

White Rose Curriculum Order Rationale

Year 1

Animals, including humans has been split into 2 blocks. The first is the human body section, and this is taught at the start of Autumn 1 as it is the most conceptually accessible unit. The animals part of the block is taught in the Spring term. Seasonal changes is taught in 4 chunks, at appropriate times of the year, so that children can carry out practical observations to support their learning. There are several planting blocks spread throughout the spring and summer terms so that children are able to observe how things they have planted grow. There is also the opportunity for them to use the plants/vegetables they grow in cooking. The main plants unit is taught in the summer term to allow the use of school grounds to identify common flowering plants.

Year 2

Animals, including humans has been split into animal needs for survival, humans and growing up. In the first unit, children build on their knowledge of animals from year 1, recapping the 5 vertebrate groups. In block 1, children learn that humans have 3 basic needs for survival. In block 2, children build on this to understand how exercise, diet and hygiene are needed for health and wellbeing. Block 3 teaches knowledge of materials and then they look at the impacts of plastic on the planet in block 4. Plants have been split over two terms to allow plants to grow and children to observe the process. They use their knowledge of plants and animals from previous blocks to identify living things in their habitats. Growing up is split over two blocks to allow children to observe the lifecycle of an animals (e.g. butterflies).

Year 3

Animals, including humans has been split into 3 blocks – skeletons, movement, nutrition and diet. Children learn about the skeleton initially (similarly to Year 1, this is a more relatable concept) and then add to this to work out how the skeleton, joints and muscles work together to allow movement. Block 4 teaches the children about nutrition and diet, and then they use this knowledge to look at the impacts of food waste on planet Earth. Rocks introduces concepts that become increasingly complex, and so it has been split into three blocks to allow maximum opportunities for recapping and revising key concepts. As the children have already learned about skeletons in block 1, fossils becomes a more accessible topic. As in Key Stage 1, plants has been split over two blocks to allow time for them to grow. Children have studied soils and light before the plants topic, and so this topic provides a good opportunity to recap learning. Again, as in Key Stage 1, the plants unit is in the summer term to allow maximum growth of plants. Forces and magnets is taught at the end of the year, as the concepts are more abstract and complex to understand.

Year 4

Grouping and classifying living things is taught as block 1 as children already have a good understanding of animals and plants from their learning in previous years. Classification is then built on in block 2 where they collect data and then classify living things in their local area. Children then continue their studies of the local area at different points throughout the year to further understand how seasonality affects living things. Sound is taught after states of matter as children can use their understanding of solids, liquids and gases to help them to understand how sound travels through a medium to the ear. Habitats is taught after the final data collection unit as children can use what they have found out about living things in their local area to explore human impacts on habitats. The digestive system is taught at the end of the year as it involves learning and applying more complex biological terms. Food chains is taught after the digestive system as

children can apply what they know about carnivore, herbivore and omnivore teeth to help them to understand food chains.

Year 5

Children have already been introduced to forces in Year 3, so this topic is in block 1 as they have secure knowledge to build on. Gravity is also introduced as a force in this block, which the children then build on in Block 2 (space). Materials has been split into two blocks (properties of materials and reversible and irreversible changes) as this topic has a huge amount of content in the National Curriculum. Living things and their habitats has been split into three blocks (life cycles, reproduction A and reproduction B). Children use their knowledge of the human life cycle (from the previous block, animals, including humans) to support their learning about the life cycles of other organisms. Reproduction is taught after children learn about the changes in puberty in the animals including humans block. It is split over two blocks as children explore asexual reproduction in plants and try to grow new plants. This allows time for plant growth. Finally, reversible and irreversible changes are taught towards the end of the year as the topics is more complex.

Year 6

Living things and their habitats is taught as the first block in year 6, as children have secure knowledge of this from previous year groups. This is followed by electricity in Block 2, which the children have already encountered in year 4. Animals including humans has been split into two blocks. The circulatory system is taught before diet, drugs and lifestyle as children look at the impact of these things on heart health. Light is taught in the spring term as this contains more demanding concepts. Evolution and Inheritance has been split into three blocks and is taught over the summer term as the content is complex and challenging. At the end of the year, themed projects have been designed to bridge the gap between year 6 and year 7.