

HIGHLIGHT in Green when covered



HUMANITIES	
Geography	
Ge.1. Human & Physical	Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.
Ge.2. United Kingdom	Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.
Ge.3. The World	Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.
Ge.4. Environmental	Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.
Ge.5. Processes	Describe how physical and human processes give a continent its unique characteristics.
Ge.6. Patterns	Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features relative to others.
Ge.7. Weather & Climate	Describe how weather and climate effects land use food production.
Ge.8. Places	Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.
Ge.9. Changes over time	Explain how things change by referring to the physical and human features of the landscape.
Ge.10. Express views	Discuss and comment on a range of views people hold about environmental interaction and change.
Ge.11. Mapping	Produce own scaled maps.
Ge.12. Using maps	Compare land use and geographical features on different types of maps. Choose the best method of recording observations and measurements including sketch maps, plans, graphs and digital technologies.
Ge.13. Field work	Ask and answer geographical questions using correct geographical vocabulary. Use search engines, index, contents and other research techniques to locate and interpret information.
Ge.14. Vocabulary	Use four and six figure grid references to locate features on an Ordnance Survey or world map.
Ge.15. Research	Use search engines, index, contents and other research techniques to locate and interpret information.
Ge.16. Direction	Use four and six figure grid references to locate features on an Ordnance Survey or world map.
Ge.17. Positioning	Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.
Ge.18. Data	Suggest sources for finding data related to a task & analyse data collected to draw conclusions about a place/geographical issue.
Ge.19. Perspectives	Explain what physical and human processes may have occurred in a place by studying an aerial image of it.
History	
Hi.1. Similarities & Difference	Make connections between two periods of history, to begin to develop historical perspective.
Hi.2. Vocabulary	Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).
Hi.3. Chronology	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.
Hi.4. Significant individuals	Describe how a significant individual or movement has influenced the UK or wider world.
Hi.5. Local historical	Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village.
Hi.6. Continuity & change	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.
Hi.7. Cause & consequence	Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).
Hi.8. Historical Questions	Follow independent lines of enquiry and make informed responses based on this.
Hi.9. Recording	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.
Hi.10. Historical Enquiry	Describe how different types of evidence tell us different things about the past (e.g. oral portraits versus descriptions) and understand why contrasting arguments and interpretations occur.

