



Intent:

At Birchwood Avenue, we deliver an inspiring curriculum, which enriches children's knowledge, skills and enthusiasm. Our curriculum is broad and balanced and taught in a variety of ways, including class lessons, collaborative small groups and individually. Progression and continuity are carefully planned for, focusing on key knowledge and skills for each year group in each subject. We follow that map out how we fulfil the requirements of the National Curriculum.

Syllabus for PSHE and RSE aims & purpose:

Aims

The national curriculum for history aims to ensure that all pupils:

§ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

§ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

§ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

§ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

§ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed¹ History – key stages 1 and 2

§ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Yearly Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Communication and Language		<ul style="list-style-type: none">• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases.			
	Personal, Social and Emotional Development		<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.<ul style="list-style-type: none">- personal hygiene• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian			
	Physical Development		<ul style="list-style-type: none">• Further develop the skills they need to manage the school days successfully:<ul style="list-style-type: none">- lining up and queuing- mealtimes			

	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrates special times in different ways.
	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	

	Physical Development	Gross Motor Skills	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and others’ needs. <ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.• Talk about the lives of people around them and their roles in society.			
	Understanding the World	Past and Present				
Year 1	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

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