

### *Trust Intent & Entitlement*

At Tees Valley Education our knowledge-rich national curriculum-based offer is mapped to reflect, and meets, the bespoke needs of all children in the trust; across mainstream, unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, using the latest research in the science of learning, the inclusive practice and provision demonstrates the trusts determination to achieve excellence.

We want all our children to make progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations, a passion for learning and the cultural capital needed to succeed in life.

At Tees Valley Education we are utterly committed to narrow the gaps and support the development of the reading, vocabulary and oracy as we recognise the trusts community needs, supported during the transition phase through blended learning and digital agency. The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens.

*'The limits of our language are the limits of our world' Ludwig Wittgenstein*

## **Long-term Rationale KS1 and KS2**

The TVEd long-term plan has been designed to fulfil the national curriculum programme of study whilst considering the area in which we serve and the specific needs of the children. A coherent learning sequence has been developed to ensure that knowledge is built cumulatively from beginning to end. Our curriculum gives children the opportunities to activate and build on prior knowledge, drawing this from their long-term memory, to make meaningful connections and increase understanding. The key to developing this knowledge is providing children with experiential learning, linked to the local area and region, as well as first hand experiences. Ultimately, we aim to build confidence, cultural capacity and raise aspirations for their future life.

### ***Intent:***

Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly.

We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively.

## English Long-Term Plan

**Intent:** We recognise that English is essential to everyday life and to a child's ability to communicate effectively using a rich and varied vocabulary. We aim to provide a high-quality English education which provides them with the best possible opportunities to become confident and literate with a deep love and understanding of English language and literature.

To be used in conjunction with TVED Narrative and Poetry genres

English	Autumn	Spring	Summer
<b>Year 1</b>	Instructions Narrative Recount Non-chronological report	Instructions Narrative Recount Non-chronological report	Instructions Narrative Recount Non-chronological report Narrative: overcoming a monster
<b>Year 2</b>	Instructions Narrative: Fairy Tales Recount Narrative: Story with a dilemma, issue or moral Non-chronological report	Narrative: Quest or journey Recount Instructions Narrative: Mystery	Narrative: Myth or legend Non-chronical report Recount Instructions Narrative: Overcoming a monster Poetry
<b>Year 3</b>	Poetry Narrative: Fairy Tales Non-chronological report Narrative: Story with a dilemma, issue or moral Recount Instructions	Explanation Narrative: Quest or journey Poetry Narrative: Mystery Recount	Explanation Narrative: Myth or legend Narrative: Overcoming a monster Non-chronological report Poetry
<b>Year 4</b>	Instructions Narrative: Fairy Tales Recount Explanation Narrative: Story with a dilemma, issue or moral Poetry	Narrative: Quest or journey Persuasion Poetry Narrative: Mystery Non-Chronological report	Narrative: Myth or legend Persuasion Narrative: Overcoming a monster Poetry Recount
<b>Year 5</b>	Explanation Narrative: Fairy Tales Poetry Narrative: Story with a dilemma, issue or moral Non-chronological report Persuasion	Instructions Narrative: Quest or journey Poetry Narrative: Mystery Recount	Narrative: Myth or legend Persuasion Discussion Explanation Narrative: Overcoming a monster Poetry
<b>Year 6</b>	Narrative: Fairy Tales Poetry Recount Discussion Non-chronological report Narrative: Story with a dilemma, issue or moral	Explanation Narrative: Quest or journey Poetry Narrative: Mystery Persuasion	Instructions Poetry Narrative: Myth or legend Discussion Recount

Use professional judgement to inform length and order of teaching blocks throughout the year (Leaders/teacher discussion)

### Timings for blocks Genres

Y1- Genres will be fluid throughout the term, however there must be direct teaching of each genre a minimum of twice per term. A text or curriculum links may provide opportunities for multiple genres to be taught and applied. Y2-Y6 **Poetry x1 week, Narrative x2-3 weeks, Non-Narrative x2-3 weeks** Non-narrative: If an academy wishes to link topics from curriculum subjects to teach writing, please see 'Bank of Ideas for Teaching Non-narrative Genres' document **Narrative genres are to include:** Fairy Tales, Story with a dilemma, issue or moral, Quest or journey, Mystery, Myth or legend, Overcoming a monster (order at academy discretion – see TVED **Narrative and Poetry genres** document for examples and overviews) **Poetry genres are to include:** Haiku, Free Verse, Rhyming Couplets, Kennings  
 Please see appendix 1 for clarity on definitions of narrative forms and appendix 2 for non-narrative teaching ideas. Appendix 6 Provides key features for each text type.

## Mathematics Long-Term Plan

We recognise that mathematics is essential to everyday life, critical to science, technology and engineering. We aim to deliver a high-quality mathematics education which allows pupils to reason and explain their thinking, solve problems in a range of contexts, note connections between areas of maths and prove their answers by using a wide range of mathematical vocabulary and thinking.

