

**HIGHLIGHT in Green when covered**



HUMANITIES	
Geography	
Ge.1. Human & Physical	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.
Ge.2. United Kingdom	Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.
Ge.3. The World	Locate the countries of Europe (including Russia), North and South America.
Ge.4. Environmental	Explain how people try to sustain environments.
Ge.5. Processes	Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.
Ge.6. Patterns	Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants found at the seaside).
Ge.7. Weather & Climate	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.
Ge.8. Places	Compare and contrast how areas of the world have capitalised on their physical or human features.
Ge.9. Changes over time	Describe how changes in the features of a place can affect the lives & activities of the people.
Ge.10. Express views	Offer reasons for their own views and recognise that other people may hold different views.
Ge.11. Mapping	Draw sketch maps and plans using standardised symbols and a key.
Ge.12. Using maps	Locate and name geographical features on an Ordnance Survey map.
Ge.13. Field work	Propose geographical questions, collecting and recording specific evidence to answer them.
Ge.14. Vocabulary	Explain views on a geographical issue using appropriate vocabulary.
Ge.15. Research	Suggest which source material to use for a specific task, locating the information needed.
Ge.16. Direction	Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.
Ge.17. Positioning	Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.
Ge.18. Data	Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.
Ge.19. Perspectives	Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.
History	
Hi.1. Similarities & Difference	Compare two periods of history, identifying similarities and differences between them.
Hi.2. Vocabulary	Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy).
Hi.3. Chronology	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
Hi.4. Significant individuals	Explain how significant historical figures contributed to national and international achievements in a variety of eras.
Hi.5. Local historical	Describe the impact of international events (e.g war) on the local area.
Hi.6. Continuity & change	Explain the impact of a significant historical figure on life in Britain.
Hi.7. Cause & consequence	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.
Hi.8. Historical Questions	Ask and answer more complex questions through independent research.
Hi.9. Recording	Choose the best way to record a range of historical information, giving reasons for their choice.
Hi.10. Historical Enquiry	Use a range of source materials to answer questions about the past which go beyond simple observations.

