

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 (S) or ‘know how’ to represent procedural (P) and / or disciplinary (D) knowledge. Each statement is labelled accordingly. In some instances, one KKPD statement may incorporate two types of 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 KKPD for Maths has been created for each DfE validated scheme used within the Trust, aligned with 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.

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)
- This page also captures the NC aims for the subject, outlines subject specific concepts and defines the types of knowledge within the KKPDs

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 2 KS1 Geography as children need to know where they live. The statement reflects the progression within the EYF5 and National Curriculum. Threaded throughout all Geography learning should be the opportunity for children to compare and contrast key ideas throughout different geographical concepts such as: <ul style="list-style-type: none"> Environment Movement Settlement Interaction Place Change Sustainability Scale Space 	<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. <p>National Curriculum Aims:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes use a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
<ul style="list-style-type: none"> Substantive knowledge (S) is the 'truths' or facts of a subject. Procedural knowledge (P) is the knowledge of how to do something. Disciplinary knowledge (D) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g. as a Geographer) These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be retained. 	
<ul style="list-style-type: none"> Skills are dependent on specific knowledge. A skill is the capacity to perform and <u>understand</u> to perform a deep body of knowledge needs to be acquired and 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 history 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
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.		<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 seasName 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 PolesUse 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 weatherKey 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 stageUse 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 mapUse 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 keyUse 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, DT4.5 would refer to the 5th Design and Technology statement from Y4.
- If a statement does not appear in every year group (such as the second row below), 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.

Make		• DTR.5 know that designs can help shape our thinking before making (S)	• DT1.5 know how to use own design plan to make something (P)	• DT2.5 know how to make a mock-up of their design where appropriate (e.g. paper patterns for puppets) (P)			• DT5.4 know how to make a prototype before making a final version (P)		• DT7.6 know how to create prototypes and patterns dependant on subject area (P)
	• DTN.3 know how to safely explore a variety of tools (P)	• DTR.6 know how to choose the right resources to carry out their own plan, (e.g. cutting tool for the playdough) (D)	• DT1.6 know how to use tools safely for a specific purpose (e.g. to cut, shape or to join) (P)	• DT2.6 know how to identify and name a selection of hand tools (S) • DT2.7 know how to choose tools and materials (P) and explain why they have chosen them (D)	• DT3.4 know how to select the most appropriate tools for a given task (P) • DT3.5 know how to choose the right equipment and materials (including textiles, construction materials and/or ingredients) (D)	• DT4.4 know which tools to use for a particular task and show knowledge of handling the tool (P) • DT4.5 know which material and/or component is likely to give the best outcome based on its properties (D)	• DT5.5 know (S) and use a range of tools and equipment competently and safely (P)	• DT6.4 know which tool to use for a specific practical task (P) • DT6.5 know how to use any tool correctly and safely (P) • DT6.6 know why a specific tool is best for a specific action (S)	• DT7.7 know the basic safety rules in the classroom and the workshop (P) • DT7.8 know the constraints of working in a school environment in comparison to industrial production (S)

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 both the KKP documents and the CKP 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 (CKPDs) will sit alongside the KCPDs and follow the same strands.
- Component knowledge and vocabulary are provided for each KCPD statement.
- Component knowledge is progressive across KCPD statements, but not within the individual KCPD 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.
- It is not expected that all of the component knowledge is taught. It provides teachers with the subject knowledge required to meet each key knowledge statement and then schools make the decision as to which elements are taught to children and which are expected to be remembered (sticky knowledge).

Geography – Component knowledge progression				
Strand	Year	KCPD 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, Wales 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

What are the Curriculum End Points on the KCPDs?

- The KCPDs are the input to the curriculum; the curriculum end points are the output.
- Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year.
- They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable historians.
- For **subject leaders**, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.
- For **teachers**, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KCPDs. They support teachers to plan activities that help to develop children as effective historians. They should be used to check what children know and how well they can apply this knowledge across the curriculum.
- For **children**, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

How have the Curriculum End Points been created?

- The Curriculum End Points synthesise the learning from the KCPD statements for each year group in each subject:
 - Science
 - Art and design
 - Computing
 - Design and Technology
 - Geography
 - History
 - Languages
 - Music
 - PE
 - PSHE
 - RE
- The curriculum end points reflect the aims, purpose and programmes of study from the NC. 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, remember and do.

How are the Curriculum End Points set out?

- Curriculum End Points can be found following the KKPd statements for each year group.
- Curriculum End Points are progressive across the year groups.
- Curriculum End Points are not written as knowledge statements as they are the culmination of the KKPd statements for the year group, written to focus on the disciplinary knowledge children should be able to demonstrate at the end of the year.
- Teachers need to take note of earlier curriculum end points and ensure children have this knowledge before building upon it further.
- Curriculum End Points are reflected in the Curriculum End Point Posters for what make an effective Historian / Geographer etc by the time children leave a Flying High School.

Curriculum End Points

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For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Curriculum end points	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Curriculum end points	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:
	Recall the knowledge specified within the KKPds for Nursery	Recall the knowledge specified within the KKPds for Reception	Recall the knowledge specified within the KKPds for Year 1	Recall the knowledge specified within the KKPds for Year 2		Recall the knowledge specified within the KKPds for Year 3	Recall the knowledge specified within the KKPds for Year 4	Recall the knowledge specified within the KKPds for Year 5	Recall the knowledge specified within the KKPds for Year 6	Recall the knowledge specified within the KKPds for Year 7
	Talk about what happened in the very recent past (<u>i.e.</u> yesterday at school or a recent family event)	Say how the past is different to the present giving some examples of how (using pictures and books)	Discuss some similarities/differences between the past and present (including from stories/texts and artefacts)	Use artefacts to describe some similarities and differences between ways of life in the same or different periods of history, asking questions about <u>these</u>		Discuss key changes over a period of history and give reasons for <u>these</u>	Discuss how a range of people and events from the past have shaped our lives <u>today</u>	Identify the causes and consequences of different historical events and how these still impact <u>today</u>	Identify and discuss the causes and consequences of different historical events and who did or did not benefit from these over <u>time</u>	Discuss and debate many varied historical concepts (<u>i.e.</u> society, empire, worship and monarchy) across different periods of history
	Talk about things that change over time (<u>i.e.</u> people, homes, places)	Talk about an important person from the <u>past</u>	Give reasons why things have changed over time or remain the <u>same</u>	Give reasons why people in the past acted in the way that they did based on knowledge of that		Describe how an early civilisation has influenced the way we live <u>today</u>	Compare and contrast people, events or artefacts studied from at least two different historical periods/civilisations to inform a wider view of society at the <u>time</u>	Identify abstract concepts (<u>e.g.</u> religion, culture and society) and use these when comparing	Understand different viewpoints of those living during a period of history and how	Explain patterns of continuity and change over <u>time</u>
		Describe how actions have a consequence	Describe some of the advantages of things changing			Discuss everyday life of people in a period/civilisation studied (using a range of sources),	Understand that			Construct a defensible claim about the past