


The Echelford Primary School – Curriculum Themes Progression

The Echelford Curriculum Themes underpin our curriculum as a whole and are explored across all subjects. This progression document shows the key knowledge pupils are taught as they move through the school.

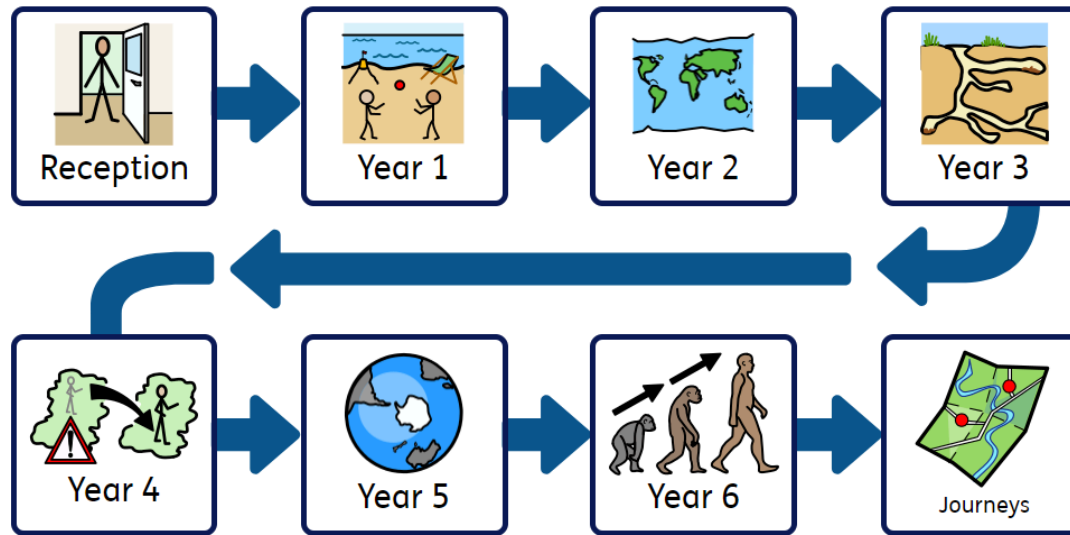
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <h1 style="color: green;">Wonderful World</h1>						
Dinosaurs were creatures who walked the Earth a long time ago.	Children continue to learn about their part in the World – that they are from Ashford and this is	The children’s understanding of the whole wide World develops as they learn about	Children’s understanding of the wide World continues to develop as they	Children further develop their understanding of the town they live in by comparing	Through the text Floodland, they deepen their understanding of our World and what	Drawing upon all prior learning they look at biomes and how development has impacted