\*\*Order of blocks within each half term to be determined by teaching staff\*\*

Mathematics	Autumn		Spring		Summer	
<b>Year 1</b>	Number and Place Value Number- Calculation Number - Fractions Measurement Geometry		Number and Place Value Number- Calculation Number - Fractions Measurement Geometry		Number and Place Value Number- Calculation Number-Fractions Measurement Geometry	
<b>Year 2</b>	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 4 wk Geometry- 1 wk Measuring- 1 wk
<b>Year 3</b>	Number – PV 2wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Geometry- 1 wk Measuring- 1 wk
<b>Year 4</b>	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk
<b>Year 5</b>	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Number- Fraction 2 wk Measuring- 1 wk
<b>Year 6</b>	Number – PV 1wk Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 2 wk	Number- Calculation 2 wk Number – Fraction 2 wk Algebra- 1 wk Geometry- 1 wk	Number- Calculation/Fraction 3 wk Geometry- 1 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation/Fraction 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	SATS REVISION/REVISITING CONCEPTS	Application and extension into other mathematical projects/enterprise.

## Intent for TVED Science

We aim for all children to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by facilitating independent inquiry, nurturing curiosity and bringing current, relevant, real-world science into the classroom. This will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

**All children will work scientifically through:** Identifying, Classifying Grouping, Observing Over Time, Pattern Seeking, Research using secondary sources and Comparative and Fair Testing. Elements of working scientifically need to be within all blocks. **\*\*Refer to the TVED Working Scientifically document\*\***

	Autumn	Spring	Summer
Year 1	<b>Seasonal changes</b>	<b>Everyday materials</b>	<b>Animals, including humans Plants</b>
	What are the changes over the four seasons?	Can you name and compare materials based on their properties?	How can animals be compared? What are the different parts and types of plants and trees?
Year 2	<b>Uses of every day materials Living things and their habitats</b>	<b>Animals, including humans</b>	<b>Plants</b>
	Can you name, compare and classify materials based on their properties? How do the characteristics of plants and animals suit their habitats?	What do humans need to grow and be healthy?	What does a plant need to stay healthy?
Year 3	<b>Animals, including humans Rocks</b>	<b>Forces and magnets</b>	<b>Plants Light</b>
	How do you move and grow? How are rocks formed?	What is a force?	What is a life cycle of a plant? What is a source of light and what happens when it is blocked?
Year 4	<b>Sound Electricity</b>	<b>States of matter</b>	<b>Living things and their habitat Animals, including humans</b>
	How do you hear things? How does a circuit work?	What makes a liquid, solid or gas?	How do animals thrive in their habitat? What happens to your food when you eat it?
Year 5	<b>Living things and their habitat Animals, including humans</b>	<b>Earth and space</b>	<b>Properties and changes of materials Forces</b>
	What are the life cycles and processes of reproduction in some plants and animals? How do humans change and develop from birth to old age?	How does Earth move within the solar system?	When is a change reversible or irreversible? How do forces act and what are their effects?
Year 6	<b>Evolution and inheritance Light</b>	<b>Electricity</b>	<b>Animals, including humans Living things and their habitats</b>
	How have animals, humans and plants adapted over time? How do we see things?	How do components affect a circuit?	How does your heart work and stay healthy? What characteristics could you use to classify animals and plants?

## Intent for TVED Art

Art allows pupils to become confident independent artists who are creative and have the ability to express themselves using a wide range of materials and media. Through exposure to diverse local, national and international cultural heritage, pupils will foster a love of art and understand how art contributes to the creativity and wealth of our nation and wider world. The curriculum is artist driven and structured to ensure drawing is the strand that underpins and is woven through the entire curriculum.

### Outcomes

#### By the end of KS1 most children will be able to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

#### By the end of KS2 most children will be able to:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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] about great artists, architects and designers in history.

	Autumn	Spring	Summer
Year 1	<b>Artist: Iris Scott</b> Techniques: Drawing and <b>Painting</b>  How does Iris Scott use colour in her artwork?	<b>Artist: Lucy Pittaway</b> Techniques: <b>Drawing</b>  How is the work of Lucy Pittaway influenced by local landscapes?	Artist: Angie Lewin Techniques: Drawing and <b>Printing</b>  How does Angie Lewin use printing to reflect nature in her artwork?
	<b>Artist: Friedensreich Hundertwasser</b> Techniques: Drawing and <b>Painting</b>  How does Friedensreich Hundertwasser's work incorporate nature?	<b>Artist: Mackenzie Thorpe</b> Techniques: <b>Drawing</b>  How is Mackenzie Thorpe's work influenced by local landmarks?	<b>Artist: Alberto Giacometti</b> Techniques: Drawing and <b>Sculpture</b>  How does Giacometti draw and sculpt figures?
Year 3	<b>Artist: Lowry</b> Techniques: Drawing and <b>Painting</b>  How does Lowry use perspective in his artwork?	<b>Artist: Giuseppe Arcimboldo</b> Techniques: Drawing and <b>Collage</b>  What inspiration does Giuseppe Arcimboldo use and how does he create his portraits?	<b>Artist: William Morris</b> Techniques: Drawing and <b>Printing</b>  How does William Morris use printing to create repeated patterns in his artwork?
	<b>Artist: Anthony Gormley</b> Techniques: Drawing and <b>Sculpture</b>  How does <b>Anthony Gormley</b> use shape and form in his artwork?	<b>Artist: David Hockney</b> Techniques: Drawing and <b>Digital art</b>  What is digital art and how has David Hockney developed this medium?	<b>Artist: Claude Monet</b> Techniques: Drawing and <b>Painting</b>  What painting techniques does Claude Monet use in his work?
Year 5	<b>Artist: Andy Goldsworthy</b> Techniques: Drawing and <b>Sculpture</b>  How does Andy Goldsworthy use natural products to create his sculptures?	<b>Artist: Jean-Michel Basquiat</b> Techniques: Drawing and <b>Painting</b>  What is Jean-Michel Basquiat's artwork inspired by and how can we use our own heritage in our artwork?	<b>Artist: Joe Cornish</b> Techniques: Drawing and <b>Photography</b>  How does Joe Cornish use light and dark to create a mood in photography?
	<b>Artist: Barbara Hepworth</b> Techniques: Drawing and <b>Sculpture</b>  How does the work of Barbara Hepworth capture the feeling of family life in her art?	<b>Artist: Andy Warhol</b> Techniques: Drawing and <b>Printing</b>  Why was the work of Andy Warhol so popular and what effect did it have on popular culture?	<b>Artist: Frida Kahlo</b> Techniques: Drawing and <b>Painting</b>  How are <b>Frida Kahlo's</b> life experiences and culture reflected in her artwork?

