

FRANCIS ASKEW PRIMARY SCHOOL



SECOND ORDER CONCEPT OVERVIEW

	Chronology	Responsibility	Similarity and Difference	Cause and Consequence	Continuity and Change	Significance	Written and Oral Expression
Reading			Making comparisons between authors, text types, genres, authorial intent.	Development of plot within texts. Effect of authors writing on readers feelings and thoughts.	Development of characters through narrative, understanding the development of plot	Significant events within texts, significant authors	Using terminology, evaluation, description, recall, objectivity, explaining, describing, presenting and interpreting.
Writing			Making comparisons between text types, genres, writing for different purposes	Development of plot within their own writing, how their writing and choice of vocabulary can impact on the reader.		Significant events within texts, significant authors, significant literary skills that impact on quality of writing / make writing more effective	Using terminology, evaluation, description, recall.
Maths			Making links between difference areas of maths (e.g. inverse operations) – developing number sense. Understanding differences between concepts to deepen understanding of them.	Understanding the 'maths' behind procedures. Understanding why maths works – output from operations. Using understanding of cause and consequence in maths to problem solve and reason.			To present mathematics clearly – using formal written methods where appropriate.
Science		Working safely, how science can solve problems, climate change and sustainability.	Making comparisons, finding patterns, noting differences and drawing conclusions	Models and laws, reactions between materials, observing processes	Observing what changes and what stays the same	Significant scientists, discoveries, laws, models and theories	Using scientific terminology, evaluation, drawing conclusions, objectivity, explaining processes, describing and explaining patterns, presenting and interpreting data.
Geography		How humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability	Making comparisons between places, localities, regions etc...	Understanding the effect of humans and nature on landscapes and settlement	How have physical and human features changed over time and why	Significant geographical features, places, events	Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing, and explaining trends, presenting and interpreting data
History	Use language relating to time. Sequence events from within and beyond our lifetime on a timeline. Place key events from a period of history on a timeline in relation to one other period of history. Use more accurate dates when describing and sequencing events Understand the chronology of key events	How our understanding of the past can shape our future. How lessons can be learned from previous time period and civilisations. How accurately recording events in modern day can impact on future generations.	Comparisons between different periods of time. Comparisons between now and history within living memory and beyond living memory. Describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.	Explain why a historical event happened and what happened as a result. Explain why an important person from history acted the way they did and what the impact of this was. Identify and give reasons for historical events and explain the impact they had on later periods.	Identify things that have changed or stayed the same during our life and from times before living memory. Summarise the main events from a period of history, explaining the order of events and making connections between them. Justify how or why things changed or did not change over time in	Explain how historical events and people changed things. Identify historically significant people and events and their impact. Be aware of some pivotal events and people in modern British history.	Present the information learnt in a variety of ways. Use research skills to find answers to specific historical questions. Use a range of information, including my own research, to present a historical argument.

	in periods I am studying and how this time relates to other key periods in history.				relation to one of the 4 key concepts.		
Art	History of art and changes over time		Comparing works of art, identifying common/different styles and techniques			significant artists, works of art and art movements	Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting
Design and Technology		Working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients	Making comparisons, noting differences, and drawing conclusions	Identifying how things work, how an action can cause change/movement		Significant designers and designs, real world examples of effective and successful products	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting
Music	History of music and changes over time		Comparing pieces of music, identifying common/different styles and techniques			Significant composers, pieces of music and musical movements	Using musical terminology, responding, refining, describing, experimenting, exploring.
PE		To keep themselves and others around them safe during sport and physical activities. Being responsible for the part they play in a team game. Setting up equipment responsibly. To act with respect and thought for team members.	Similarities and difference between sports e.g. cricket and rounders. Making comparisons between sports, acknowledging transferrable skills and knowledge.	The impact of actions on output. The impact of precision and skill on performance within a sport. Understanding human movement – cause and effect, as well as factors that may impact on performance.		Significant events, actions, manoeuvres in physical activity and games that contribute to improved performance. Significant sporting individuals, significant events in the sporting world, significant achievements	Being able to evaluate performance verbally and in written form. Being able to communicate well with team members, referee sport effectively with good communication, be able to explain the rules of game to others.
Computing	Changes in technology over time, inventions, future technology	Being safe online, using social media responsibly and respectfully, privacy, cyberbullying	Making comparisons, finding patterns, noting differences and drawing conclusions	Inputs and outputs, programming	Changes in technology over time, inventions, future technology	Significant inventions, significant figures from the world of computing	Using computing terminology, using technology to support and improve communication, using technology to presenting and interpreting data, digital media
RE	Developing understanding of chronology within different religions and religious practices.	Responsibility to understand different world views, developing tolerance and respect.	Comparing and contrasting different religions and world views.	The impact of beliefs and views on the way people live. How religion and world views have impacted on culture and society.	Continuity of major faiths over the centuries. Change in how societies acknowledge differing world views.	Significant symbols, views, stories, teachings.	Using a variety of ways to demonstrate their understanding of different world views.
MFL (Spanish)			Making comparisons between sentence structures, comparing cultures. Recognising patterns in verb conjugations for person and tense, how gender and plural are shown in Spanish, compared to English.				Confidently presenting and conversing in Spanish, using grammatical terminology, questioning, describing

PSHE

Personal responsibility,
responsibility towards
others, relationships, world
of work, staying safe,
health

Identifying significant
traits and skills that enable
good social and
emotional wellbeing e.g.
Developing strategies for
resilience, ambition,
personal best, managing
emotions.

Using social and
emotional literacy to
confidently discuss
personal experiences and
the experiences of others
in a variety of ways,
making comparisons and
links, explanations,
awareness of audience,
using evidence to support
statements