<p>Children begin to explore how the world can change and how seasonal change impacts their local environment.</p> <p>The children explore and learn about 'their little part of the World.' They start to learn about the natural world around them and some of the animals that inhabit it. For example, they visit the pond area and explore the school's Forest School.</p> <p>Looking after our world and understanding that the oceans are part of this. There are a diverse range of creatures that live in the sea, not just on land.</p>	<p>in the United Kingdom.</p> <p>Through the text the Secret Sky Garden, children continue to explore how the World can change.</p> <p>They start to explore what they can do to look after their wonderful World. This is linked to Greta Thunberg and through the non fiction book 10 things I can do to help my World, they explore what they can do to support the local environment.</p> <p>They plant seeds and learn what they need to grow.</p> <p>In the Summer term the children are introduced to human and physical features and explore these</p>	<p>the continents and oceans and go on a journey around the World with 'The Snail and the Whale.'</p> <p>In particular, they look at Uganda, comparing life there to their own lives.</p> <p>They learn about the features of each continent and build on learning from Year R about each ocean and how they are different.</p> <p>They look at how the poles are similar and different and how animals survive and thrive in each.</p> <p>Children are opened up to the connection between nature</p>	<p>look at longitude and latitude.</p> <p>They develop their understanding of their part in the world by looking at counties and what it is like to live in Surrey.</p> <p>Farm to Fork explores agricultural land and how our food reaches our plates.</p> <p>Through learning about Mountains and earthquakes they are introduced to the notion that some things are out of our control.</p> <p>They look at how mountains form, what life is like on a mountain and what you need for survival. By looking at mountains and earthquakes around the World,</p>	<p>Ashford to Eastbourne, a seaside town.</p> <p>They build on their knowledge of living things and their habitats and the impact we as humans have on them.</p> <p>This includes the impact humans have had on the World throughout history as they look at the Roman invasion and the impact this had.</p> <p>They further learn about different physical features than can exist within our world and look in depth at North America and journey across Europe with 'the boy at the back of the class.'</p> <p>They further their learning about</p>	<p>we are doing to impact global warming.</p> <p>The children learn about preventative measures for flooding and what changes need to be made now for the future.</p> <p>Reflecting on our responsibilities to look after our world.</p> <p>Children explore the rainforest and compare the Amazon to the New Forest.</p> <p>They build on Year 2's learning about the extremities of the Poles and draw on what life is like there to explore whether Antarctica should be developed.</p>	<p>these.</p> <p>They go on a local fieldwork trip – exploring biodiversity and local microhabitats.</p> <p>Conversations surround how we need to look after our world, in order to protect and preserve species.</p> <p>Children deepen their understanding of South America building on what they learnt in Year 5 but focusing on trade and human impact.</p>
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	first hand through a trip to the seaside.	and art, exploring natural artists like Richard Shilling.	they deepen their knowledge of the different continents. We can adapt our human world to meet the needs of the natural world.	phenomena that are out of human control by learning about volcanoes and link this to their learning about Pompeii.		
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Journeys