## Intent for TVED Computing

Our ambition is for our children to be digitally literate and to develop digital agency across a range of domains and tools creatively. We want to develop well rounded digital citizens who can navigate and shape their digital world responsibly and safely to be digital creators, not digital consumers. Our curriculum will equip children with the attitudes, knowledge and skills to succeed in an increasingly digital world in education, home and the workplace. The curriculum will, throughout each unit, be underpinned by consistent and relevant E-Safety and Digital Literacy teaching with links made to the PSHE curriculum.

The computing curriculum is designed with three clear strands:

- Computer science – programming strand.
- Information Technology (IT) – this is broken into the teaching of three different digital artefacts (text and image, visual and audio)
- Digital literacy (this is embedded across all units and delivered as part of our PSHE curriculum)

## Outcomes

### By the end of KS1 most children will be able to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### By the end of KS2 most children will be able to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>IT – Text and Image</b> Can I make a poster that includes text and a picture?	<b>IT – Visual</b> Can I create a simple movie with a voiceover?	<b>IT – Audio</b> Can I create sound and music in an app for a given theme?	<b>Computer Science</b> Can I explain what an algorithm is and create one to move a person?	<b>Computer Science</b> Can I programme a Beebot to reach a specific destination?	<b>Computer Science</b> Can I move a sprite using blocks and commands in Scratch Jr?
<b>Year 2</b>	<b>IT – Text and Image</b> How do I digitally present information about a topic? Can you use a checklist?	<b>IT – Visual</b> How do I create and edit a simple movie?	<b>IT – Audio</b> How do I use an app to create a performance?	<b>Computer Science</b> How do I write an algorithm to move a robot to a set destination?	<b>Computer Science</b> How do I produce sequences and work with sprites in Scratch Jr?	<b>Computer Science</b> How do you produce and edit sequences in Scratch?
<b>Year 3</b>	<b>IT – Text and Image</b> How do I create an informative poster/flyer using digital technology? How do I work with basic spreadsheets?	<b>IT – Visual</b> How do I create a movie for a specific audience?	<b>IT – Audio</b> How do I create a multi-layered tune?	<b>Computer Science</b> How do I produce multiple sequences and work with sprites in Scratch?	<b>Computer Science</b> How do I write algorithms to move a robot using multiple sequences of commands?	<b>Computer Science</b> How do I program sprites to interact with an event?
<b>Year 4</b>	<b>IT – Text and Image</b> How do I create a multi-layered document? How do I create an animated presentation?	<b>IT – Visual</b> How can I create a stop motion animation? How can I choose appropriate online content to use?	<b>IT – Audio</b> How do I create a voiceover track with multiple layered instruments?	<b>Computer Science</b> How do I create a story using timed sequences?	<b>Computer Science</b> How do create shortcuts in code using loops?	<b>Computer Science</b> How do you use a coding app to move a programmable toy?
<b>Year 5</b>	<b>IT – Text and Image</b> How do I produce an eBook incorporating a spreadsheet table?	<b>IT – Visual</b> How do I create objects in virtual/augmented reality?	<b>IT – Audio</b> How do I create a short podcast with multiple sections? How do I perform with other children on a 'jam' session?	<b>Computer Science</b> How do I program commands so that arrow keys control a sprite?	<b>Computer Science</b> How do I use 'if' and 'then' commands to control a quiz?	<b>Computer Science</b> How do I program a programmable toy to complete a specific task?
<b>Year 6</b>	<b>IT – Text and Image</b> How do I use my computing knowledge to support revision and recall?	<b>IT – Visual</b> How do I use my computing knowledge to support careers knowledge?	<b>IT – Audio</b> How do I use my computing knowledge to help prepare for Key Stage 3?	<b>Computer Science</b> How do I use variables in games to affect how the game is played and designed?	<b>Computer Science</b> How do I use my computing knowledge to create a design project?	<b>Computer Science</b> How do I use my computing knowledge to support the work of others?

