Adlington Primary School

Compass For Life:
Progression of Conceptual & Procedural Knowledge, Vocabulary and Concepts

CURRICULUM PILLARS	GLOBAL CITIZENS	CIVILISATIONS & NATIONS	LIFE ON EARTH	CULTURE & COMMUNITY

EYFS			
	Autumn term (Proposed topic: All about me, Where we live)	**Spring term (Proposed topic: Space, Farms)**	**Summer term (Proposed topic: Fairy tales, Exploration)**
Progression of content	Introduction to the four cardinals East Cardinal – Ethos North Cardinal - The North Star	Review the four cardinals South Cardinal – Strategist West Cardinal – Warrior	Review the four cardinals West Cardinal – Warrior Backpack and Toolkit
Key Vocabulary	Compass, cardinals, North. North Star, Ethos, Strategist, Warrior.	Compass, cardinals, North. North Star, Ethos, Strategist, Warrior.	Compass, cardinals, North. North Star, Ethos, Strategist, Warrior.

Year 1 & Year 2			
Cycle A and B	**Autumn term** **(Overarching topic: Animal Magic)**	**Spring term** **(Overarching topic: My Place in the World)**	**Summer term** **(Overarching topic: Roads & Routes)**
Progression of content	**Introduction to the four cardinals** Introduce the images and roles of a compass and maps. Identify the jobs you know using people you know. Begin individual maps. Identify appropriate and up to date role models. **East Cardinal – Ethos** Identify, representing and choosing how we feel. Draw links between choices, behaviour and feelings. Identify different 'teams' and 'communities' (including family, friends, class and school) we are part of. Recognise that 'teams' have shared values and shared roles, rules and responsibilities. Describe individual characteristics and recognise positives and negatives. Identify what makes someone successful (including as a learner) **North Cardinal - The North Star** What are ambitions and how do we identify them?	**Review the four cardinals** Develop the images and roles of a compass and maps. Extend knowledge of jobs and careers. Revise and develop individual maps. Identify appropriate and up to date role models. **South Cardinal – Strategist** Identify what it means to improve and ways to 'get better' at things. What are strategies – and how does a strategist behave? Relate strategies to goals and ambitions (in relation to maps) Identify different things that help, including teamwork. Explore what makes a good team – focusing on communication. **West Cardinal – Warrior** Identify the CFL meaning of 'Warrior' – taking action boldly and passionately. Identify ways to become strong and to face challenges. Describe choices that we face and how to make positive decisions.	**Review the four cardinals** Extend the images and roles of a compass and maps, including the diversion of 'magnets' Further extend knowledge of jobs and careers. Evaluate and refine individual maps. Identify appropriate and up to date role models. **West Cardinal – Warrior** Review the CFL meaning of 'Warrior' – taking action boldly and passionately. Identify ways to become strong and to face challenges. Visualise yourself as a successful warrior. **Backpack and Toolkit** Introduce the image and relevance of 'backpack' and 'toolkit' within CFL. Identify the different components required, including personal health and well-being, positive relationships, resilience, communicating honestly, resourcefulness. Identify the personal nature of these and the independent choices involved.

	How do we get better at things? Why is learning important? How, where and what do we learn? What would you like to learn? What can stop us from learning?	Identify the importance of relationships to individual strength. Describe different kinds of relationships and their different contributions.	
Key Vocabulary	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior.** Map, route, direction, plan, job, role model team, community, roles, rules, responsibility, choice, behaviour, feeling, positive, negative, successful, ambition, goal,	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior.** Map, route, direction, plan, job, career, role model, improve, strategy, teamwork, communication, bold, passionate, challenge, relationship, visualise	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior.** Map, route, direction, plan, job, career, role model, 'backpack', 'toolkit', resilience, honesty, resourceful, personal, health, well-being, independent.

Year 3 & Year 4			
Cycle A and B	**Autumn term** **(Overarching topic: Flash! Bang!)**	**Spring term** **(Overarching topic: Shang Dynasty)**	**Summer term** **(Overarching topic: Rainforests)**
Progression of content	**Re-introduction to the four cardinals** Re-introduce the different images and roles of a compass and maps. Identify the jobs you know using people you know – extending beyond previous years. Review previous individual maps and begin revised maps. Identify appropriate and up to date role models. **East Cardinal – Ethos** Describe what ethos means and how it manifests itself in individual and group behaviours.	**Review the four cardinals** Describe and discuss the different images and roles of a compass and maps. Extend the awareness of jobs beyond direct reference points. Discuss and develop individual maps Identify appropriate and up to date role models. **South Cardinal – Strategist** Discuss how successful people achieve – talent, luck……. Revise what strategies are – and describe how a strategist behaves.	**Review the four cardinals** Share and evaluate the images and roles of a compass and maps including those being created. Research and present further knowledge of jobs and careers and their roles in society. Evaluate and refine individual maps. Identify appropriate and up to date role models. **West Cardinal – Warrior** Review the CFL meaning of 'Warrior' – taking action boldly and passionately.