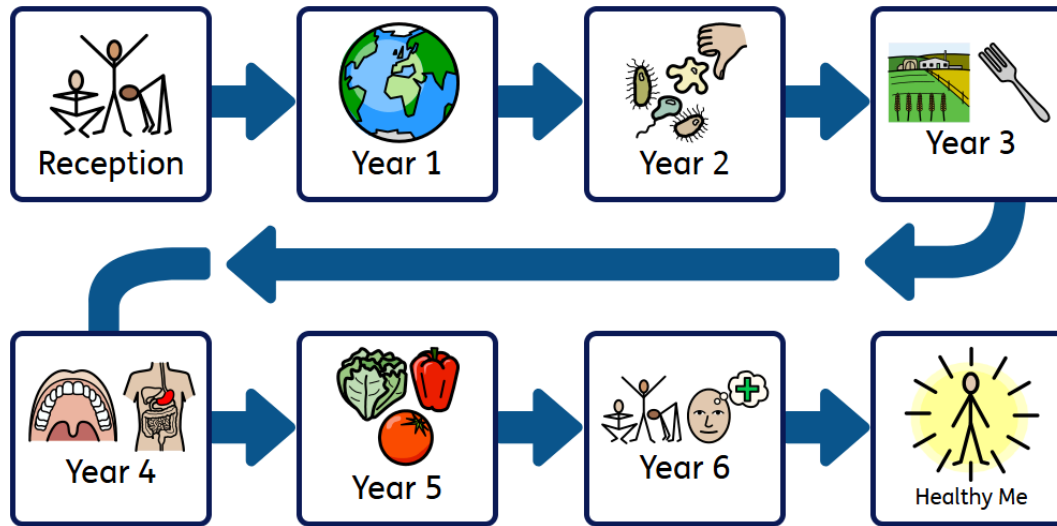


They have made the mental journey from	Through the Beside the Seaside unit,	Through, Global Explorers the	The children explore an	The children explore the	Shackleton's journey is explored	Children explore the journey Darwin
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<p>Nursery to Primary school.</p> <p>They learn their Physical journey around school.</p> <p>Marvellous Machines topic looks at transport we can take to go on a further journey. They read the story 'Journey Home from Grandpas.'</p>	<p>the children learn how people journey to go on holiday and this includes the seaside. They go on their own journey to the seaside by coach.</p> <p>They learn how our journey to the seaside would be different to those during Victorian times and explore how developmental changes have eased the way we travel.</p> <p>In geography they look at their local area and the journeys they may take beyond school, in Ashford.</p>	<p>children journey around the World with the Snail and the Whale visiting the continents and oceans.</p> <p>Through the Across the Ocean topic, the children look at journeys taken by Christopher Columbus, Amelia Earhart and the Titanic to cross the Atlantic.</p> <p>They also explore how sometimes you need to take a journey to escape from somewhere – like many Londoners had to do in 1666 to escape the Great Fire.</p>	<p>underground journey as taken by Krindlekrax.</p> <p>They go on a journey around the local area, developing their understanding of the town and county they live in.</p> <p>They also explore the journey our food takes from 'Food to Fork.'</p> <p>In the Mountains topic they explore the journey many diverse explorers have taken to conquer mountains such as Everest.</p>	<p>physical and emotional journey the Iron Man goes on.</p> <p>Through Geography they explore how navigation is crucial to a successful journey.</p> <p>The journey a refugee may take across Europe is explored alongside the Boy at the Back of the Class.</p> <p>The children metaphorically travel across North America.</p>	<p>as they document his expedition across Antarctica and learn that not all journeys are successful when they learn about the sinking of Endurance.</p> <p>They also explore a Greek journey through The Adventures of Odysseus.</p>	<p>took to develop the theory of evolution.</p> <p>They also learn about the physical and mental journeys that were taken during WW2 – by all individuals (evacuees, soldiers, politicians etc..) and the journey Britain went on.</p>
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Healthy Me