## Intent for TVED Design Technology

We aim to equip children with technical knowledge to develop life skills for the world beyond school. To make and create products through independent and creative thinking, individually and as part of a team. They will also be able to evaluate effectively utilising acquired vocabulary.

### Outcomes

#### By the end of KS1 most children will be able to:

- use a range of materials to design and make simple products;
- select materials, tools and techniques and explain their choices;
- understand simple mechanisms and structures;
- measure, assemble, join and combine materials in a variety of ways using basic tools safely;
- investigate and evaluate simple products, commenting on the main features.

#### By the end of KS2 most children will be able to:

- use knowledge and understanding of a range of materials, components and techniques to design and make quality products;
- evaluate work as it develops and, if necessary, suggest alternatives;
- produce designs and plans which list the stages involved in making a product, and list tools and materials used;
- accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and others;
- understand the use of electrical and mechanical systems and more complex structures;
- evaluate what is or is not working well in a product.

	Autumn	Spring	Summer
Year 1	<b>Cooking and nutrition: Make a salad</b>	<b>Mechanisms: Bridge building</b>	<b>Textiles: Make a sock puppet</b>
	How do you make a healthy salad?	How can you build a stable bridge?	How can you join materials to make a sock puppet?
Year 2	<b>Cooking and Nutrition: Make a soup</b>	<b>Mechanisms: Make a vehicle</b>	<b>Textiles: Make a finger puppet</b>
	How do you make a healthy soup?	How can you make a vehicle that moves?	How can you join materials to make a finger puppet?
Year 3	<b>Textiles: Make a bookmark</b>	<b>Cooking and Nutrition: Make a desert</b>	<b>Mechanisms: Pneumatics</b>
	Which stitching techniques can you use to make a bookmark?	How do you bake a healthy desert (cake/biscuit)?	How do you make a moving toy using pneumatics?
Year 4	<b>Textiles: Make a cushion</b>	<b>Cooking and Nutrition: Pizza</b>	<b>Mechanisms: Using cams</b>
	Which sewing techniques can you use to make a cushion?	How do you make a healthy pizza?	How do you make a moving toy using cams?
Year 5	<b>Mechanisms: Space buggy</b>	<b>Textiles: Make a soft toy</b>	<b>Cooking and nutrition: Make a meal</b>
	How can you make a moving space buggy with an electrical system?	What complex sewing techniques can you use to create a soft toy?	How do you make a healthy two-course meal?
Year 6	<b>Mechanisms: Merry go round</b>	<b>Textiles: Make a pencil case</b>	<b>Cooking and Nutrition: Preparation and making of a three-course meal</b>
	How can you make a toy with two different systems?	What complex sewing and joining techniques can you use to create a pencil case?	How do you make a balanced three-course meal?



## Transitional Plan for Geography & History for academic year 2023.24 only

(see rationale document for further information)

	Autumn 23	Spring 24	Summer 24
Year 1	New plan	New plan	<b>Place Geography:</b> Compare and contrast UK/non-European country
			<b>Local History/Significant Individual:</b> Life of Captain Cook
Year 2	New plan	New plan	<b>Human and Physical Geography:</b> Weather patterns around the world
			<b>Significant Individual History:</b> Mary Seacole
Year 3	<b>Locational Geography:</b> Name and locate counties and cities of the UK	<b>Human and Physical/Locational Geography:</b> Rivers and basins	<b>Human and Physical Geography:</b> Mountains and the water cycle
	<b>British History:</b> Stone Age through to Iron Age	<b>Empires and Civilisations History:</b> Ancient Egypt	<b>Empires and Civilisations History:</b> The Mayans
Year 4	<b>Locational Knowledge:</b> Europe and the capital cities	<b>Human and Physical Geography:</b> Water cycle (linked to Science topic) –	<b>Human and Physical geography:</b> Settlements and land use
	<b>Empires and Civilisations History:</b> Ancient Greece	<b>Empires and Civilisations History:</b> Roman Empire and its impact on Britain	<b>British History:</b> The Anglo-Saxons
Year 5	<b>Human and Physical/Place Knowledge Geography</b> Geographical similarities and differences between UK/European country Change to Greece for one year	<b>Human and Physical Geography:</b> Biomes and vegetation belts	<b>Human and Physical Geography:</b> Hills Rivers Coasts Maps and fieldwork led
	<b>Empires and Civilisations History:</b> Ancient Greece (changed to stop repeat of Vikings)	<b>British History:</b> Henry VIII (changing power of monarchs case study)	<b>Empires and Civilisations History:</b> The Mayans – For one year only
Year 6	<b>Human and Physical:</b> Temperature zones of the earth	<b>Place knowledge Geography:</b> North, South and Central America	<b>Human and Physical Geography:</b> Trade and Economics
	<b>British History:</b> Britain and World War II	<b>Thematic British History</b> Social and Political Racial Equality	<b>Thematic British History:</b> Crime and Punishment

*From 2024.25 academic year plans included in subsequent pages for Geography & History to be followed.*

## Intent for TVED Geography

We aim to provide children with the knowledge and vocabulary to understand how the human and physical features of a place shapes its location and can change over time. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

### Outcomes

#### By the end of KS1 most children will be able to:

- describe the main features of localities and recognise similarities and differences;
- recognise where things are and why they are as they are;
- express their own views about features of an environment and recognise how it is changing;
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

