

### 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 choice 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 KCPD 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 KCPDs 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.

Features	
<ul style="list-style-type: none"> <li>At both key stages the knowledge progression takes full account of the national curriculum's strands of:               <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Place knowledge</li> <li>Human and Physical geography</li> <li>Geographical skills and fieldwork</li> </ul> </li> <li>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.</li> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>	
<ul style="list-style-type: none"> <li>When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains all words used for geography for their age group.</li> </ul>	

- 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"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>

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

- 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 KKP.