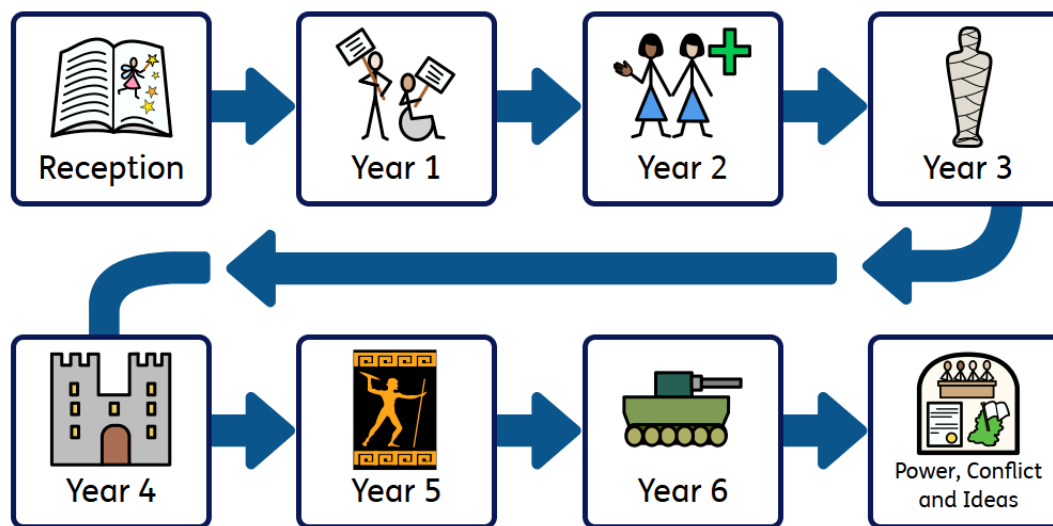


<p>Children discover that exercise keeps their bodies healthy. Physical activity is encouraged throughout continuous provision.</p> <p>We learn which foods are healthy and unhealthy choices. From this, design our 'Healthy Me' dinner plate.</p> <p>Through the Hungry</p>	<p>Exploring our wonderful planet by looking at ways in which we can help the environment and the impact this has on our health</p> <p>Through their Heroes of London 2012 topic, they look at how the athletes stay healthy.</p> <p>The pupils explore</p>	<p>Discovering the importance of a healthy diet for animals to survive in our Illuminating the path topic. The children explore how Florence Nightingale ensured that her patients' basic needs were met and the impact exercise, healthy eating and germs can have.</p>	<p>In our DT topic of Farm to Fork, we look at the journey of fruits and vegetables to our plates and the importance of them in our diets.</p> <p>In our Science learning of Healthy Eating, we study the Eatwell Plate - which tells us which proportions of each food group we need to stay</p>	<p>In our digestive system topic, we look at the Tudor Diet and how it has changed today for us to be more healthy.</p> <p>When studying teeth, we look at which foods and drinks have a negative impact on our teeth and which have a positive impact.</p>	<p>During our Science topic, we look at how our bodies change as humans develop into old age and what we can do to keep our bodies healthy during this.</p> <p>In DT, we create a salad bar considering the importance of eating nutritionally balanced meals and the impact</p>	<p>During our Science topic, we examine and explore the work of Marie Maynard Daly to increase our understanding of how foods and diet affect the health of the heart and the circulatory system.</p> <p>In PSHE, we draw on all our prior knowledge to explore the best combinations to</p>
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<p>Caterpillar, pupils explore healthy and unhealthy food. This is further developed through 'Oliver's vegetables' where they are introduced to growing food.</p> <p>Pupils are introduced to the rules they need to follow to stay safe and healthy when using technology. They learn that when rules are followed, everyone stays happy, healthy and safe.</p>	<p>healthy eating, building on their knowledge of the 'Eatwell Plate.' In DT they use this knowledge to create a healthy breakfast pot fit for an athlete.</p> <p>This links to the Lidl Foodies programme where through family learning sessions, the children taste and grow their own healthy foods.</p> <p>The rules for online safety are explored further. Pupils learn the importance of taking breaks, not using devices before sleep and how they must tell a trusted adult if something makes them feel sad or uncomfortable.</p>	<p>Pupils revisit the rules for staying healthy and safe online and when using technology. They explore different situations and circumstances, such as using technology in public.</p>	<p>healthy and consume a balanced diet.</p> <p>Pupils learn that too much time online can affect a person's mood, sleep, body and relationships. They explore the positive examples of using technology as well as those which can have a negative impact on your health.</p>	<p>Building on prior learning, pupils develop their understanding of how to stay healthy when using technology, including exploring the positive and negative distractions technology can provide.</p>	<p>this has on our health.</p> <p>Pupils further explore the positive and negative ways technology can affect healthy and well being. From wellness apps and aiding communication to feelings of exclusion and viewing damaging content.</p>	<p>give our bodies for physical, emotional and mental health.</p> <p>In DT we design and make a healthy stew fit for a Viking.</p> <p>Pupils draw upon all prior learning and learn about systems that regulate age related content.</p>
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Power, Conflict and Ideas

