**Rationales for Progression in Mixed Year Group Planning**

In order to establish clear progression, whilst teaching to mixed year groups, careful consideration has been made to the order in which we share information and teach the children. Please see the rationales below for each subject decision.

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| **History** | The i2e curriculum runs chronologically through KS2, in order to maintain this we have separated the learning for the mixed year groups into one cycle of UK chronological history (Stone Age, Bronze Age/Iron Age and Anglo-Saxons) whilst the other cycle is World chronological History (Egyptians, Greeks and Romans) this allows the children to compare and contrast the different civilisations. |
| **Geography** | Similar to the history, the Geography curriculum has been separated into World Geography and UK geography. There are opportunities for the children to repeat and retrieve key knowledge and apply their developing geographical skills. |
| **Science** | Science has been separated into its key disciplines in order to progress understanding.  In Year 1&2, we have given over one cycle to the children’s developing understanding of plants and the natural world of Biology, whilst the other cycle picks up on the Physics elements alongside the Human Biology.  In Year 3&4, there is a more direct split between Physics and Biology, ensuring that previous knowledge can be built upon and retrieval if pertinent. |
| **Art** | The elements of the Art and DT curriculum are such that despite the learning being progressive, there is scope to focus upon one area at a time and therefore it has stayed within its original framework.  For example drawing ‘Shape’ and drawing ‘Light and dark’ could be taught in either order. |
| **DT** |
| **Computing** | Looking at the computing progressive document, it is easy to break the computing curriculum into three clear areas – Digital Literacy, Information Technology and Computer Science. Since the planning is weighted towards Computer Science that has been put into one cycle, ensuring the children can build on previous knowledge and apply it to their learning. The other cycle picks up the element of IT and Digital Literacy. |
| **Music** | This can be taught on a 2 year or a 4 year rolling cycle. Since the Music curriculum is repetitive in nature with language and understanding, it can be taught using any year group as a whole sequence. It should be noted that when teaching music to a mixed year group of Year 1 – 4, there should be a consistent and conscientious approach of adaptive teaching to ensure ALL children are learning at their expected pace. |
| **MFL** | MFL is repeated on a two year cycle to ensure the children have opportunity to repeat and embed their developing understanding of French. |