#### By the end of KS2 most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences;
- know the location of key places in the United Kingdom, Europe and the world;
- explain patterns of physical and human features;
- recognise how selected physical and human processes cause changes in the character of places and environments;
- describe how people can affect the environment and explain the different views held by people about environmental change;
- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Geography	Autumn	Spring	Summer
<b>Year 1</b>	Locational: Geography of our school and the surrounding area	Locational: Continents and Oceans	Human and Physical: Weather patterns around the world
	Can you describe the area where you live?	Can you name the world's seven continents and five oceans?	What is the weather like in different parts of the world?
<b>Year 2</b>	Locational: UK and the surrounding seas	Human and Physical/Place: Comparing UK regions, London and Tees Valley	Place: Compare and contrast UK/non-European country
	Which countries make up the UK and what are their capital cities?	What are the similarities and differences in human and physical features of London and Tees Valley?	What are the similarities and differences between Middlesbrough and Sydney?
<b>Year 3</b>	Locational: Name and locate counties and cities of the UK	Human and Physical/Locational: Rivers and Basins	Human and Physical: Mountains and the water cycle
	What are the key geographical features of counties around the UK including their biggest city?	What are the major rivers in the world and why are they important?	How are mountains made and what part do they part in the water cycle?
<b>Year 4</b>	Locational: Europe and the capital cities	Human and Physical: Volcanoes and earthquakes	Human and Physical geography: Settlements and land use
	What are the similarities and differences of countries that make up the continent of Europe and can you name their capital cities?	What happens when the Earth moves?	What are different types of settlements and how does the geography of a place effect its population?
<b>Year 5</b>	Human and Physical/Place: Geographical similarities and differences between UK/European country	Human and Physical: Biomes and vegetation belts	Human and Physical/Place: Region of the UK: North East England
	What are the similarities and differences between human and physical geography of the UK and mainland Scandinavia?	Can you name different biomes and their characteristics?	What are the key topographical features of North East England, including the Sofia Windfarm, and how they have changed over time?
<b>Year 6</b>	Human and Physical: Temperature zones of the earth	Place knowledge: North, South and Central America	Human and Physical: Trade and Economics
	How does the location of a place affect its temperature?	What makes the physical geography of the Americas unique?	What is economic activity including trade links and distribution of natural resources around the world like?

## Intent for TVED History

We aim to provide children with an understanding of chronology and the knowledge to communicate the impact of significant historical events and individuals on our lives today, and the lives of others, using appropriate vocabulary. We want children to be curious to know more about the past and to have the skills required to explore their own interests. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

### Outcomes

#### By the end of KS1 most children will be able to:

- speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time;
- distinguish between aspects of their own everyday lives and the lives of people in the past;
- identify some ways in which the past is represented;
- find out about the past by asking and answering questions using a range of sources of information.

#### By the end of KS2 most children will be able to:

- describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- find out about the past by asking and answering questions using a range of sources of information;
- give some explanations for the different ways the past is represented and interpreted;
- record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

History	Autumn	Spring	Summer
<b>Year 1</b>	Local History: Life in Middlesbrough Past and Present	Significant Individual/British History: Queen Elizabeth II	Significant Individual History: Mary Seacole
	What is life like for a child in Middlesbrough?	Why was Queen Elizabeth II important?	Why was Mary Seacole important?
<b>Year 2</b>	Local History: Middlesbrough over the last 200 years	British History: Great Fire of London	Local History/Significant Individual: Life of Captain Cook
	How has Middlesbrough changed over the last 200 years?	What and how do we know about the Great Fire of London?	Why was Captain Cook important?
<b>Year 3</b>	British History: Stone Age through to Iron Age	Empires and Civilisations History: Ancient Egypt	Empires and Civilisations History: The Mayans
	What changes happened between the Stone Age and Iron Age and how did it change Britain?	Who were the Ancient Egyptians and what impact did they have?	What led to the decline in the Mayan population?
<b>Year 4</b>	Empires and Civilisations History: Ancient Greece	Empires and Civilisations History: Roman Empire and its impact on Britain	British History: The Anglo-Saxons
	Who were the Ancient Greeks and what impact did they have?	Who were the Romans and what impact did they have on life in Britain?	What was life like for the Anglo-Saxon settlers?
<b>Year 5</b>	Empires and Civilisations History: Vikings and impact on Britain	British History: Henry VIII (changing power of monarchs case study)	Local History Study: Academy specific Pennyman family/Middlesbrough Football Club/Steel and Chemical works
	Who were the Vikings and what impact did they have on life in Britain?	Who was Henry VIII and how what impact did he have on life in Britain?	How has (the Pennyman Family/ Middlesbrough Football Club/ local industry) impacted on our academy community?
<b>Year 6</b>	British History: Britain and World War II	Thematic British History Social and Political Racial Equality	Thematic British History: Crime and Punishment
	How did WWII start and what was the impact on the life of a child?	How do the American and British Civil Rights Movements impact on life in Britain today?	How has crime and punishment changed over time in Britain?