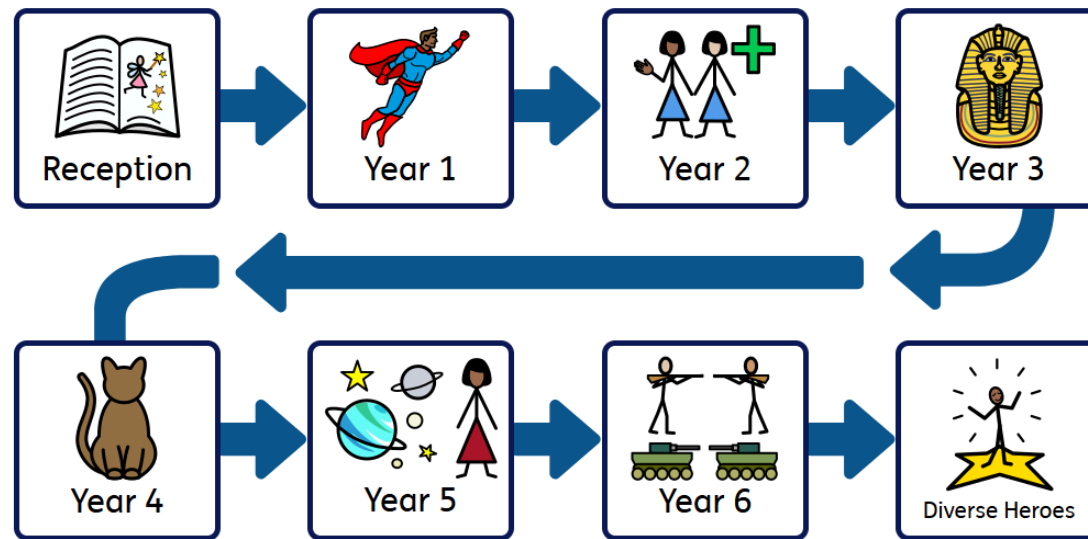


<p>Children are introduced to the notion of power and conflict by exploring the power within fairy tales. Through these relatable stories they are introduced to key themes such as hierarchy and</p>	<p>Through their topic Environmental Change, the children explore how communities and individuals have the power to make changes if we work together.</p>	<p>Exploring the roles of Florence Nightingale and Mary Seacole during the Crimean War.</p>	<p>Looking at Tutankhamun and early leadership, as well as the power he held over slaves. Children understand the difference in leadership styles from back then to the current day. Family links and</p>	<p>Tudors - Henry VIII's power over the church (spreading his own strong religious ideas -the impact this has on Christianity today) and discussions around fairness of this. Henry VIII's wives and his</p>	<p>Ancient Greeks - Odysseus went to war, came back to lots of people trying to take his crown (struggle for power). How have the Ancient Greeks impacted us today? Anglo Saxons - looking at the</p>	<p>Macbeth - he wants to be king so kills everyone around him. As a result of power, everyone hates him and goes against him. Vikings - took power over England. Look at</p>
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<p>royalty.</p> <p>Through their PSE and C&L learning pupils learn about relationships and how they can lead to disagreements, They explore ways to resolve conflicts with peers.</p>			<p>power being passed down through families.</p> <p>When looking at Medieval Britain, children look at the signing of the Magna Carta and the effect this had on King John. They learn that the Magna Carta was the first document to put into writing the principle that the king and his government was not above the law. It was the first notion of democracy.</p>	<p>power over them.</p> <p>The reign of the Roman Empire and their power at that time.</p>	<p>notion of invading and settling.</p> <p>Queen Victoria's reign.</p>	<p>crime and punishment</p> <p>Children explore the concepts of power and conflict through WW2.</p>
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Diverse Heroes



