong to a faith? What do Christians believe God is like? Who is Jewish and how do they live? Who is Jewish and how do they live? Who do Christians say made the world? How should we care for the world and for others, and why does it matter?	Who is a Muslim and how do they live? Why does Christmas matter to Christians? Who is a Muslim and how do they live? (Part 2) Why does Easter matter to Christians? What is the 'good news' Christians believe Jesus brings? What makes places sacred?
PSHE	Emotions: How do I feel today? What helps me to be happy? Communities: Who am I? Who are you? Who is in my community? Healthy relationships: Who is in my family? What does a family look like? What makes a good friend? Power in relationships: When do I feel safe? Should I keep secrets?	Media influence: How do I decide what to do online? Is everything I see online true? Our online lives: What should I do if I feel unsafe online? Who should I talk to online? Physical health: How can I look after my body? How do I eat a balanced diet? Risky substances: How do I stay safe at home? Staying safe: How can I stay responsible for my health? Healthy relationships: How can we stop bullying?

Year 3 / 4

Year A - The curriculum is carefully sequenced to build knowledge progressively across the year, with clear connections between subjects that deepen pupils' understanding. In geography, pupils move from local place studies to global understanding before applying this knowledge in a focused case study. In history, pupils develop chronological understanding from prehistory to early civilisations, before comparing these in an overview unit.

Science runs throughout the year as a core subject, providing key knowledge about the natural world which underpins learning in other subjects. For example, pupils explore habitats and living things alongside their study of the Amazon rainforest, and develop understanding of materials which links to human development and technology in history.

Foundation subjects are deliberately interwoven to reinforce key concepts. In art, pupils explore local landscapes alongside their study of settlements, develop sculpture in relation to animals and culture, and create rainforest artwork that deepens understanding of ecosystems. In DT, pupils apply knowledge of materials, structures and nutrition, linking to science and historical contexts such as early human survival and changing lifestyles.

Across the curriculum, key ideas such as environment, change, and interdependence are revisited in different contexts. Pupils explore how environments shape human life through settlements in geography, early humans in history, and habitats in science, ensuring that knowledge is connected and cumulative rather than taught in isolation. This results in a coherent, knowledge-rich curriculum that enables pupils to build secure understanding over time.

Subject	Year A (2026/2027)	Year B (2027/2028)
Science	Plants and Animals (Skeletons) Animals Including Humans (Digestion) Solids, Liquids and Gases Living Things and Their Habitats	Forces and Magnets Light Sound Electricity Rocks and fossils
Geography	Settlements of the UK: Towns and Cities - Why do people live where they do? Global Regions – How does geography shape amazing places around the world? Amazon Rainforest and River	Climate and Weather Tectonic Plates, Volcanoes and Earthquakes Waterways and mountains of the UK
History	Stone Age – Iron Age Ancient Egypt Ancients Overview	Romans and Roman Britain Anglo Saxons versus Norman Conquest – who shaped early Britain? Greece
RE	What do Christians learn from the creation story? What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? What kind of world did Jesus want? How and why do people try to make the world a better place?	What is the Trinity and why is it important to Christians? What do Hindus believe God is like? What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'? How do people from religious and non-religious communities celebrate key festivals? How and why do people mark the significant events of life?

Computing	Branching Databases Stop Frame Animation Data Logging	Programming A – Sequencing Sounds The Internet Programming B – Events and Actions in programs
Art	The Rainforest: Drawing and Painting (Y3) Creature construction: Sculpture (Y3) Local Landscape: Painting (Y4)	Perfect Patterns: Drawing and Design (Y4) Insects: Drawing and Printmaking (Y3) Architecture: Drawing and 3D design (Y4)
DT	Textiles - Templates and Joining Techniques Leavers and Linkages - Moving Books/cards Food and Nutrition - Healthy and Varied Diet	Shell structures.doc - Christmas gift box? Electrical Systems Food and Nutrition - Healthy and Varied Diet
Music	Lean on Me WCET Toots The Dragon Song	Let your Spirit Fly WCET Melodicas Mamma Mia
PE	Tennis (Y3) Gymnastics (Y4) Dance (Y3) Hockey (Y3) Athletics (Y4) Netball (Y4)	Football (Y4) Gymnastics (Y3) Tag Rugby (Y3) Basketball (Y4) Athletics (Y3) Cricket (Y4)
PSHE	Wellbeing: Emotions: How can I manage my emotions? Emotions: How can we add to our emotions toolkit? Communities: What does it mean to be British? How are we all different? Relationships: How can I help my family? Do all families look the same? Are all friends the same? Who does my body belong to? Growing up: Puberty: How will I change as I grow up?	Relationships: What does a healthy relationship feel like? Online safety: How do I keep myself safe online? What is fake news? How can I be kind and happy online? How do I decide who to trust online? Wellbeing: How can I get active and eat well every day? What makes a balance lifestyle? How can I stay safe while out and about? How do I avoid getting ill? Growing up: Puberty: How will I change as I grow up?
French	I am learning French (E) Seasons (E) Fruits (E)	I am able (E) Animals (E) Instruments (E)

