

Primary School Workshop National Curriculum Links

Bill in a China Shop - FS

ELG 01 Listening and attention: Children listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 16 Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Bread and Butter - FS

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They make observations and explain why some things occur, and talk about changes.

Burglar Bill- FS

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 05 Health and self-care: Children talk about ways to keep healthy and safe.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 12 Shape, space and measures: Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

ELG 16 Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Wash Day – FS

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members.

Toys Through Time - FS

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds.

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members.

Knights at the Castle

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: Children use past forms accurately when talking about events that have happened.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

ELG 16 Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Nursery Rhyme Time

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions.

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things.

ELG 16 Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Victorian Christmas - FS

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: Children use past forms accurately when talking about events that have happened

ELG 04 Moving and handling: Children handle equipment and tools effectively.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities

ELG 08 Making relationships: Children play cooperatively, taking turns with others.

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things.

ELG 16 Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Castle Life - KS1

Pupils should be taught about significant historical places in their own locality.

All pupils should understand historical concepts such as similarity and difference, and use them to draw contrasts

Pupils should identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Florence Nightingale - KS1

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.

All pupils should know and understand how people's lives have shaped this nation.

All pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to draw contrasts

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Bread and butter - KS1

Pupils should be taught about changes within living memory.

All pupils should understand historical concepts such as similarity and difference, and use them to draw contrasts

Pupils should identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past.

Victorian Classroom - KS1

Pupils should be taught about changes within living memory.

All pupils should understand historical concepts such as continuity and change, and similarity, difference and significance, and use them to draw contrasts and frame historically-valid questions

Pupils should identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Toys Through Time - KS1

Pupils should be taught about changes within living memory.

All pupils should understand historical concepts such as similarity and difference, and use them to draw contrasts

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Victorian Christmas - KS1

Pupils should be taught about changes within living memory.

All pupils should understand historical concepts such as continuity and change, and similarity, difference and significance, and use them to make connections, draw contrasts and frame historically-valid questions

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Washday - KS1

Pupils should be taught about changes within living memory.

All pupils should understand historical concepts such as continuity and change, and similarity, difference and significance, and use them to make connections, draw contrasts and frame historically-valid questions

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Queen Victoria's Empire - KS1

Pupils should be taught about events beyond living memory that are significant nationally or globally

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.

All pupils should know and understand how Britain has influenced and been influenced by the wider world

All pupils should gain and deploy a historically grounded understanding of abstract terms such as 'empire'

All pupils should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Suffragettes - KS1

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements, eg Emily Davison

All pupils should know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. All pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to frame historically-valid questions.

All pupils should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, political and social history; and between short- and long-term timescales.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

York Prison: Can this building speak? - KS2

History

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

All pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Art and design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.

Legend of Dick Turpin - KS2

History

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should understand historical concepts such as continuity and change, cause and consequence and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives

All pupils should 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 constructed

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

English

Year 3 and 4 pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

Year 3 and 4 pupils should understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Year 3 and 4 pupils should be taught to plan their writing by discussing and recording ideas.

Year 5 and 6 pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate.

Year 5 and 6 pupils should understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Year 5 and 6 pupils should be able to distinguish between statements of fact and opinion

Year 5 and 6 pupils should be able to explain and discuss their understanding of what they have read and provide reasoned justifications for their views.

Year 5 and 6 pupils should be able to plan their writing by noting and developing initial ideas.

Medicine in Victorian England - KS2

History

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should 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 and frame historically-valid questions

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Science

Pupils should talk about how scientific ideas have developed over time.

Pupils might work scientifically by: exploring the work of scientists and scientific research.

Swinging Sixties - KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should 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

All pupils should understand historical concepts such as continuity and change and use them to frame historically-valid questions

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Troubled Times - KS2

History

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and frame historically-valid questions

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

PSHE

Pupils should have the opportunity to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations.

Pupils should have the opportunity to learn that there are different kinds of responsibilities, rights and duties at home and in the community

(Taken from The PSHE Association guidelines for a Programme of Study 2014)

Victorian Christmas - KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
All pupils should understand historical concepts such as similarity, difference and significance, and use them to draw contrasts, and frame historically-valid questions

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Total War - KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should 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

All pupils should know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; achievements and follies of mankind

All pupils should gain and deploy a historically grounded understanding of abstract terms such as 'empire'

All pupils should understand historical concepts such as continuity and change, cause and consequence and use them to make connections, frame historically-valid questions and create their own structured accounts

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Victorian Classroom KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should understand historical concepts such as continuity and change and use them to frame historically-valid questions

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Queen Victoria's Empire - KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should know and understand how Britain has influenced and been influenced by the wider world

All pupils should gain and deploy a historically grounded understanding of abstract terms such as 'empire'

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Electricity - KS2

History

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrasts and frame historically-valid questions

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Science

At Y4 Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts,
- recognise that a switch opens and closes a circuit

At Y6 Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Crime and Punishment - KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to draw contrasts, frame historically-valid questions and create their own structured accounts

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

PSHE

Pupils should have the opportunity to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations.

Pupils should have the opportunity to learn that there are different kinds of responsibilities, rights and duties at home and in the community

(Taken from The PSHE Association guidelines for a Programme of Study 2014)

One Man's War - KS2

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

All pupils should know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.