<p>The children are introduced to many diverse heroes through their fairytale topic 'If you go down to the Woods.'</p> <p>Through this, they explore different heroes and villains such as the Three Little Pigs, Hansel and Gretel and Sleeping Beauty. They debate whether Jack in Jack</p>	<p>Through their Toys through time topic the children explore superheroes (Traction Man). This links distinctively to 'What is a hero?'</p> <p>What qualities do they have that make them a hero? The children participate in a Superhero immersion day. From this they</p>	<p>Florence Nightingale and Mary Seacole are key figures from History who have shaped the world and can be deemed as a 'hero'. Exploring how both are seen as heroes now, however this was not the case with Mary Seacole due to society's perceptions in</p>	<p>Building on the moral dilemma posed in reception, the children learn about Robin Hood – were his actions really heroic?</p> <p>Through this and their historical understanding of King John, they build on their knowledge of heroes and villains – being a hero does not always</p>	<p>Through a range of POR texts the children build on their knowledge of heroic qualities and actions. Reading about characters such as the Iron Man and Harrison Beck, the children explore what a 'hero' is and what a hero may 'do'. The Iron Man is judged for being different yet overcomes</p>	<p>Building on prior learning, the children deepen their understanding of heroes who overcome obstacles and inequality to achieve their dreams. They explore the 'Hidden Figures' – four black women who influenced the space race. They discuss</p>	<p>Through the topic Rocky Shores, children learn about WW2 and how everybody was a hero. Whether on the front line, volunteering, being evacuated, everyone had to change in lifestyle and everyone had to contribute to the war effort to make it successful.</p>
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<p>and the Beanstalk was the hero, and are introduced to this moral dilemma.</p> <p>The children also explore how everyday people can be heroes. E.g. the Jolly Postman – delivers the post, local hero to the village.</p> <p>Distinct roles within the story (villain/hero) shows a diversity of the characters and their qualities.</p>	<p>compare real life heroes to superheroes.</p> <p>They look at Betty Campbell, Wales' first Black Headteacher when exploring the UK.</p> <p>They also learn about Greta Thunberg and from this, the children look at themselves as local heroes and the '10 things I can do to help my world.'</p> <p>The children also look at how people who achieve their goals can also be heroes. There were many 'Heroes of 2012' and they learn about some olympians and paralympians and their achievements.</p> <p>They also look at Mae Jemison and Neil Armstrong, two</p>	<p>the Victorian era.</p> <p>Taking the schema of 'hero' and applying it in a real life context.</p> <p>Building on the idea that heroes can be everyday people who achieve their goals, the children learn about Amelia Earhart and Christopher Columbus, two very different explorers.</p>	<p>mean being the 'main character' but standing up for what is moral and just.</p> <p>When learning about fossils, the children explore how Mary Anning was a hero but her efforts were not recognised until after her death due to society's perceptions of gender at the time.</p> <p>Children build on their understanding of fictional and real life heroes. They look at heroes in their PoR texts such as the child hero in Krindlekrax.</p> <p>They look at how hierarchy defined heroes during the Egyptian times and in particular</p>	<p>different obstacles, and Harrison bravely solves the crime.</p> <p>Through their Rucksack of Possibilities unit, the children look at the bravery and heroism of refugees and those who help them.</p> <p>Was Henry VIII the antihero of the Tudor times?</p>	<p>segregation during that time period – ensuring the focus is on the successes of black people rather than the oppression. A celebration of what they have done. A balance to focus on the achievements but also understand there was oppression – through heroes we understand there will be obstacles to overcome to achieve.</p> <p>Pupils develop their understanding of diverse explorers – those who have journeyed across Antarctica.</p>	<p>Through this they read about Rose Blanche – a child hero/unsung hero/eyes of the child. This builds on all prior learning that everyone can be a hero.</p> <p>Over the course of the year, the children learn about different diverse scientists such as Lewis Latimer, Mary Maynard Daly, Alexa Canady and Mary Anning.</p>
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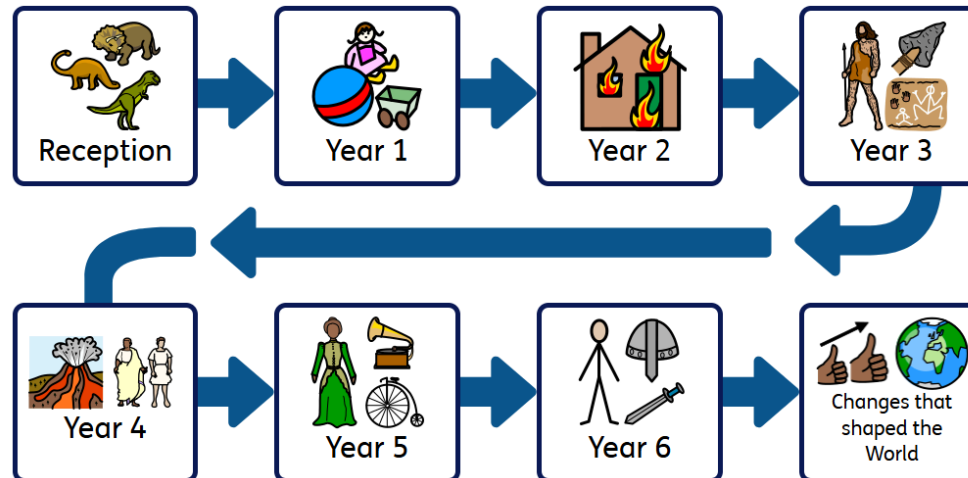
different heroes who have achieved their goals in the space race.

learn about Tutankhamun.