Year 5/6

Year A - The Year 5 curriculum is carefully sequenced to build knowledge progressively across the year, with deliberate links between subjects to deepen understanding. In geography, pupils begin with a local study of Tiverton, before extending their knowledge to compare the UK with Italy and then exploring global issues through climate change and pollution. This progression supports pupils in moving from local to global understanding.

In history, pupils develop their understanding of change over time through the study of Victorian Tiverton before comparing contrasting civilisations in the Maya and Vikings, and finally examining technological and political change through the Space Race. This builds both chronological understanding and the ability to compare societies across time and place.

Science acts as a core subject running throughout the year, providing key knowledge that underpins learning elsewhere. For example, pupils' understanding of materials links to Victorian industry and design, while their study of Earth and space supports their understanding of the Space Race. Learning about forces and light also connects to historical and geographical contexts such as transport, architecture and environment.

Foundation subjects are woven carefully into this sequence. In art, pupils begin by exploring materials and techniques through abstract work, then develop communication through lettering and graphic design linked to cultural identity, before creating symbolic artwork connected to global issues and space. In ST, pupils apply their knowledge of materials, structures and nutrition, reinforcing their understanding of science and historical development.

Across the Year 5 curriculum, pupils revisit and deepen key concepts such as change, environment, and interdependence in increasingly complex contexts. Building on earlier learning, pupils move beyond simple understanding to comparing places and societies, exploring global connections, and considering the impact of human activity on the world. These ideas are developed through geographical comparisons, studies of contrasting civilisations, and scientific understanding of materials and space. This ensures that knowledge is connected, applied and increasingly sophisticated, enabling pupils to make meaningful links across subjects.

Subject	Year A (2026/2027)	Year B (2027/2028)
Science	Animals including Humans Properties, Changes and Separating Materials (Properties focus) Forces Light Earth and Space	Living Things and Habitats Electricity Evolution and Inheritance Properties, Changes and Separating Materials (Changes focus)
Geography	Tiverton Changes (Local Study) UK verses Italy Climate Change and Pollution	North Pole, South Pole Global Connections (Migration and Fair Trade) Coastal Processes and Human Management
History	Victorian Tiverton Maya V Vikings Space Race	WW2 Darwin and the Voyage of the Beagle British Empire (Windrush and Modern Britain)
RE	What does it mean to be a Muslim in Britain today? Why do Christians believe in the Messiah? What does it mean if Christians believe God is holy and loving? Why is the Torah so important to Jewish people? What does it mean to be a Humanist in Britain today? What can be done to reduce racism? Can religion help?	Why do Hindus want to be good? Christians and how to live: What would Jesus do? What do Christians believe Jesus did to save people? For Christians, what kind of King is Jesus? What matters most to Humanists & Christians? What do religious and non-religious worldviews teach us about caring for the earth?
Computing	Systems and Searching Web Page Creation Introduction to Spreadsheets	Introduction to Vector Graphics Programming A – Variables in Games Programming B – Sensing Units

Art	Abstract Art: Drawing, Printing and Textiles Lettering: Graphic Design Meaning and Symbolism in Art: Drawing and Painting	War and Conflict in Art: Textiles (Y6) Art for Change: (Y5) Charting Self: Exploring Portrait and Identity (Y6)
DT	Food and Nutrition Frame Structures Textiles	Food and Nutrition Electrical Systems Leavers and Linkages
Music	WCET keyboards A New Year Carol Dancing in the Street	WCET Jumbie Jams Living on a Prayer Make You Feel My Love
PE	Tennis / Swimming Gymnastics (Unit 1) Dance (Unit 1) Hockey Athletics Netball	Football / Swimming Gymnastics (Unit 2) Tag Rugby Basketball Athletics Cricket
PSHE	Emotions: How can we manage challenge? How can we manage our emotions through periods of change? Communities: How can we ensure fairness and respect for women and girls? How can we show respect to people of different races and cultures? Relationships: Is there such a thing as a perfect family? How can we live in harmony? How can I be a great friend? How can we have healthy boundaries? How do I get help if I don't feel safe? What are my boundaries? Growing up: Puberty: What happens during adolescence?	Online Safety: Who decides what I experience in the online world? How do I decide what is true online? How do I thrive online? What should I share online? Wellbeing: Is it hard to be healthy? How do I plan a healthy week? Why do people get addicted? Why do people use alcohol and drugs? How can I avoid harm? How can I save a life? Growing Up: Puberty: What happens during adolescence?
French	In the classroom (I) Do you have a pet? (I) Clothes (I)	The Date (I) At School (I) Healthy Lifestyles (I)