## Intent for TVED Modern Foreign Language - French

Our MFL curriculum will ensure all our children develop a love of language learning through positive experiences that will lay the foundations for future studies. As a result, our children will be able to understand and communicate their ideas, and those of others, in a foreign language. It will facilitate openness to culture, traditions and customs. They will be lifelong language learners in order to know their place in a multicultural society and become global citizens.

## Outcomes

### By the end of KS2 most children will be able to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	Autumn		Spring		Summer	
<b>Year 4</b>	Theme – Personal Cultural – Etiquette and Greetings		Theme – Personal Cultural – Location of France Application Project – Birthday Party		Theme – Personal & Place Cultural – School Day	
	How do I talk about myself?	How do I spell my name?	How do I talk about my feelings?	How do I say when my Birthday is?	How do I describe an animal with a colour?	How do I talk about my classroom and school?
<b>Year 5</b>	Theme – Places & Personal Cultural – Celebrations		Theme – Places Cultural – Climate Application Project – Weather Forecast		Theme – Places Cultural – Landmarks	
	How do I say where I am from?	How do I talk about my family?	How do I say what the weather is like today?		How do I say which country I live in?	
<b>Year 6</b>	Theme – Food & Personal Cultural – French market		Theme – Food Cultural – French products		Theme – Food Cultural – Café life	
	What fruits and vegetables can you name?	How do I talk about my likes and dislikes?	How do I order a breakfast?		Application Project – Can you order/serve a meal in a French café?	

## Intent for TVED Music

We aim for children at TVED to enjoy a rich music curriculum that gives them opportunities to sing, play instruments, compose, listen to and appraise music. They will develop new skills, learning to read music, understand the importance of music on our mental health and wellbeing as well as understanding how a rich musical background can bring enjoyment and fulfilment in our lives. The children will have a wide range of opportunities to perform in a range of settings and enjoy the music of professional musicians and specialists and we aim to provide music and performing arts to the children in our disadvantaged communities giving experiences that would be outside of their normal world.

### Outcomes

#### By the end of KS1 most children will be able to:

- Use their voices expressively and creatively singing songs and speaking chants and rhymes;
- Play tuned and untuned instruments musically;
- Listen with concentration and understanding to a range of high quality live and recorded music;
- Experiments with, create, select and combine sounds using the interrelated dimensions of music.

#### By the end of KS2 most children will be able to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression;
- Improvise and compose music for a range of purposes using the interrelated dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand staff and other musical notations;
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Have some understanding of the history of music.

	Autumn	Spring	Summer
Year 1	<b>Un-tuned percussion and songs &amp; Christmas performance</b>	<b>Samba music and singing using Musik8 musical terms</b>	<b>Tuned percussion and styles of music</b>
	Can you create rhythms and sound effects, using graphic scores, on an un-tuned instrument?	Can you sing a range of songs, chants and rhymes including question and answer phrases?	Can you create sound effects to enhance a story?
Year 2	<b>Un-tuned percussion and songs &amp; Christmas performance</b>	<b>Samba music and singing</b>	<b>Tuned percussion and styles of music</b>
	Can you create a piece of music to represent a rocket launch?	Can you compose and perform question and answer phrases using un-tuned percussion instruments?	Can you read notation to perform a simple tune?
Year 3	<b>Recorders</b>	<b>Recorders</b>	<b>Recorders and singing</b>
	Can you play a melody using 3 notes?	Can you compose your own melody using a known rhythm?	Can you perform in a group?
Year 4	<b>Music Technology &amp; Christmas performance</b>	<b>Boomwhackers</b>	<b>African Drumming</b>
	Can you compose a piece of music using Garageband?	Can you read and perform a piece of music using notes C-A?	Can you perform a piece of African music?
Year 5	<b>Music Technology &amp; Christmas performance</b>	<b>African Drumming</b>	<b>Samba music</b>
	Can you record and play a melody using the keyboard on Garageband with a chord accompaniment?	Can you read and perform notation for African drumming?	Can you perform for an audience?
Year 6	<b>African Drumming &amp; Christmas performance</b>	<b>Music Technology</b>	<b>Musical Performances</b>
	Can you compose and perform a piece of African music using African drumming notation?	Can you compose and play a piece of music using a whole octave?	Can you contribute to the performance of a school concert?

# TVED Long Term Curriculum Map

## Intent for TVED PE

The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We aim to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. Physical fitness is an important factor. It teaches self-discipline and that to be successful you must work hard, cooperate, collaborate and demonstrate resilience.

### Outcomes

#### By the end of KS1 most children will be able to:

- Master basic movements including running, jumping, throwing and catching
- Develop balance, agility and co-ordination and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