Building on the learning about explorers the children learn about diverse heroes who have conquered Everest.



Changes that shaped our World

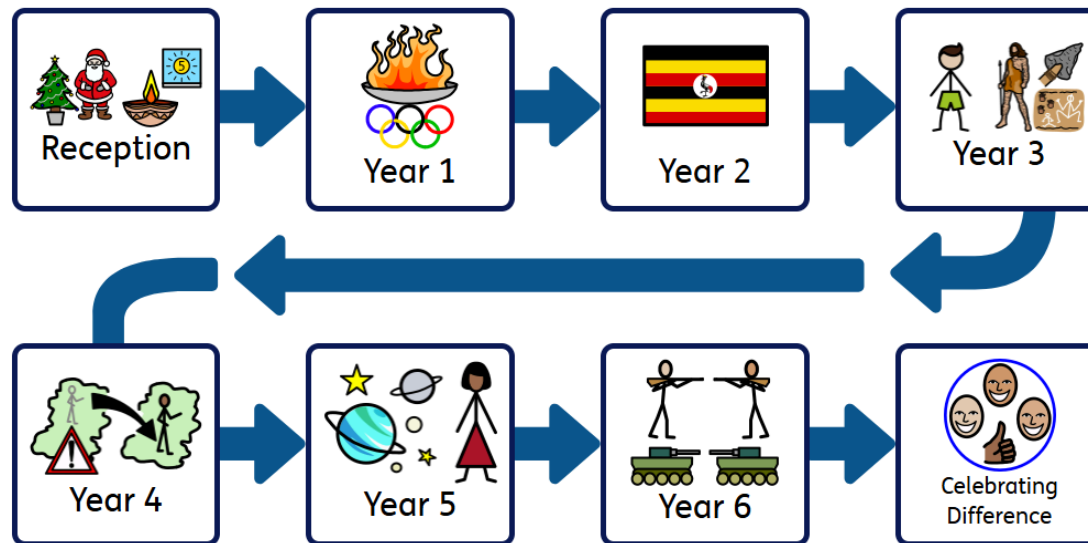


<p>The children explore how transport in the past was different to transport today through their topic 'Marvellous Machines.'</p> <p>They also explore how life was different at the time of the dinosaurs. They learn that dinosaurs lived on our planet a long time ago and that life has changed a lot since then.</p> <p>Through their 'Commotion in the Ocean' topic, they are introduced to the notion that human actions can change and impact the World as they start to look at the effect of plastic in the oceans.</p>	<p>The children explore how toys have developed and changed over time and how, due to technological advancement, how we play today is different to how Victorian children played.</p> <p>Pupils develop their understanding of how humans can impact and change the world. They are introduced to climate change and explore how their actions can make a change for our planet – both positively and negatively.</p> <p>This is further explored through <i>Beside the Seaside</i> where pupils look at the human characteristics and how this has changed the physical</p>	<p>Through the History topic of the Great Fire of London, exploring how life was different in 1666. They look at how the fire changed London forever and how lessons learned led to developments in housing, architecture and the fire service.</p> <p>Through the <i>Crossing the Atlantic</i> they build on their learning from <i>Reception</i> as to how transport has developed since the time of Columbus and Amelia Earhart.</p>	<p>The children explore the changes that happened during the Stone Age and how they have influenced our lives today – for example, the use of tools and weapons and the discovery of materials such as iron and bronze which marked the end of the Stone Age.</p> <p>Moving through history, they also look at innovations from Ancient Egypt, including hieroglyphics and the shaduf water irrigation system.</p> <p>In the Medieval Britain topic, the children look at castles. They also learn about how King John was forced to sign the</p>	<p>Many key inventions can be dated back to the Ancient Mesopotamian Period including the wheel, brick, map, sail and notion of time, currency and mathematics.</p> <p>Children also look at changes dating back from the Romans and the changes that have happened as a result of Pompeii's volcanic eruption – they look at how the technology around predicting seismic activity protects against such a catastrophe happening today.</p> <p>They also learn about Roman developments such as bridges, fountains, roads and Roman baths.</p>	<p>Children explore the Industrial Revolution and the significance of the Victorian era and its many inventions in influencing our lives today.</p> <p>Building on learning from Year 1 pupils further develop their knowledge of changes associated with the space race.</p> <p>In <i>Antartica: Secrets of the Frozen Continent</i>, they look at land use and population and debated the question 'Should we develop Antarctica?'</p> <p>They also explore changes that can be dated back to Ancient Greece, including how the first Olympic games can be</p>	<p>Through the scientists they study, the children look at developing health research and the impact this has on our lives and life expectancy.</p> <p>The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories.</p> <p>World War II was a period of great change and has shaped the way we live today.</p> <p>Darwin's theory of evolution, developed human understanding of</p>