SCIENCE & TECHNOLOGY		
Science		
Working Scientifically	Sc.1. Asking & Answering Questions	Raise different types of scientific questions, and hypotheses.
	Sc.2. Investigations	Plan a range of science enquiries, including comparative and fair tests.
	Sc.3. Observing	Plan and carry out comparative and fair tests, making systematic and careful observations.
	Sc.4. Equipment & Measuring	Take measurements using a range of scientific equipment with increasing accuracy and precision.
	Sc.5. Identifying & classifying	Use and develop keys to identify, classify and describe living things and materials.
	Sc.6. Recording & Reporting on findings	Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models.
	Sc.7. Analysing data	Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
	Sc.8. Drawing conclusions	Use a simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time.
	Sc.9. Identifying & naming	Identify, and present in an appropriate way, the key stages in human growth and development from birth to old age.
	Sc.10. Classification	Describe how we define a mammal and how this relates to classification.
Animals in humans	Sc.11. Habitats, adaptation & Interdependence	Complete own research/watch documentaries, noting detail on animals and plants in their habitats. Include the work of naturalists such as Attenborough or Goodall.
	Sc.12. Growth, Health & Survival	Describe the process of sexual reproduction in a familiar animal and why it is important for species survival.
	Sc.13. Diet & Teeth	Make informed choices to maintain their health and well-being, explaining reasons for these choices.
	Sc.14. The Body	Describe the key physical changes in the male and female human body during puberty.
	Sc.15. Life Cycles	Draw the life cycle of an insect, an amphibian, a bird and a mammal, highlighting the key differences and similarities.
	Sc.16. Comparing	Compare key facts about mammalian gestation and birth and suggest reasons for variation within a species (e.g. typical gestation in humans being between 37-42 weeks).
Earth & Space	Sc.23. Identifying & Naming	Name the eight planets of the solar system and describe their position and movement relative to the Sun and neighbouring planets.
	Sc.24. Moons	Describe what a moon is, how they maintain an orbit around a planet and which planets in our solar system have them.
	Sc.25. Spherical Bodies	Describe the key force responsible for planets being spherical.
	Sc.26. Day & Night	Explain day and night using the Earth's rotation, correct terminology and a model if required.
Sc.27. Day length & the seasons	Explain how the Earth's 'position' affects day length.	
Plants	Sc.28. Identifying & Naming	Identify the key structures involved in plant sexual reproduction.
	Sc.29. Classification	Classify plant types according to how they reproduce.
	Sc.30. Plants parts and their functions	Explain why plants have flowers and why it is important for them to attract insects and other pollinators.
	Sc.31. Habitats and Adaptation	Describe features of flowers, such as scent, colour, shape and size, and how they have evolved to ensure successful pollination.
	Sc.32. Growth & Survival	Describe the different ways in which new plants can be grown from the parent plant, including seeds, bulbs, tubers, cuttings and grafting.
	Sc.33. Life cycles	Describe the process of plant reproduction using the correct scientific language. Observe/ comment on/record plant life cycles.
	Sc.34. Seasonal Changes	Grow a range of plants/vegetables from seeds, cuttings, tubers and bulbs across the different seasons and note the conditions needed for successful growth.
	Sc.35. Comparisons	Make comparisons between asexual and sexual reproduction in plants, suggesting reasons why plants may reproduce in different ways.
	Sc.36. Identifying & Naming	Identify and define the opposing forces that act upon objects moving through air, water or along a surface.
	Sc.37. Physical Processes	Describe the force of gravity, what causes it and how the force of gravity changes (e.g. if we were standing on a different planet). Use study skills to research the work of scientists such as Galileo and Newton.
Forces	Sc.38. Phenomena	Demonstrate, using a model, how simple levers, gears and pulleys assist the movement of objects using less force.
	Sc.39. Testing	Make predictions, supported by scientific reasoning, to test the effects of friction on movement and distance travelled.
	Sc.40. Comparing	Compare the speed with which objects of different shapes and surface area fall through air or water, and explain the reason for any differences in terms of the forces acting on the objects.
Substance, Matter & Materials	Sc.41. Classification	Classify and group forces based on their actions or whether they act directly, or at distance.
	Sc.56. Identifying & Naming	Identify a wide range of reversible and irreversible changes that are in use in everyday life.
	Sc.57. Classification	Classify and group mixtures for how they can be separated, including sieving, filtering and evaporating.
	Sc.58. Uses	Provide evidence and reasons why a material has been chosen for a specific use. Scientifically and systematically compare the functionality of a range of materials to perform a specific function.
	Sc.59. Physical Processes	Describe what happens when a solute dissolves in a solvent to form a solution and how this process can be reversed.
	Sc.60. Physical Properties	Describe comprehensively some familiar and unfamiliar material's physical properties, including transparency, conductivity, solubility and magnetism.
Sc.61. Comparisons	Compare reversible with irreversible change, using flow diagrams/equations to show which materials are added, what is made and indicating if the reaction can be reversed.	
Computing		
Co.1. Algorithms	With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions.	
Co.2. Computational Thinking	Use flowcharts and other diagrams to follow how a process or model works.	
Co.3. Problem solving	Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed.	
Co.4. Networks: knowledge and understanding	Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory, backing storage and peripherals in a typical desktop computer.	

