

National Curriculum Requirements of Geography at Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

National Curriculum Requirements of History at Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

National Curriculum Requirements of History at Key Stage 2 (continued)

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms; place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

National Curriculum Requirements of History at Key Stage 2 (continued)

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- **the achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world
- **a non-European society** that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

History breakdown – Key Stage 2

A simplistic overview of history coverage in Key Stage 2 is outlined below. However, this is just one interpretation and is in no way meant to be the only way of looking at coverage.

	Stone Age to 1066	Ancient Civilizations	Significant Themes in British history (Preferably from a Local interest point of view)	
Year 3	Changes in Britain from the Stone Age to the Iron Age	(Coverage in any Year group) <ul style="list-style-type: none"> • Ancient Greece One of: <ul style="list-style-type: none"> • Ancient Sumer • Ancient Egypt • Indus Valley • Shang Dynasty One of: <ul style="list-style-type: none"> • Mayan Civilization C900 • Early Islamic Civilization c900 • Benin (West Africa) c900 - 1300 	Examples	
Year 4	The Roman Empire and its impact on Britain		<ul style="list-style-type: none"> • Henry VIII – Break from the RC Church • World War 2 – Battle of Britain • Norman Conquest – feudal system • Gunpowder, treason and plot – Charles 1 execution 	<ul style="list-style-type: none"> • Crime and Punishment – Anglo Saxons to today (Who were the early lawmakers?) • Leisure and entertainment in the 20th century
Year 5	Britain’s settlement by Anglo-Saxons and Scots		<ul style="list-style-type: none"> • What the Greeks or Romans do for our cultures, art and literature 	
Year 6	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor			

The following Year 3 to Year 6 examples are provided as a guide only. There is no compulsion to keep to any year group and therefore rolling programmes for mixed aged classes and schools with small numbers are very possible. The document 'Weaving Knowledge, Skills and Understanding within the new National Curriculum' (see website guide) will provide progression and continuity for pupils and staff. Page 167 provides an alternative view by combining the chronology into one Learning Challenge. This opens more opportunities for greater choice from the right hand side column on this page.

Geography and History: Year 3 Overview

Key Features

Year 3	GEOGRAPHY		HISTORY		
	Human	Physical			
	European Country <ul style="list-style-type: none"> • holiday destination • famous cities 	Volcanoes, Earthquakes and Tsunamis <ul style="list-style-type: none"> • The power of the Earth 	Stone Age to the Iron Age, including: <ul style="list-style-type: none"> • Hunter gatherers • Early farming • Bronze Age, and • Iron Age 	Ancient Greece <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world 	Local History <ul style="list-style-type: none"> • A study of Local History taking account of a period of history that shaped the locality
Learning Challenges	Why do so many people choose to go to the Mediterranean for their holidays?	What makes the Earth angry?	Who first lived in Britain?	Why has Greece always been in the news?	*How did the Victorian period help to shape the Atherton we know today? *Do you think Sir Titus Salt was a hero or a villain?

The Local History Learning Challenge will need to reflect a period of time that has meaning for your locality. However, some of the LC questions used in the example might help you with framing your weekly Learning Challenges.

Knowledge, Skills and Understanding breakdown for History

Year 3

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<ul style="list-style-type: none"> • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?
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Knowledge, Skills and Understanding breakdown for Geography

Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> • Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> • Can they name a number of countries in the Northern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> • Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> • Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> • Can they name the two largest seas around Europe?
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Year 3 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the things that happen there? • Can they identify key features of a locality by using a map? • Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indices? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? 	<ul style="list-style-type: none"> • Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? 	<ul style="list-style-type: none"> • Can they name a number of countries in the Northern and Southern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Are they aware of different weather in different parts of the world, especially Europe?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> • Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> • Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> • Can they name the two largest seas around Europe?
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Year 3 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	Mouldable materials
<ul style="list-style-type: none"> • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan? 	<ul style="list-style-type: none"> • Can they use equipment and tools accurately? 	<ul style="list-style-type: none"> • What did they change which made their design even better? 	<ul style="list-style-type: none"> • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques?

Year 3 Music Knowledge, Skills and Understanding

- Can they create repeated patterns with different instruments?
- Can they create accompaniments for tunes?
- Can they combine different sounds to create a specific mood or feeling?
- Can they improve their work; explaining how it has improved?
- Can they use musical words (the elements of music) to describe a piece of music and compositions?
- Can they use musical words to describe what they like and dislike?
- Can they recognise the work of at least one famous composer?

Year 3 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the things that happen there? • Can they identify key features of a locality by using a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? 	<ul style="list-style-type: none"> • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> • Can they name some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?