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	<p>characteristics of the coast.</p> <p>Through Space Explorers they start to look at changes in the space race that have helped us to understand beyond Earth.</p>		<p>Magna Carta – this introduced the notion of modern-day democracy. That the King was not above the law.</p>	<p>Court in the Act allows pupils to learn about changes that derived from Tudor times. Including the transformation of the Christian church.</p>	<p>dated back to this period.</p> <p>Other changes from Ancient Greece that have shaped our World include the notion of democracy, the basis of geometry and the alarm clock.</p>	<p>ourselves by describing our origins, our relationships to other living things, and the history and significance of variation within and among different groups of people.</p>
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Celebrating Difference



<p>Children mark and learn all about the different celebrations across the year. This includes, Harvest, Halloween, Bonfire Night, Chinese New Year, Valentines Day, Shrove Tuesday, Eid and the different Saints Days.</p> <p>They explore Christmas and Diwali in detail and learn about the similarities and differences between these celebrations</p>	<p>Children celebrate each country in the UK and their landmarks.</p> <p>Through their Environmental Change unit, they celebrate the difference Greta Thunberg has made, despite only being a child.</p> <p>Space Explorers gives the children a chance to compare the achievements of both Neil Armstrong and Mae Jemison, acknowledging and celebrating the journeys of both.</p> <p>Through Heroes of London 2012 the children celebrate all athletics of the Olympic and Paralympic games.</p>	<p>'Into Africa' celebrates similarities and differences between the UK and Uganda.</p> <p>In Global Explorers, the children travel the world celebrating the differences and similarities between the continents.</p> <p>The Power of Reading Text, Leaf, is story about kindness, that gives positive message about the importance of not judging others because they are different</p>	<p>In Come Dine with me they celebrate different foods from around the World.</p> <p>Children celebrate how different their lives are to those who lived in the Stone Age.</p>	<p>On of our Power of Reading texts, Boy at the Back of the Class is about a refugee who travels from Syria to London and how he adapts to his new community and the things he teaches the children at his school</p> <p>The children celebrate their town and compare it to Eastbourne, a coastal town.</p> <p>The children visit the local Gurwara to develop their understanding of Sikhism.</p>	<p>Through the Hidden Figures, children explore the women who influenced the space race. It was rare for women to have the same jobs as men, different races had different bathrooms etc. but celebrates how wonderful these women were and how crucial they were to the success of the mission.</p> <p>The children visit a local Church to develop their understanding of Christianity</p>	<p>WW11 – Britain celebrated differences through welcoming Kindertransport and took refugees from Europe (different religions – how Britain helped them to escape danger, despite differences)</p> <p>The children read the Runaway Robot where the hero is an amputee robot who protects a small boy.</p>
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