#### By the end of KS2 most children will be able to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

	Autumn	Spring	Summer
<b>Year 1</b>	<b>Movement – Jumping</b> Can you use head, arms and feet and apply the correct technique when jumping?	<b>Gymnastics – Body parts</b> Can you explore movements and balances on big and small body parts in wide, narrow and curled ways?	<b>Ball Skills – Hands</b> Can you use sending and receiving skills, applying your developing technique?
	<b>Movement - Running</b> Can you use a developing technique to run at speed?	<b>Dance – The Zoo</b> Can you co-ordinate and control your body movements to create a sequence showing character expression?	<b>Attack v Defence - Games for Understanding</b> Can you create and apply simple tactics for attacking and defending?
<b>Year 2</b>	<b>Movement - Dodging</b> Can you apply your knowledge of how, where and why to dodge?	<b>Gymnastics - Pathways</b> Can you explore different ways to link movements and balances while travelling along a variety of pathways?	<b>Ball Skills - Hands</b> Can you combine dribbling, passing and receiving skills in order to keep possession and score a point?
	<b>Movement - Jumping</b> Can you apply jumping in game situations?	<b>Dance - Explorers</b> Can you create and develop characters, adding movements, expression and emotion to your performance?	<b>Attack v Defence - Games for Understanding</b> Can you create simple defending and attacking tactics, within a developing understanding of the transition from defence to attack?
<b>Year 3</b>	<b>Gymnastics – Symmetry &amp; Asymmetry</b> Can you create sequences with symmetrical and asymmetrical balances?	<b>Outdoor Adventure Activities - Problem Solving</b> Can you develop effective team working through different problem-solving challenges?	<b>Striking &amp; Fielding – Rounders</b> Can you and apply a variety of fielding skills through exploring the concept of batting and fielding?
	<b>Dance – Wild Animals</b> Can you bring together choreography to create a final performance?	<b>Outdoor Adventure Activities – Communication &amp; Tactics</b> Can you explore how to orientate and locate points on a map, travel to them and record what you find?	<b>Athletics - Year 3 Athletics</b> Can you use the correct technique for running fast, jumping far and throwing for distance?
<b>Year 4</b>	<b>Gymnastics - Bridges</b> Can you create sequences combining movements and bridge balances applying flow and creativity?	<b>Net/ Wall – Tennis</b> Can you develop your ability to apply the principles of attack vs defence in order to play a game of tennis?	<b>Striking &amp; Fielding – Cricket</b> Can you apply the principles of attack vs defence in cricket?
	<b>Dance - Cats</b> Can you sustain characters and extend dance skills by using more complex interacting movements and actions?	<b>Invasion – Dodgeball</b> Can you apply throwing, catching and dodging skills and understanding of team work in a game?	<b>Athletics - Year 4 Athletics</b> Can you develop your sprinting technique, explore throwing pacing and technique for triple jump and javelin?
<b>Year 5</b>	<b>Gymnastics -</b> Can you use counter balance & counter tension to construct a sequence and link movements?	<b>Net/ Wall – Tennis</b> Can you apply prior learning to develop your ability to serve and volley?	<b>Striking &amp; Fielding – Rounders</b> Can you apply refined fielding skills in order to prevent the batters from scoring?
	<b>Dance – The Circus</b> Can you develop clear movements and expression to perform their routine as part of a group	<b>Invasion – Netball</b> How do you apply passing and moving skills to create attacks that result in a shooting opportunity. Develop and apply tactics for attacking and defending	<b>Athletics - Year 5 Athletics</b> How do you sprint effectively, develop technique for throwing a shot putt, explore and develop understanding of how to hurdle safely?
<b>Year 6</b>	<b>Invasion Games - Tag Rugby</b> Can you create tactics for attack and defence and apply them into game situations?	<b>Dance - Carnival</b> Can you develop group movements selecting and applying choreography into a performance?	<b>Striking &amp; Fielding – Cricket</b> Can you use your knowledge, understanding and ability to apply a range of fielding skills, batting skills and tactics into mini games?
	<b>Gymnastics - Matching and mirroring</b> Can you create a sequence through a combination of movements?	<b>Net/ Wall – Badminton</b> Can you execute shots and think tactically in a game?	<b>Athletics - Year 6 Athletics</b> Can you apply your knowledge, understanding and skills into a competition?
<b>KS2</b>	<b>Swimming - planned by each individual academy to be delivered in KS2</b>		

## Intent for TVED Relationships Education, Relationships and Sex Education and Health Education (RSE)

At TVED, Relationship Education is learning about the emotional, social and physical aspects of growing up. It will prepare children, building knowledge, vocabulary and confidence, to value who they are and understand how they relate to other people in this ever-changing world.

### Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
<ul style="list-style-type: none"> <li>Value and respect one another</li> <li>Appreciate themselves and those around them</li> <li>Understand how to keep safe and healthy</li> <li>Be respectful and kind</li> </ul>	<ul style="list-style-type: none"> <li>Value each other and act in a responsible and ethical way</li> <li>Have a sense of self so they can become engaged citizens</li> <li>Understand how to stay safe individually and with others</li> <li>Be confident and independent</li> </ul>