Year 3 Food Technology Knowledge, Skills and Understanding

Cooking and Nutrition

- Can they choose the right ingredients for a product?
- Can they use equipment safely?
- Can they make sure that their product looks attractive?
- Can they describe how their combined ingredients come together?
- Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?
- Can they show that their design meets a range of requirements?
- Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
- Can they describe their design using an accurately labelled sketch and words?
- How realistic is their plan?
- Can they use equipment and tools accurately?
- What did they change which made their design even better?

Year 3 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books?

Year 3 Music Knowledge, Skills and Understanding

- Can they improve their work; explaining how it has improved?
- Can they use musical words (the elements of music) to describe a piece of music and compositions?
- Can they use musical words to describe what they like and dislike?
- Can they recognise the work of at least one famous composer?

Year 3 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past ? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? 	<ul style="list-style-type: none"> • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?
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Year 3 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the things that happen there? • Can they identify key features of a locality by using a map? • Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indices? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? 	<ul style="list-style-type: none"> • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> • Can they name a number of countries in the Northern Hemisphere? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> • Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> • Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> • Can they name the two largest seas around Europe?
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Year 3 Art Knowledge, Skills and Understanding

- Can they begin to sculpt clay and other mouldable materials?
- Can they use specific clay techniques to create a pot?

Year 3 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? 	<ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past ? • Can they use their 'information finding' skills in writing to help them write about historical information?
Year 3 (Challenging)		
<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? 	<ul style="list-style-type: none"> • Do they have an appreciation that wars start for specific reasons and can last for a very long time? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?

Year 3 Art & Design Knowledge, Skills and Understanding

- Can they use their sketches to produce a final piece of work?
- Can they write an explanation of their sketch in notes?
- Can they use different grades of pencil shade, to show different tones and texture?
- Can they predict with accuracy the colours that they mix?
- Do they know where each of the primary and secondary colours sits on the colour wheel?
- Can they use a range of brushes to create different effects?
- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?
- Can they explore work from other cultures?
- Can they explore work from other periods of time?

Year 3 Design Technology Knowledge, Skills and Understanding

- Can they show that their design meets a range of requirements?
- Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
- Can they describe their design using an accurately labelled sketch and words?
- Can they assess how realistic their plan is?
- Can they use equipment and tools accurately?
- What did they change which made their design even better?
- Do they use the most appropriate materials?
- Can they work accurately to make cuts and holes?
- Can they join materials?

Year 3 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they use a timeline within a specific period in history to set out the order events may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past ? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

- Can they set out on a timeline, within a given period, what special events took place?
- Can they begin to use more than one source of information to bring together a conclusion about an historical event?
- Can they use specific search engines on the Internet to help them find information more rapidly?

Knowledge, Skills and Understanding breakdown for Art and Music

Art & Design	Music
<ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments?

Year 3 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events from the past using dates when things happened? • Can they use a timeline within a specific period in history to set out the order events may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past ? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

- Can they set out on a timeline, within a given period, what special events took place?
- Can they begin to use more than one source of information to bring together a conclusion about an historical event?
- Can they use specific search engines on the Internet to help them find information more rapidly?

Knowledge, Skills and Understanding breakdown for Art and Music

Art & Design	Music
<ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments?

Geography and History: Year 4 Overview

Key Features

Year 4	GEOGRAPHY		HISTORY		
	Human	Physical	The Roman Empire and its impact on Britain	A Study of an aspect or theme in British history, beyond 1066	A Study of an aspect or theme in British history, beyond 1066
	River Study and City locations <ul style="list-style-type: none"> • Settlements, land use, economic activity, including natural resources, especially water supplies 	UK City Study <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied 			
Possible Learning Challenges	Where would you choose to build a city? or <i>Why is the Thames/ Mersey so important to London/ Liverpool?</i>	Why is <city> such a cool place to live?	Why were the Romans so powerful and what did we learn from them?	Who were the early lawmakers? or What would you have done after school 100 years ago?	Why were the Norman castles certainly not bouncy?

Knowledge, Skills and Understanding breakdown for History

Year 4

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Knowledge, Skills and Understanding breakdown for Geography

Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Yorkshire and Lancashire?
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Year 4 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? 	<ul style="list-style-type: none"> • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Year 4 (Challenging)

- Can they give accurate measurements between 2 given places within the UK?
- Can they explain how a locality has changed over time with reference to physical features?
- Can they explain how people are trying to manage their environment?