SCIENCE & TECHNOLOGY	
Science	
Sc.1. Asking & Answering Questions	Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT. Answer questions using straight forward scientific evidence.
Sc.2. Investigations	Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.
Sc.3. Observing	Make systematic and careful observations.
Sc.4. Equipment & Measuring	Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.
Sc.5. Identifying & classifying	Identify similarities/differences/changes when talking about scientific processes. Use and begin to create simple keys.
Sc.6. Recording & Reporting on findings	Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations).
Sc.7. Analysing data	Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence to support their findings.
Sc.8. Drawing conclusions	Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.
Sc.9. Identifying & naming	Identify, producers, predators and prey in a given food chain and define the terms.
Sc.10. Classification	Develop own classification keys and assign living things to groups, using their keys.
Sc.11. Habitats, adaptation & interdependence	Construct a variety of food chains and explain what would happen if one of the parts of the chain became 'unavailable'.
Sc.12. Growth, Health & Survival	Identify different foods that can affect the health of teeth and know the importance of good oral hygiene.
Sc.13. Diet & Teeth	Identify the different types of teeth and their functions, including how these vary from animal to animal and animal to human.
Sc.14. The Body	Identify body parts associated with the digestive system, such as mouth, tongue, teeth, oesophagus, stomach and intestine and describe their special functions.
Sc.16. Comparing	Compare and contrast the digestive system of a herbivore, with a carnivore, using their knowledge of the parts of the human digestive system, including end products.
Sc.28. Identifying & Naming	Identify and name a variety of plants in the local and a contrasting environment from their physical appearance.
Sc.29. Classification	Use classification keys to classify plants into groups, such as flowering or non-flowering plants, or compound, palmate or single blade leaves.
Sc.30. Plants parts and their functions	Identify uncommon, specialised plant parts such as tendrils and suckers and explain their functions.
Sc.31. Habitats and Adaptation	Describe how a plant's habitat may naturally change throughout the year and how plants adapt to these changes.
Sc.32. Growth & Survival	Explain how humans can impact on a plant's environment in both positive and negative ways, giving examples from their locality.
Sc.33. Life cycles	Draw a labelled diagram to show the life cycle of a familiar plant, including germination, flower production, pollination, seed formation and seed dispersal.
Sc.34. Seasonal Changes	Describe in detail the changes that occur in a familiar tree or plant over the seasons.
Sc.35. Comparisons	Compare plants growing in a local habitat to those in a contrasting one, such as a cacti in the desert, and notice how they are adapted.
Sc.36. Identifying & Naming	Identify how the magnetic north and south pole is different to the geographical north and south pole.
Sc.37. Physical Processes	Demonstrate using models or actions, the key forces in action during a given activity.
Sc.38. Phenomena	Develop research skills, using secondary sources (e.g. finding out why aurora form at the north and south magnetic poles).
Sc.39. Testing	Test whether any materials block magnetic attraction.
Sc.40. Comparing	Compare the speed in which objects fall to the ground through the same distance of air or water, using their knowledge of forces to explain the outcomes.
Sc.50. Identifying & Naming	Identify and name a range of familiar devices and equipment that require electricity for power.
Sc.51. Series circuits	Construct operational simple series circuits, using a range of components and switches for control, and use these to make simple devices.
Sc.52. Circuit symbols	Predict if a circuit will work based on whether it is a complete loop and draw simple circuits, using their own or conventional circuit symbols.
Sc.53. Current & Voltage	Recognise that a cell (battery) is a power source, generating and pushing current (electricity) through a circuit, and by adding cells the power source increases.
Sc.54. Conductors & Insulators	Sort and classify materials into those that are conductors and those that are insulators, identifying similarities within the groups.
Sc.55. Safety	Recognise the dangers of working with electricity and explain how to work safely.
Sc.56. Identifying & Naming	Identify how water changes state, using the correct terminology and relate these key processes to the water cycle.
Sc.57. Classification	Classify everyday materials as a solid, liquid or gas at room temperature.
Sc.58. Uses	Describe a material whose use changes as its state changes.
Sc.59. Physical Processes	Explain the effect of heating and cooling on a range of substances, including water.
Sc.60. Physical Properties	Describe the properties of solids, liquids and gases, giving examples of each (e.g. solids retain their shape).
Sc.61. Comparisons	Measure or research the temperature, in degrees Celsius (°C), at which materials change state and compare to the temperatures at which water changes state.

Computing	
Co.1. Algorithms	Detect and correct errors in algorithms and programs (debug).
Co.2. Computational Thinking	Test programs using models and simulations. Design and write programs that accomplish specific goals, working with variables for input and output.
Co.3. Problem solving	Use logical reasoning to detect problems, make changes and find out what happens as a result.
Co.4. Networks: knowledge and understanding	Demonstrate knowledge and understanding of computer hardware including input, output and storage devices.
Co.5. Networks: using & applying	Create programs to control physical systems. Discuss opportunities for online communication and collaboration.
Co.6. Digital Literacy: Knowledge & Understanding	Evaluate the quality and success of their solutions. Check the plausibility and usefulness of information they find.
Co.7. Digital Literacy: Using & Applying	Use and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Co.8. E-Safety: Personal knowledge & Understanding	Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles). Make judgements in order to stay safe whilst communicating with others online.
Co.9. E-safety: Responsibilities	Know who to tell if anything worries them online. Identify potential risks when presented with scenarios, including social networking profiles. Use ICT responsibly, securely and safely.
Co.10. Data: Knowledge & Understanding	Describe how to sort and organise information to use in a database.
Co.11. Data: Using & Applying	Create a branching database from information which they have collected and sorted.
Design & Technology	
DT.1. Tools	Analyse the potential of a range of tools and use them with accuracy.
DT.2. Materials	Choose from a range of materials showing an understanding of their different characteristics.
DT.3. Health & Safety	Follow health and safety rules when working with materials and substances.
DT.4. Repair & Maintenance	Describe how a product could be made better, stronger or more sustainable.
DT.5. Textiles	Use a simple pattern to create a life-sized item of clothing.
DT.6. Card making	Use more complex pop-ups.
DT.7. Cutting	Cut internal shapes.
DT.8. Joining	Use a glue gun with close supervision (one to one).
DT.9. Structures	Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce.
DT.10. Mechanisms	Use pulleys, levers and linkages in their products.
DT.11. Electricity	Build models incorporating motors.
DT.12. ICT	Create a solution to a problem using a control output device that has a sequence of events that activate it.
DT.13. Designing	Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.
DT.14. Using ICT to aid design	Use ICT packages to create alternatives for an initial design.
DT.15. Working from plans	Make realistic, step by step plans, reflecting on designs as the product develops.
DT.16. Opinion & Influence	Describe the work of a favourite fashion designer and explain why they like his/her designs.
DT.17. Existing product evaluation	Explain how an existing product is useful to the user.
DT.18. Evaluation	Identify what has worked well and what could be improved, evidencing and explaining the results of research.
DT.19. History & Culture	Explain how fashions and fabrics have changed over time and how this has affected fashion. Explain how the design of a product has changed over time.
HEALTHY LIVING	
PSHE	
PS.1. Confidence & Responsibility	Identify positive ways to face new challenges, applying knowledge creatively.
PS.2. Views & Opinions	Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.
PS.3. Health & Hygiene	Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).
PS.4. Relationship and respect	Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.
PS.5. Personal safety	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and