	Autumn	Spring	Summer
Year 1	<b>Caring friendships:</b> Importance of friendships <b>Respectful relationships:</b> Manners Who are your friends and why? What are good manners?	<b>Families and people who care for me:</b> Importance of family <b>Mental Wellbeing:</b> Being healthy Why are families important when growing up? What is mental health?	<b>Being safe:</b> Personal boundaries <b>Physical Health:</b> Being healthy What are appropriate boundaries? Why do I need to exercise and eat healthily?
	<b>Caring friendships:</b> Characteristics of friends <b>Respectful relationships:</b> Differences What are the characteristics of a good friend? How are we all different?	<b>Families and people who care for me:</b> Characteristics of a healthy family <b>Mental Wellbeing:</b> My feelings What are the characteristics of a healthy family? How can I express my feelings and why is that important?	<b>Being safe:</b> Secrets <b>Physical Health:</b> Diet When is it right to keep a secret? What is the impact of diet on my health?
Year 2	<b>Caring friendships:</b> Healthy friendships <b>Respectful relationships:</b> Respect How do good friends make you feel? What is respect and why is it important?	<b>Families and people who care for me:</b> Differences <b>Mental Wellbeing:</b> Myself and others How are families different? How can I look after my own and others wellbeing?	<b>Being safe:</b> Physical contact <b>Physical Health:</b> Sleep What is appropriate physical contact? How can a lack of sleep impact on my health?
	<b>Caring friendships:</b> Resolving conflict <b>Respectful relationships:</b> Respecting myself What do I do when a friend falls out with me? How do I respect myself?	<b>Families and people who care for me:</b> Security <b>Mental Wellbeing:</b> Hobbies and interests How does my family make me feel safe and secure? Why are my hobbies important for my wellbeing?	<b>Being safe:</b> Strangers <b>Physical Health:</b> Illness How do you know which adults to trust? What can I do if I feel unwell?
Year 3	<b>Caring friendships:</b> Building trust <b>Respectful relationships:</b> Bullying and stereotypes What is a trustworthy friend? What are stereotypes and how may they lead to bullying?	<b>Families and people who care for me:</b> Commitment <b>Mental Wellbeing:</b> Being isolated How do individuals show their commitment to each other? How does loneliness and bullying affect wellbeing?	<b>Being safe:</b> Being unsafe <b>Changing me:</b> Puberty and personal hygiene <b>Physical Health:</b> Keeping clean What is risk taking behaviour? How does my body change as I get older? Why is it important to keep clean?
	<b>Caring friendships:</b> Judgement calls <b>Respectful relationships:</b> Mutual respect When is a friend not a friend? How do we show mutual respect in society?	<b>Families and people who care for me:</b> Respect <b>Mental Wellbeing:</b> Seeking support Are my family always right? How do I seek support if I am worried about my own or someone else's wellbeing?	<b>Being safe:</b> Getting help <b>Changing me:</b> Puberty <b>Physical Health:</b> Drugs, alcohol and tobacco How can I get help if I do not feel safe? Why are my emotions changing? What are the dangers of different substances?
Additional Content	*Basic first aid *Age appropriate self-care *Online Relationships and Internet Safety and Harms		

Intent for TVED RE			
We aim to help children appreciate that they live in a multicultural country. They will develop an understanding of how religious beliefs shape people's lives and behaviours, evidenced through discussions using appropriate vocabulary. They will develop the ability to make reasoned and informed judgements about religious and moral issues, enhancing their spiritual, moral, social and cultural knowledge and their understanding of key religious concepts.			
Outcomes			
By the end of KS1 most children will be able to:		By the end of KS2 most children will be able to:	
<ul style="list-style-type: none"> <li>To understand beliefs and teachings</li> <li>To understand practices and lifestyles</li> <li>To understand how beliefs are conveyed</li> <li>To reflect</li> <li>To understand values</li> <li>To study the main stories of Christianity.</li> <li>To study Judaism.</li> <li>To study other religions of interest to pupils.</li> </ul>		<ul style="list-style-type: none"> <li>To understand beliefs and teachings</li> <li>To understand practices and lifestyles</li> <li>To understand how beliefs are conveyed</li> <li>To reflect</li> <li>To understand values</li> <li>To study the beliefs, festivals and celebrations of Christianity.</li> <li>To study Buddhism, Hinduism, Islam and Sikhism.</li> <li>To study other religions of interest to pupils.</li> </ul>	
	Autumn	Spring	Summer
Year 1	<b>Introducing Religion</b>	<b>Christianity: Easter</b>	<b>Religious Stories: Parables</b>
	What does it mean to belong in Christianity?	Why is Easter important to Christians?	What do parables teach Christians?
Year 2	<b>Christianity: beliefs, customs and practices</b>	<b>Judaism: beliefs, customs and practices</b>	<b>Religious Stories: Miracles of Jesus</b>
	What is important in the Christian faith?	What is important in the Jewish faith?	What do the miracles of Jesus teach Christians?
Year 3	<b>Use of light in religion</b>	<b>The Christian Year</b>	<b>Judaism: Passover</b>
	What does light symbolise in different religions?	Can you name the key events in the Christian year and why they are important?	Why is Passover important to the Jewish faith?
Year 4	<b>Different Christian denominations</b>	<b>Islam: beliefs, customs and practices</b>	<b>Use of colour in religion</b>
	Can you name and explain some differences between Christian denominations?	What is important in the Muslim faith?	Why is colour important in religions?
Year 5	<b>Creation stories across religion</b>	<b>Sikhism: beliefs, customs and practices</b>	<b>Buddhism: beliefs, customs and practices</b>
	How did the world begin according to Christians, Jews and Muslims?	What is important in the Sikh faith?	What is important in the Buddhist faith?
Year 6	<b>Hinduism: beliefs, customs and practices</b>	<b>Humanism: beliefs, customs and practices</b>	<b>Multicultural Britain</b>
	What is important in the Hindu faith?	How do Humanists live their lives?	What are the benefits of a multicultural Britain?