



Wynndale Primary School

Curriculum key concepts across school

History and geography key concepts

Where Wynndale's key concepts are introduced, revisited and developed from EYFS to Year 6

These agreed key concepts are revisited through different topics and contexts. The table shows where each theme is explicitly taught or meaningfully developed in each year group.

HISTORY KEY CONCEPTS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
EXPLORATION	Journeys and transport, past and present, provide an early foundation for understanding exploration.		Shackleton and polar exploration: journeys, challenges and what historical evidence tells us.		Roman and Viking movement into Britain.		
INVASION & SETTLEMENT	Homes and communities provide an early foundation for understanding how and where people live.			Changes in settlement and ways of life from the Stone Age to the Iron Age.	Roman and Viking invasion and settlement in Britain.		Kindertransport: forced migration, refuge and resettlement.
SOCIETY & COMMUNITY	Families, homes, occupations, celebrations and community life, past and present.	Childhood in the 1960s and today.	Life in London in 1666 and how communities were affected by the Great Fire.	Stone Age to Iron Age communities and society in Shang China.	Roman and Viking society: life for Victorian children.	Greek and Egyptian societies: coal-mining communities.	German Jewish refugees and the response of the Eyam community to the plague.
POWER & INFLUENCE	The roles of significant and familiar people within families and communities.	Kings, queens, castles and monarchy.	Florence Nightingale's influence and Shackleton's leadership.	Leadership, power and success within the Shang Dynasty.	Roman and Viking rule: how the Victorians influenced life today.	The achievements and influence of Greek and Egyptian civilisations; the influence of the coal-mining industry.	The Treaty of Versailles, Britain's role in Kindertransport and the decisions made by the people of Eyam.
CONFLICT & DISASTER			The Great Fire of London and its effects on people and place.		Conflict associated with Roman and Viking invasion.		Persecution and Kindertransport: the plague and Eyam's response.

GEOGRAPHY KEY CONCEPTS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
GEOGRAPHICAL SKILLS & MAP WORK	Observation of the immediate environment and simple maps.	Simple maps and aerial photographs; local and seaside places.	World maps, atlases and globes; compass directions, symbols and keys.	Maps and atlases to locate Ancient China, mountains and volcanic regions; compass directions and keys.	Maps and digital mapping to locate rainforests; four-figure grid references.	Fieldwork at Carsington Water; sketch maps, graphs and digital recording.	Maps, Ordnance Survey maps and digital mapping of the USA and Eyam; eight-point compass directions, four- and six-figure grid references and fieldwork.
LOCATIONAL KNOWLEDGE	Home, town, England and the UK, India, China, the Arctic and Australia.	Village, town and city; the four nations of the UK and the locations of castles.	Africa, the Equator, the Arctic and Antarctica.	Mountain and volcanic regions and Ancient China.	Rainforest locations and environments.	Carsington Water, the East Midlands and South Yorkshire; river and mining locations.	Locates and studies the USA and Eyam.
PHYSICAL GEOGRAPHY	Seasons, the Arctic, plants, animals and change in the natural world.	Physical features of a seaside village compared with an inland town and city.	Polar environments and climatic contrasts linked to the Equator.	Mountains, volcanoes and earthquakes.	Rainforest climate, habitats and physical features.	Rivers, the water cycle and the Earth's natural resources.	Natural events in the USA and the physical setting of Eyam.
HUMAN GEOGRAPHY	Homes, occupations, celebrations, transport and communities.	Human features of villages, towns and cities; how people live in local and seaside communities.	Life in African communities and human activity in the polar regions.	How physical features affect settlement and where people live, including Ancient China.	Rainforest communities, resource use and human impact.	The use of natural resources, renewable energy, coal-mining industry and its impact on the landscape.	Human activity in the USA and village life and settlement in Eyam.



Wynndale Primary School

Curriculum key concepts across school

Science concepts across school

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SCIENCE CONCEPT	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
CHANGE	Seasons, growth, melting and freezing.	Seasonal change and plant growth.	Growth from seeds and bulbs and from offspring to adults; materials absorbing water.	Plant growth, changing shadows and movement caused by forces and magnets	Changes of state and changes within environments and habitats.	Life cycles, human development and reversible and irreversible material changes.	Evolution, inheritance and change in living things over time.
PATTERNS	Similarities, differences and repeated seasonal patterns.	Seasonal patterns; similarities and differences in materials, plants and animals.	Patterns in growth; similarities and differences in materials and living things.	Patterns in rocks, changing shadow size and magnetic behaviour.	Patterns in pitch and volume; grouping and classifying living things.	Planetary movement, life cycles, material properties and the effects of forces.	Patterns in inheritance, variation, classification and circuit outcomes.
CAUSE AND EFFECT	How ramps affect movement and what living things need to grow	How seasons affect living things and why materials suit different purposes.	How material properties affect absorbency and how exercise, diet and hygiene affect health.	How light forms shadows and how forces and magnets affect movement.	How vibrations produce sound, circuit components affect function and heating and cooling change state.	How forces affect movement, Earth's rotation causes day and night and materials undergo change.	How circuit components affect function, how light travels and forms shadows and how adaptation supports survival.
OBSERVATION	Comments on seasons, plants, animals, materials and movement.	Comments on changes seen in seasons, plants and materials.	Identifies changes during investigations of growth, living things and absorbency.	Explains observed changes in plants, shadows, forces and magnets.	Uses scientific knowledge to explain changes in circuits, sound, habitats and states of matter.	Identifies trends through repeated observations and measurements of materials, forces and life cycles.	Identifies trends, makes justified predictions and uses observations and evidence to explain scientific ideas.