	recognising what is dangerous. Develop their understanding of online safety, including the protection of personal details.
PS.6. Emotional wellbeing	Recognise strong emotions and identify ways of self-regulating them positively. Explain how things can be misinterpreted or misrepresented.
PS.7. Collaboration	List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.
PS.8. Diversity	Explain the words 'discrimination' and 'stereotype' and give examples of both.
PS.9. Citizenship	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups.
PS.10. Financial Understanding	List several ways of saving money, including those linked with banks and building societies. Discuss how to make money and show enterprise.
PS.11. Relationships and Feeling	Describe why someone might start a relationship with another person.
PS.12. Goals	Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.
PE	
PE.1. Strategy	Work effectively as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.
PE.2. Team Games	Follow rules to play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag.
PE.3. Sending & Striking	Throw, catch, strike and field a ball with control and accuracy.
PE.4. Dance	Improvise and move with precision, control and fluency in response to a range of stimuli.
PE.5. Athletics	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.
PE.6. Gymnastics	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.
PE.7. Outdoor Adventurous Activity	Respond positively to increased challenges and other team members, showing ability to listen to feedback.
PE.8. Swimming	Swim between 25 and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques.
Cooking & Nutrition	
CN.1. Preparing & cooking	Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.
CN.2. Nutrition	Make healthy eating choices and explain why.
CN.3. Origins of food	Explain some of the processes that foods go through to preserve/make them more appealing.

THE ARTS	
Art & Design	
Ar.1. Sketch book	Make/use a sketch book with a hard cover and mitred corners.
Ar.3. Selection	Investigate, combine and organise visual and tactile qualities of materials and processes when making something.
Ar.4. Drawing	Draw from close observation to capture fine details.
Ar.5. Line and tone	Use tone to emphasise form in drawing and painting.
Ar.6. Colour	Use complementary and contrasting colours for effect.
Ar.7. Print Making	Use a motif and stencil to create a mono or repeat print.
Ar.8. Collage	Create a photo montage of digital images to achieve a particular purpose.
Ar.9. Photography	Take a picture from an unusual or thought-provoking viewpoint.
Ar.11. 3-D	Add embellishments and decorations to enhance a form or sculpture.
Ar.14. Appreciating	Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.
Music	
Mu.1. Listening	Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.
Mu.2. Composing	Shape composition, considering dynamics, timbre and tempo.
Mu.3. Vocabulary	Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.
Mu.4. Performing	Perform significant parts from memory and from notation, either on a musical instrument or vocally.
Mu.5. Singing	Maintain a simple part within an ensemble.
Mu.6. Pulse & Rhythm	Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.
Mu.7. Notation	Follow a basic melody line, using standard notation.
Mu.8. Appreciation & Understanding	Appreciate and listen to music drawn from different traditions, cultures and composers.
Drama	
Dr.1. Performance/ Drama	Choose specific dialogue, gesture and movement for characterisation and different situations.