

FHP Key Knowledge Progression Documents Pre-amble

What are the Key Knowledge Progression Documents (KKPDs)?

- The FHP Key Knowledge Progression Documents (KKPDs) have been created to ensure **coverage, progression** and **retention** of knowledge and skills within our curriculum. Each document identifies the composite knowledge that children need to learn in each year group through a series of progressive statements. These statements should be broken into the component knowledge to create coherent learning sequences. Leaders should use these statements to inform the content choices of their curriculum.
- Each statement is either phrased as ‘know’ to represent that these statements are substantive knowledge or ‘know how’ to represent procedural and / or disciplinary knowledge.
- Schools will use the KKPDs, alongside their school context, to determine the most important concepts within their curriculum. Leaders will use these to identify vertical, horizontal and diagonal links across the curriculum to ensure children acquire a deep body of interconnected understanding of these concepts.

How have the KKPDs been created?

- The KKPDs are a breakdown of the full National Curriculum for Key Stage 1 and Key Stage 2 for:
 - Science
 - Art and design
 - Computing
 - Design and Technology
 - Geography
 - History
 - Languages
 - Music
 - PE
- The KKPDs for RE have been created using the syllabuses for Nottinghamshire and Derbyshire.
- The KKPD for PSHE has been created using the PSHE Association programme of study and incorporate the RSE and Health Education statutory guidance.
- The KKPD for writing has been created using the Trust TAFs (based in the National Curriculum) and the Progression Through Genres document.
- The KKPD for reading has been created using Trust TAFs (based in the National Curriculum) and the Fischer Family Trust Reading Comprehension Framework (based on the National Curriculum).
- The nursery and reception statements have taken reference from the Early years foundation stage (EYFS) statutory framework, Development Matters in the Early Years Foundation Stage (EYFS) and Birth to five.
- Reference to the appropriate Subject Association has been made for expertise in each document.
- The year 7 column has been created in consultation with secondary experts using the National Curriculum for Key Stage 3.
 - For each of the KKPDs, it is **essential** that practitioners **refer back** to the original, relevant documentation (those listed above) when planning learning sequences.
- NB – there is no KKPD for maths as this subject is consistently taught discreetly and our schools adopt an external scheme of learning of their choice – for example: White Rose.

How are the KKPDs set out?

- The features section details how the strands have been decided.
- It details here any decisions that have been made in terms of where statements appear and why.
- This section includes, when possible, an indication to show where knowledge statements exceed the ambition of the National Curriculum (or other statutory documentation)

Features	
<ul style="list-style-type: none"> • At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters • At key stage 1 and 2, the key knowledge progression document takes full account of the national curriculum's strands of: <ul style="list-style-type: none"> ○ Locational knowledge ○ Place knowledge ○ Human and Physical geography ○ Geographical skills and fieldwork • These strands have been chosen to replicate those in the National Curriculum • The statement 'Know the position of the equator, the Northern Hemisphere, the Southern Hemisphere' has been moved to KS1 locational knowledge. This has been moved KS1 from the KS2 national curriculum as it will build upon the knowledge already being learned in year 2 'knowing the location of hot and cold areas of the world in relation to the Equator and the North and South pole.' Children in year 2 will be taught the location of hot and cold places in relation to the Equator so the location of the Equator will also be taught alongside to support children's locational knowledge. • G1.8 'To know their address' - this statement has been added to the year 1 KS1 Geography as children need to know where they live. The statement reflects the progression within the EYFS and National Curriculum. 	<p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> • Children in Year 6 are taught knowledge about developed and developing nations (including an introduction to the Human Development Index) (G6.6). This is not a requirement of the National Curriculum • Children in the EY are introduced to simple fieldwork skills (NG.9 and RG.8) • Children look at the impact of the water cycle (G4.8), not just what happens within it. • Children look at the impact of climate change (G5.7), not just the different climate zones.
<ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained 	
<ul style="list-style-type: none"> • Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. 	
<ul style="list-style-type: none"> • When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for geography for their age group. 	

- Reference to the National Curriculum (or other relevant documentation) can be found next:

Early Years Framework				
Early Years Statutory Framework: Educational Programme Understanding of the World		Early Learning Goal People, Culture and Communities		Early Learning Goal The Natural World
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
National Curriculum Subject Content				
Strand	Locational knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Key Stage 1	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its' countries as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language (e.g.: near and far, left and right) to describe the location of features and routes on a map • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

- Each statement on the KKPDs are coded to show which subject and year group they come from and which number statement they are in the year group. For example, DT4.9 would refer to the 9th Design and Technology statement from Y4.