Year 4 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design? 	<ul style="list-style-type: none"> • Can they tell if their finished product is going to be good quality? • Are they conscious of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? 	<ul style="list-style-type: none"> • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both its appearance and the way it works?

Breadth of study

Stiff and flexible sheet materials

- Can they measure carefully so as to make sure they have not made mistakes?
- How have they attempted to make their product strong?

Mouldable materials

- Do they take time to consider how they could have made their idea better?
- Do they work at their product even though their original idea might not have worked?

Year 4 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London?
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Year 4 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books?

Year 4 Music Knowledge, Skills and Understanding

- Can they explain the place of silence and say what effect it has?
- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
- Can they perform a simple part rhythmically?
- Can they sing songs from memory with accurate pitch?
- Can they improvise using repeated patterns?

Year 4 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London?
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Year 4 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design? 	<ul style="list-style-type: none"> • Can they tell if their finished product is going to be good quality? • Are they conscience of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? 	<ul style="list-style-type: none"> • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both its appearance and the way it works?
<u>Electrical and mechanical components</u>	<u>Stiff and flexible sheet materials</u>	<u>Mouldable materials</u>
<ul style="list-style-type: none"> • Can they add things to their circuits? 	<ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong? 	<ul style="list-style-type: none"> • Do they take time to consider how they could have made their idea better? • Do they work at their product even though their original idea might not have worked?

Year 4 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch Books
<ul style="list-style-type: none"> • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books?

Year 4 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Year 4 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products	Stiff and Flexible Materials
<ul style="list-style-type: none"> • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design? 	<ul style="list-style-type: none"> • Can they tell if their finished product is going to be good quality? • Are they conscious of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? 	<ul style="list-style-type: none"> • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both its appearance and the way it works? 	<ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong?

Year 4 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Can they recognise how lives in the past are different from ours? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Do they appreciate how historical artefacts like the Magna Carta have helped us understand more about British lives in the present and past?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Year 4 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books?

Year 4 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past has helped shape our lives? • Can they recognise how lives in the past are different from ours? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Year 4 Music Knowledge, Skills and Understanding

<ul style="list-style-type: none"> • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of significant British musicians?
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Year 4 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Can they recognise how lives in the past are different from ours? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Do they appreciate how historical artefacts like the Domesday Book have helped us understand more about British lives in the present and past?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Year 4 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design? 	<ul style="list-style-type: none"> • Can they tell if their finished product is going to be good quality? • Are they conscious of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? 	<ul style="list-style-type: none"> • Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both its appearance and the way it works?

Breadth of study

<u>Stiff and flexible sheet materials</u>	<u>Mouldable materials</u>
<ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong? 	<ul style="list-style-type: none"> • Do they take time to consider how they could have made their idea better? • Do they work at their product even though their original idea might not have worked?

Year 4 Art & Design Knowledge, Skills and Understanding

<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they begin to sculpt clay and other mouldable materials? • Can they explain art from other periods of history?

Geography and History: Year 5 Overview

Key Features					
Year 5	GEOGRAPHY		HISTORY		
	Human	Physical	Anglo Saxons, • Settlements and kingdoms • Art and Culture • Christianity conversion	Early Civilizations • Ancient Egyptians • Ancient Sumer • Indus Valley • Shang Dynasty of Ancient China	A Study of an aspect or theme in British history, beyond 1066 • The execution of Charles 1 • Hitler's invasion of Poland and its impact on Britain
	Brazil <ul style="list-style-type: none"> • Trade and growing economy • Fair Trade 	Rainforests of the Amazon Brazil – physical features			
Possible Learning Challenges	Why is Brazil in the news again? or What's so special about the USA?	Why should the rainforests be important to us all?	Were the Anglo-Saxons really smashing?	How can we re-discover the wonder of Ancient Egypt?	Why should gunpowder, treason and plot never be forgotten? Or How could Hitler have convinced a nation like Germany to have followed him?

Knowledge, Skills and Understanding breakdown for History

Year 5

Chronological understanding

- Can they use dates and historical language in their work?
- Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
- Can they use their mathematical skills to work out exact time scales and differences as need be?

Knowledge and interpretation

- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Can they explain the role that Britain has had in spreading Christian values across the world?
- Can they begin to appreciate that how we make decisions has been through a Parliament for some time?
- Do they appreciate that significant events in history have helped shape the country we have today?
- Do they have a good understanding as to how crime and punishment has changed over the years?

Historical enquiry

- Can they test out a hypothesis in order to answer a question?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

- Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?

- Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

Knowledge, Skills and Understanding breakdown for Geography

Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?
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Year 5 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they find possible answers to their own geographical questions? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? 	<ul style="list-style-type: none"> • Can they locate and name the main countries in South America on a world map and atlas?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?
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Year 5 Art & Design Knowledge, Skills and Understanding

- Can they create a piece of art work which includes the integration of digital images they have taken?
- Can they combine graphics and text based on their research?
- Can they combine visual and tactile qualities?
- Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information?
- Do they keep notes in their sketch books as to how they might develop their work further?
- Do they use their sketch books to compare and discuss ideas with others?

Year 5 Dance Knowledge, Skills and Understanding

- Do they plan and perform dances confidently?
- Can they compose motifs and plan dances creatively and collaboratively in groups?
- Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?
- Can they perform different styles of dance clearly and fluently?
- Do they organise their own warm-up and cool-down exercises?
- Can they recognise and comment on dances, showing an understanding of style?
- Can they suggest ways to improve their own and other people's work?
- Do they use their understanding of composition to create dance phrases for themselves and others in their group?
- Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles?
- Can they show expression in their dances and sensitivity to music?

Year 5 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?
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Year 5 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Can they express their emotions accurately through their painting and sketches? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?

Year 5 History Knowledge, Skills and Understanding

- Can they use dates and historical language in their work?
- Can they draw a timeline with different time periods outlined which show various information, such as, periods of history, when famous people lived, etc.?
- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?

Year 5 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate and name the main countries in South America on a world map and atlas?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?
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Year 5 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? 	<ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? 	<ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?
<p style="text-align: center;"><u>Textiles</u></p> <ul style="list-style-type: none"> • Do they think what the user would want when choosing textiles? • How have they made their product attractive and strong? • Can they make up a prototype first? • Can they use a range of joining techniques? 	<p style="text-align: center;"><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose? 	<p style="text-align: center;"><u>Mouldable materials</u></p> <ul style="list-style-type: none"> • Are they motivated enough to refine and improve their product? • Do they persevere through different stages of the making process?

Year 5 Art & Design Knowledge, Skills and Understanding

- Can they print using a number of colours?
- Can they create an accurate print design that meets a given criteria?
- Can they print onto different materials?
- Can they create all the colours they need for printing?
- Can they express their emotions accurately through their painting and sketches?
- Do they keep notes in their sketch books as to how they might develop their work further?
- Do they use their sketch books to compare and discuss ideas with others?

Year 5 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work exact time scales and differences as need be? 	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changes over the years? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at? 	<ul style="list-style-type: none"> • Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
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Year 5 Design Technology Knowledge, Skills and Understanding breakdown for Year 5

<ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? 	<ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? • Can they describe how something works? • Can they talk about their own work and things that other people have done? 	<ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?
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Year 5 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history? • Can they use their mathematical skills to work exact time scales and differences as need be? 	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at? 	<ul style="list-style-type: none"> • Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
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Year 5 Design Technology Knowledge, Skills and Understanding breakdown

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? 	<ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they use a range of tools and equipment expertly? 	<ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?

Breadth of study

Stiff and flexible sheet materials

- Are their measurements accurate enough to ensure that everything is precise?
- How have they ensured that their product is strong and fit for purpose?

Year 5 Dance Knowledge, Skills and Understanding breakdown

- Do they plan and perform dances confidently?
- Can they compose motifs and plan dances creatively and collaboratively in groups?
- Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?
- Can they perform different styles of dance clearly and fluently?
- Do they organise their own warm-up and cool-down exercises?
- Do they show an understanding of safe exercising?
- Can they recognise and comment on dances, showing an understanding of style?
- Can they suggest ways to improve their own and other people's work?

Year 5 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work exact time scales and differences as need be? 	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at? 	<ul style="list-style-type: none"> • Can they research the life of one person who has had an influence on our life today?
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Year 5 Art & Design Knowledge, Skills and Understanding breakdown

<ul style="list-style-type: none"> • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?
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Year 5 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work exact time scales and differences as need be? 	<ul style="list-style-type: none"> • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as events in World War 2, etc? 	<ul style="list-style-type: none"> • Do they know the names of the major leaders in Europe and America during World War 2? 	<ul style="list-style-type: none"> • Can they research the life of one person who has had an influence on the way the war ended?
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Year 5 Art & Design Knowledge, Skills and Understanding breakdown

- Do they successfully use shading to create mood and feeling?
- Can they organise line, tone, shape and colour to represent figures and forms in movement?
- Can they show reflections?
- Can they explain why they have chosen specific materials to draw with?
- Can they create all the colours they need?
- Can they create mood in their paintings?
- Can they express their emotions accurately through their painting and sketches?
- Do they keep notes in their sketch books as to how they might develop their work further?
- Do they use their sketch books to compare and discuss ideas with others?