Year 6

Year A - The Year 6 curriculum is carefully sequenced to deepen pupils' understanding of how environments, human interactions and historical events shape the modern world, while preparing them for the transition to secondary education. Learning across subjects is coherently planned to build on prior knowledge and support increasingly independent and analytical thinking.

In geography, pupils begin by exploring polar regions, developing their understanding of extreme environments and how living things adapt to survive. This links closely with science, where pupils study classification and evolution, enabling them to understand how and why living things change over time. In the spring term, pupils study global connections, exploring migration, trade and interdependence. This provides a conceptual foundation that is later applied in history. In the final unit, pupils investigate coastal processes and human management, understanding how environments change over time and how people interact with and manage natural landscapes.

In history, pupils build on their geographical understanding of global connections. They begin with a study of Charles Darwin and the Voyage of the Beagle, exploring how scientific ideas are developed through observation and evidence, and how these ideas can challenge established beliefs. This learning is deepened through the study of evolution in science. Pupils then study World War II, examining the causes and consequences of global conflict and the impact on people's lives. In the final unit, pupils study the British Empire and its legacy, applying their understanding of migration and global connections to explore how historical events and movement of people have shaped modern Britain.

Science is sequenced to develop pupils' understanding of the natural world. Pupils begin with the classification of living things before studying evolution and inheritance, developing their understanding of how species change over time. Further units in light and materials develop knowledge of physical and chemical processes, while the study of animals including humans allows pupils to apply biological understanding to the human body. Science is taught discretely where appropriate, with key points of alignment, such as the link between evolution and Darwin's work, used to deepen understanding.

Foundation subjects further support and enrich learning. In art, pupils develop their ability to communicate ideas and emotions through a range of media, progressing from personal identity to cultural expression and portraiture. In design and technology, pupils apply their knowledge through practical work in food, structures and textiles. Computing develops skills in programming, data handling and digital creation, while religious education explores a range of beliefs and worldviews, encouraging reflection on identity, diversity and social responsibility.

Across the year, pupils revisit and deepen key concepts such as environment, change, connection and influence. They develop an understanding of how living things adapt to their surroundings, how global systems link people and places, and how historical events and ideas continue to shape the modern world. This ensures that learning is connected, meaningful and progressive, equipping pupils with the knowledge and critical thinking skills needed for the next stage of their education.

Subject	Year A (2026/2027)	Year B (2027/2028)
Science	Living Things and their Habitats– classification Evolution and Inheritance Light Properties and Changes of Materials (Properties) Animals including Humans	
Geography	North Pole, South Pole Global Connections (Migration and Fair Trade) Coastal Processes and Human Management	
History	Darwin and the Voyage of the Beagle WW2 British Empire	

RE	U2.8 What does it mean to be a Muslim in Britain today? U2.3 Why do Christians believe in the Messiah? U2.1 What does it mean if Christians believe God is holy and loving? U2.9 Why is the Torah so important to Jewish people? U2.11 What does it mean to be a Humanist in Britain today? U2.13 What can be done to reduce racism? Can religion help?	
Computing	Programming A – Variables in games Data & information – Spreadsheets Creating media – web page creation	
Art	Me in a Box: Drawing and Sculpture New Pop Art: Sculpture and Mixed Media Photography and Painting: Facial Expressions in Portraiture	
DT	Food and Nutrition Frame Structures Textiles	
Music	Living on a prayer Make you feel my love P Bones	
PE	Tennis / Swimming Gymnastics (Unit 1) Dance (Unit 1) Hockey Athletics Netball	
PSHE	Emotions: How can we manage challenge? How can we manage our emotions through periods of change? Communities: How can we ensure fairness and respect for women and girls? How can we show respect to people of different races and cultures? Relationships: Is there such a thing as a perfect family? How can we live in harmony? How can I be a great friend? How can we have healthy boundaries? How do I get help if I don't feel safe? What are my boundaries? Growing up: Puberty: What happens during adolescence?	
French	What is the weather? (I) Planets (P) Weekend (P)	