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	<ul style="list-style-type: none"> DTN.6 know what they like about their <u>creation</u> 	<ul style="list-style-type: none"> DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it <u>better</u> 	<ul style="list-style-type: none"> DT1.10 know what went well with their own work against a design <u>criteria</u> 	<ul style="list-style-type: none"> DT2.13 know what was successful and less successful in the model they have made against a design <u>criteria</u> 	<ul style="list-style-type: none"> DT3.10 know why their own product has or has not been <u>successful</u> DT3.11 know how to improve their finished product in relation to the design <u>criteria</u> 	<ul style="list-style-type: none"> DT4.9 know how to evaluate their own and others final product against the design <u>criteria</u> DT4.10 know how to evaluate and suggest improvements for their own designs 	<ul style="list-style-type: none"> DT5.9 know how to evaluate appearance and function against the design <u>criteria</u> DT5.10 know to suggest alternative plans using feedback from others; outlining the positive features and draw <u>backs</u> 	<ul style="list-style-type: none"> DT6.9 know how to evaluate their own and others finished product against the design <u>criteria</u> DT6.10 know how to test and evaluate their own prototype on a specified audience (where possible) and use feedback on final <u>product</u> 	<ul style="list-style-type: none"> DT7.13 know how to outline and justify how they have met the design specification DT7.14 know how to evaluate your own and others work giving feedback based on the design specification DT7.15 know the drawbacks of the product, design and making process and suggest improvements for all aspects
Technical Knowledge	<ul style="list-style-type: none"> DTN.7 know how to make their creation more stable (e.g. a tower) 		<ul style="list-style-type: none"> DT1.11 know how to make their own model stronger / stiffer 	<ul style="list-style-type: none"> DT2.14 know how to make a model stronger, stiffer (if appropriate) and more stable 	<ul style="list-style-type: none"> DT3.12 know how to strengthen a product by stiffening a given part or reinforce a part of the structure 			<ul style="list-style-type: none"> DT6.11 know how to use knowledge to improve a made product by strengthening, stiffening or reinforcing 	<ul style="list-style-type: none"> DT7.16 know and use the properties of materials and the performance of structural elements to achieve functioning solutions

- If a statement does not appear in every year group (such as the second row above), this does not mean it is not relevant to the subsequent year groups. Teachers need to take note of earlier statements and ensure children are still given the opportunity to practice, embed and master the knowledge or skill.

Other information:

- Published schemes can be used within schools for foundation subjects such as Jigsaw for PSHE or Purple Mash for Computing as long as they are covering the appropriate expectations.
- If schools are utilising external providers for some foundation subjects, they should be basing their learning sequence design and lesson planning on the relevant KKPD.

What are the Component Knowledge Progression Documents?

- The FHP Component Knowledge Progression Documents have been created to ensure that:
 - composite knowledge is broken down into its component parts, thus making knowledge easier for children to acquire
 - staff understand the component knowledge that constitutes each KKP statement enabling them to build progressive sequences of learning
 - progression is detailed across all subjects and year groups increasing the demand of what children learn year-on-year.
- Both substantive and disciplinary knowledge are covered within the component knowledge progression documents.
- Alongside substantive and disciplinary knowledge, key ambitious vocabulary is specified for each KKP.
- Component knowledge progressions can be used to:
 - inform staff subject knowledge
 - support the development of teaching sequences
 - help create learning objectives
 - identify sticky knowledge for learning journeys and knowledge organisers
 - identify tier 3 vocabulary for learning journeys and knowledge organisers

How have the Component Knowledge Progression Documents been created?

- The Component Knowledge Progression Documents are a further breakdown of the KKP statements for:
 - Science
 - Art and design
 - Computing
 - Design and Technology
 - Geography
 - History
 - Languages
 - Music
 - PE
 - PSHE
 - RE
- External, leading experts in each of the subjects have been sourced to quality assure these documents. They have shared their knowledge and expertise to make sure that each document is of the highest-quality and reflects the ambition and rich body of knowledge we want our children to know and remember.

How are the Component Knowledge Progression Documents set out?

- The Component Knowledge Progression Documents will sit alongside the KKPDs and follow the same strands.
- Component knowledge and vocabulary are provided for each KKPD statement.
- Component knowledge is progressive across KKPD statements, but not within the individual KKPD statements.
- Teachers need to take note of earlier statements and ensure children have this knowledge before building upon it further.
- Component knowledge statements in red, must be adapted to suit the content choices that schools have made within their subject maps.

Geography – Component knowledge progression				
Strand	Year	KKPD Statement (Composite)	Components	Key Vocabulary
Locational knowledge	Nursery	<ul style="list-style-type: none"> • NG.1 know there are different countries in the world 	A) The world is made up of different countries (show on map) B) People live in different countries C) England, France and Germany are countries in the world	Place, live, country (countries), map, world
		<ul style="list-style-type: none"> • NG.2 know there are differences between countries and can talk about these, from experiences or photographs 	A) People speak different languages in different countries B) The weather can be different in different countries C) Different animals can be found in different countries. <i>E.g. Giraffes can be found in Kenya. Polar bears are found in the Arctic Circle.</i> D) Different foods can be grown in different countries. <i>E.g. Bananas are usually grown in South America because of the weather. Oranges can be grown in South Africa because the weather is hot.</i> E) Photographs can show us what a country is like and how it's different to ours.	Languages, experience, weather, food, animals, different
		<ul style="list-style-type: none"> • NG.3 know the name of the town in which we live 	A) Mansfield is a town in England B) I live in the town of Mansfield (show on a map)	Town – area
	Reception	<ul style="list-style-type: none"> • RG.1 know the name of the country we live in 	A) England is a country we live in B) I live in England (show on a map)	England, country
		<ul style="list-style-type: none"> • RG.2 know where the United Kingdom is, located on a world map 	A) The United Kingdom is found here on a map (show on a map) B) The United Kingdom is found in the top half of a map C) The United Kingdom is surrounded by water	United Kingdom, locate, map
		<ul style="list-style-type: none"> • RG.3 know the name the nearby city 	A) Derby/Nottingham is a city in England B) I know the city of Derby/ Nottingham is close to Mansfield C) Know that a city is an area where lots of people live and normally has a Cathedral (this is different to a town which is often smaller).	City, <u>Nottingham</u> , Derby
		<ul style="list-style-type: none"> • G1.1 know and locate the names of the four countries that make up the UK 	A) The United Kingdom is made up of four countries B) England, Scotland, <u>Wales</u> and Northern Ireland make up the United Kingdom C) Great Britain is part of the United Kingdom	Country, countries, United Kingdom, Great Britain, Europe, English Channel, North Sea, England, Scotland, Northern