

Primary School Workshop National Curriculum Links

Dinosaur Dig

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.

Roman Life

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.

The Ancient Greeks – KS2

Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.

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.

The Egyptian Way of Death – KS2

Pupils should be taught about the achievements of the earliest civilizations including Ancient Egypt.

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.

Prehistoric Progress – KS2

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.

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.

The Real Romans – KS1

Pupils should be taught about significant historical events, people and 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 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.

A Legionary's Life – KS2

Pupils should be taught about the Roman Empire and its impact on Britain, including the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest.

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.

Fire Away – KS2

Pupils should be taught to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Exploring Eboracum – KS2

Pupils should be taught a local history study, linked to the Roman Empire and its impact on Britain.

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.

Life in Anglo Saxon York – KS2

Pupils should be taught about Britain's settlement by Anglo Saxons, including Anglo Saxon invasions, settlements and kingdoms: place names and village life and Anglo Saxon art and culture.

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.

Vikings Voyages – KS1 & KS2

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including Vikings raids and invasion.

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.

Jorvik Life – KS2

Pupils should be taught a depth study linked to the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

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.

The Struggle for York – KS2

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

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.

Prince & Paupers; life in Tudor York – KS2

Pupils should be taught a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

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.

Life of Charles Darwin – KS2

Pupils should be taught to:

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Telescopes – KS2

Pupils should be taught to:

Recognise that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Observatory Tours

Pupils should be taught to:

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Cosmodome - KS1 & KS2

Pupils should be taught to:

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Slime! – KS2

Working Scientifically

Asking relevant questions and using different types of scientific enquiries to answer them.

Setting up simple practical enquiries, comparative and fair tests.

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Portraits in Your Pocket - KS1 & KS2

Art and Design

Pupils should be taught to use a range of materials creatively to design and make projects.

Pupils should be taught to improve their mastery of art and design techniques.

Sensing the Gardens – KS1 & KS2

Art and Design

Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Pupils should be taught to improve their mastery of art and design techniques.