Geography and History: Year 6 Overview

Key Features				
Year 6	GEOGRAPHY		HISTORY	
	Human	Physical	The Vikings and Anglo-Saxon struggles including: <ul style="list-style-type: none"> • Viking raids and invasion • Alfred the Great • Viking invasions and Danegeld • Anglo-Saxons law and justice • Edward the Confessor 	A non-European society <ul style="list-style-type: none"> • Early Islamic civilization • Mayan Civilization • Benin
	The importance of raw materials such as water	Mapping skills and fieldwork		
Possible Learning Challenges	I'm a Year 6 pupil, can you get me out of here?	Will you ever see the water you drink again?	Were the Vikings always victorious and vicious?	*Why was the Islamic Civilization around AD900 known as the 'Golden Age'? or *Who were the Mayans and what have we learnt from them ?

Knowledge, Skills and Understanding breakdown for History

Year 6

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propagandaa? • Can they describe a key event from Britain's past using a range of evidence from different sources?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they suggest relationships between causes in history? • Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? • Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?
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Knowledge, Skills and Understanding breakdown for Geography

Year 6

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? 	<ul style="list-style-type: none"> • Can they give extended descriptions of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self selected resources to answer questions? 	<ul style="list-style-type: none"> • Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term sustainable development? Can they use it in different contexts? 	<ul style="list-style-type: none"> • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?
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Year 6 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? 	<ul style="list-style-type: none"> • Can they give an extended description of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self-selected resources to answer questions? 	<ul style="list-style-type: none"> • Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term 'sustainable development'? • Can they use it in different contexts? 	<ul style="list-style-type: none"> • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised? 	
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Year 6 Art & Design Knowledge, Skills and Understanding

Drawing	Painting	Knowledge	Sketch books
<ul style="list-style-type: none"> • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines, etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

Year 6 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? 	<ul style="list-style-type: none"> • Can they give an extended description of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? 	<ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self-selected resources to answer questions? 	<ul style="list-style-type: none"> • Do they understand the term 'sustainable development'? Can they use it in different contexts? 	<ul style="list-style-type: none"> • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?
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Year 6 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? 	<ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if needed? 	<ul style="list-style-type: none"> • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better?
<p><u>Electrical and mechanical components</u></p> <ul style="list-style-type: none"> • Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? 	<p><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> • Can they justify why they selected specific materials? • Can they work within a budget? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product? 	<p><u>Mouldable materials</u></p> <ul style="list-style-type: none"> • Did they consider the use of the product when selecting materials? • Does their product meet all design criteria?

Year 6 Music Knowledge, Skills and Understanding

- Can they refine and improve their work?
- Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
- Can they analyse features within different pieces of music?
- Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
- Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)
- Do they recognise that different forms of notation serve different purposes?
- Can they use different forms of notation?
- Can they combine groups of beats?

Year 6 History Knowledge, Skills and Understanding breakdown for

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources?
Year 6 (Challenging)		
<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they suggest relationships between causes in history? • Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?

Year 6 Design Technology Knowledge, Skills and Understanding breakdown

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? 	<ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if needed? 	<ul style="list-style-type: none"> • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better?
Breadth of study		
<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> • Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods? 	<p><u>Stiff and flexible sheet materials</u></p> <ul style="list-style-type: none"> • Can they justify why they selected specific materials? • Can they work within a budget? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product? 	<p><u>Mouldable materials</u></p> <ul style="list-style-type: none"> • Did they consider the use of the product when selecting materials? • Does their product meet all design criteria?

Year 6 History Knowledge, Skills and Understanding breakdown for

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda?
Year 6 (Challenging)		
<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they suggest relationships between causes in history? • Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?

Year 6 Art & Design Knowledge, Skills and Understanding breakdown

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? 	<ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

Year 6 History Knowledge, Skills and Understanding breakdown

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda?
Year 6 (Challenging)		
<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they suggest relationships between causes in history? • Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?

Year 6 Design Technology Knowledge, Skills and Understanding breakdown

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? 	<ul style="list-style-type: none"> • Can they use tools and materials precisely? • Do they change the way they are working if necessary? 	<ul style="list-style-type: none"> • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better?

Breadth of study

Stiff and flexible sheet materials

- Can they justify why they selected specific materials?
- Can they work within a budget?
- How have they ensured that their work is precise and accurate?
- Can they hide joints so as to improve the look of their product?

Mouldable materials

- Did they consider the use of the product when selecting materials?
- Does their product meet all design criteria?