	Revise the links between choices, behaviour and feelings. Contribute to a class ethos – using rules or codes of conduct as appropriate. Evaluate different responses to situations, identifying positive and negative choices and characteristics in evidence. Describe shared values and shared rights and responsibilities in a range of 'communities'. Identify personal values including aspects to support and develop. **North Cardinal - The North Star** Review the wishes/ambitions of our younger selves. Identify how ambitions change and the impact of knowledge and learning. What are our 'wishes' for the future – individual, community, global? How would you change the world?	Identify individuals who inspire and research their stories and strategies. Identify the ways that different strategies can impact on goals and ambitions. Identify the support network of successful individuals – including teams. Explore ways to develop teamworking skills. Identify the importance and characteristics of leadership within teams and that it need not rest with one individual. **West Cardinal – Warrior** Revise the CFL meaning of 'Warrior' – taking action boldly and passionately. Identify different 'magnets', their potential impact and how some may be viewed as positive as well as negative. Identify strategies to deal with different 'magnets'. Describe choices that we face and how to be good to ourselves and to others. Review ways to maintain positive relationships and deal appropriately with harmful behaviours and bullying.	Identify ways to develop individual bravery in order to be strong when faced with difficult or negative choices. Identify and describe examples of failure and its impact. Identify ways to strengthen emotional resilience. Visualise and describe yourself as a successful warrior. **Backpack and Toolkit** Revise the image and relevance of 'backpack' and 'toolkit' within CFL. Describe and evaluate the different components required, including personal health and well-being, positive relationships, resilience, communicating honestly, resourcefulness. Describe the personal nature of these and the independent choices involved.

Key Vocabulary	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior, Magnets.** Consequences, code of conduct, values, rights,	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior, Magnets.** Talent, inspire, inspiration, support network, potential, impact, harmful behaviours, leadership	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior, Magnets.** Brave/bravery, emotional resilience,

Year 5 & Year 6			
Cycle A and B	**Autumn term** **(Overarching topic: Ancient Greece)**	**Spring term** **(Overarching topic: Extreme Earth)**	**Summer term** **(Overarching topic: Conflict & Resolution – World War 11)**
Progression of content	**Re-introduction to the four cardinals** Re-introduce the different images and roles of a compass and maps. Identify the jobs you know and their roles in society – extending beyond previous years. Review previous individual maps and begin revised maps. Identify appropriate and up to date role models. **East Cardinal – Ethos** Describe in detail what ethos means and how it manifests itself in individual and group behaviours and the building of communities. Explore what a 'perfect society' would be like and whether it is possible. Revise the links between choices, behaviour, success and personal well-being.	**Review the four cardinals** Describe and discuss a wide range of images and roles of a compass, maps and other route plans. Extend the awareness of how individuals contribute to society, both including but also beyond their jobs. Discuss and develop individual maps Identify appropriate and up to date role models. **South Cardinal – Strategist** Describe ways that people are successful. Identify similarities and differences between how individuals have become and maintained success. Revise what strategies are – and describe a strategist behaves and responds to external pressures. Identify individuals who inspire and research their stories, evaluating the strategies they used.	**Review the four cardinals** Share and evaluate a wide range of images and roles of a compass, maps and other route plans including those being created. Research and present further contributions to society, both including but also looking beyond jobs. Evaluate and refine individual maps. Identify appropriate and up to date role models. **West Cardinal – Warrior** Review the CFL meaning of 'Warrior' – taking action boldly and passionately. Describe ways to develop individual bravery in order to be strong when faced with difficult or negative choices. Identify ways to overcome failure and learn from mistakes.

	Contribute to a class ethos – codes of conduct or statements of aims as appropriate. Evaluate positive and negative choices in a range of situations and the impact individual characteristics have on outcomes. Describe and evaluate shared values and shared rights and responsibilities in a range of 'communities'. Identify and evaluate personal values including elements to further support and develop **North Cardinal - The North Star** Review and evaluate the wishes/ambitions of our younger selves. Describe how ambitions change and the impact of knowledge and learning. Develop different criteria for personal success in short and long-term goals Discuss individual 'wishes' for the future – individual, community, global? Discuss ways to contribute to changes in societies.	Evaluate how we learn and improve and assess performance in different contexts. Describe different kinds of support network and ways to access them. Further develop effective communication, teamwork and leadership awareness and skills. Identify the importance of positive contingency planning - predicting potential obstacles to plans strategies to overcome them. **West Cardinal – Warrior** Revise the CFL meaning of 'Warrior' – taking action boldly and passionately. Describe the role of 'magnets' and evaluate their potential impact. Review ways to maintain positive relationships and deal appropriately with harmful behaviours and bullying.	Identify further ways to strengthen emotional resilience (particularly in relation to Year 6 transition) Visualise and describe yourself as a successful warrior. **Backpack and Toolkit** Revise the image and relevance of 'backpack' and 'toolkit' within CFL. Evaluate and refine the different components required for your individual 'backpack', including specific strategies for personal health and well-being, positive relationships, resilience, communicating honestly, resourcefulness. Describe the personal nature of these and the independent choices involved.
Key Vocabulary	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior, Magnets.** Society, utopia, mission statement, objectives, short-term, long-term,	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior, Magnets.**	**Compass, cardinals, North. North Star, Ethos, Strategist, Warrior, Magnets.**

		Contribution, internal, external, pressures, assess, awareness, contingency, obstacles, potential.	