Co.5. Networks: using & applying	Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration.	
Co.6. Digital Literacy: Knowledge & Understanding	Understand the need for accuracy when searching for and selecting information. Use different sources to double check information found.	
Co.7. Digital Literacy: Using & Applying	Prepare and present information in a range of forms, using ICT safely and responsibly.	
Co.8. E-Safety: Personal knowledge & Understanding	Judge what sort of privacy settings might be relevant for reducing different risks. Judge when to answer a question online and when not to.	
Co.9. E-safety: Responsibilities	Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find and cite the web address for any information or resource found online.	
Co.10. Data: Knowledge & Understanding	Describe how to check for and spot inaccurate data. Know which formulas to use to change a spreadsheet model.	
Co.11. Data: Using & Applying	Create data collection forms and enter data from these accurately. Make graphs from the calculations on their own spreadsheet.	
Design & Technology		
Making, Using & Understanding	DT.1. Tools	Name and select appropriate tools for a task and use them with precision.
	DT.2. Materials	Select and combine materials with precision.
	DT.3. Health & Safety	Select and name appropriate tools for specific jobs and demonstrate how to use them safely.
	DT.4. Repair & Maintenance	Recycle, repair and mend old clothes/ tools and explain why this is a good idea.
	DT.5. Textiles	Create a 3-D product using a range of materials and sewing.
	DT.6. Card making	Combine materials with temporary or fixed joints.
	DT.7. Cutting	Cut safely and accurately to a marked line.
	DT.8. Joining	Use a glue gun with close supervision.
	DT.9. Structures	Build a framework using a range of materials (e.g. wood, card and corrugated plastic) to support mechanisms.
	DT.10. Mechanisms	Use cams or gears in their products.
	DT.11. Electricity	Build models, incorporating switches to turn on and off.
	DT.12. ICT	Monitor and control more than one output, in response to changes.
Planning, Knowledge & Evaluation	DT.13. Designing	Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.
	DT.14. Using ICT to aid design	Use CAD and CAM packages to suggest alternative design ideas and explain their ideas and intentions.
	DT.15. Working from plans	Work from own detailed plans, modifying them where appropriate.
	DT.16. Opinion & Influence	Research the work done by textile artists and say what they like about a piece, identifying the techniques and materials used in creating it and the aesthetic value.
	DT.17. Existing product evaluation	Investigate the design features (including identifying components/ingredients) of a familiar existing product in the context of the culture/ society in which it was designed or made.
	DT.18. Evaluation	Test and evaluate products against a detailed design specification and make adaptations as they develop the product.
	DT.19. History & Culture	Create a timeline to sequence the development of a design over time and describe how technology has influenced it.
HEALTHY LIVING		
PSHCE		
PS.1. Confidence & Responsibility	Show responsibility in managing daily tasks and learning, individually and in a team. Review their progress against objectives and when making decisions.	
PS.2. Views & Opinions	Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/ environment such as school uniform), seeing and respecting others' viewpoints.	
PS.3. Health & Hygiene	Make informed choices to maintain their health & well-being, and explain reasons for these choices.	
PS.4. Relationship and respect	Demonstrate respect and tolerance towards people different from themselves. Recognise that images & media portrayal aren't always accurate reflection of reality & can impact on people's feelings.	
PS.5. Personal safety	Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.	
PS.6. Emotional wellbeing	Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.	
PS.7. Collaboration	Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation.	

PS.8. Diversity	Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.
PS.9. Citizenship	Critically enquire about citizenship issues and give an opinion on them. Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing or changing rules. Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.
PS.10. Financial Understanding	Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. Explain how allocation & use of resources can affect individuals/ communities.
PS.11. Relationships and Feeling	Describe different types of care and love extending their vocabulary and understanding of different emotions.
PS.12. Goals	Appreciate their personal, academic and non-academic strengths and show perseverance & resilience in working towards their goals.
PE	
PE.1. Strategy	Mark an opposing player or players, preventing them from gaining possession.
PE.2. Team Games	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.
PE.3. Sending & Striking	Use different techniques and skills to pass, dribble, travel and shoot in ball games.
PE.4. Dance	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.
PE.5. Athletics	Understand how power and stamina is developed and how this improves performance.
PE.6. Gymnastics	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.
PE.7. Outdoor Adventurous Activity	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback & evaluating their role.
PE.8. Swimming	Swim between 50 and 100 metres, using 3 strokes, sustaining swimming over an extended time. Show a problem solving approach to survival.
Cooking & Nutrition	
CN.1. Preparing & cooking	Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing).
CN.2. Nutrition	Evaluate meals and consider if they contribute towards a balanced diet.
CN.3. Origins of food	Explain what times of year particular foods are in season.
THE ARTS	
Art & Design	
Ar.1. Sketch book	Make and use a sketch book that includes pockets and flaps.
Ar.3. Selection	Combine a range of media within a piece of work and explain the desired effect.
Ar.4. Drawing	Use simple rules of perspective in drawings of -figures and buildings.
Ar.6. Colour	Add black and white to paint to create subtle tints and tones, light and shade.
Ar.7. Print Making	Create a detailed block for printing using string, card, foam, lino.
Ar.8. College	Create a monochromatic collage which incorporates text.
Ar.9. Photography	Compose a photograph with an emphasis on textural qualities, light and shade.
Ar.11. 3-D	Carve and sculpt materials using a range of tools and finishing techniques
Ar.14. Appreciating	Explain how a piece of artwork makes them feel, explaining views by reference to effects
Music	
Mu.1. Listening	Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.
Mu.2. Composing	Improvise and notate musical phrases to develop compositions.
Mu.3. Vocabulary	Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.
Mu.4. Performing	Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.
Mu.5. Singing	Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).
Mu.6. Pulse & Rhythm	Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
Mu.7. Notation	Perform from simple notation on tuned/untuned instruments.
Mu.8. Appreciation & Understanding	Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.
Drama	
Dr.1. Performance / Drama	Deliberately choose speech (including intonation, volume and expression), movement and gesture to enhance a performance and appeal to an audience, though this may not be sustained.