

CHILDER THORNTON PRIMARY SCHOOL

CURRICULUM OVERVIEW



History
 Geography
 Art
 Design & Technology
 Music

2016-2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Builders & Building	Fireworks Nocturnal Animals	Knights, Princesses & Castles	Food	Mini-beasts	The Seaside	
Y1	<p>'MY WORLD' Visit: A Walk around the Local Area</p> <p>HISTORY: significant historical events, people and places in their own locality. 'Who do we remember in November?' Guy Fawkes & the Gunpowder Plot. Visit to the local war memorial, the church, the farm, residential home, local community, ex-pupils. Remembrance Day.</p> <p>GEOGRAPHY: 'The Naughty Bus'. use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment; use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, church, and shop etc; compass directions, local maps; visit to the local war memorial</p>		<p>'GRANNY'S TOYS' Visit: Warrington Toy Museum</p> <p>HISTORY: changes within living memory. where appropriate, these should be used to reveal aspects of change in national life. What were Granny's toys like? Were they better than ours?; toy box loan from Grosvenor Museum; everyday materials used for toys; lives of significant individuals (compare Lowry with Bruegel)</p> <p>Geography: Toys from around the world</p> <p>Art: LS Lowry, Bruegel</p> <p>Design Technology: making toys (peg dolls, paper dolls, cup & ball toys)</p> <p>History Assessment: I can show awareness of the past. I can tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing). I can put 2 objects in the correct order they</p>		<p>'JACK AND THE BEANSTALK' Visit: Burleydam Garden Centre & Ness Gardens</p> <p>GEOGRAPHY: human and physical geography: identify seasonal and daily weather patterns in the united kingdom; use basic geographical vocabulary to refer to key physical features, including season and weather; (Although this is a main focus for the Summer term, we will be looking at Plants and Animals in the local environment throughout the year)</p> <p>Literacy Text links: The Giant's Footsteps, Once There Were Giants.</p> <p>Art: Children's illustrators (Quentin Blake), Fruit faces, sculpture</p> <p>Design Technology: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.</p> <p>Geography Assessment: I can identify seasonal/daily weather patterns in the UK I can use simple geographical vocabulary relating to</p>		

Art: Sculptures, Forest Art

History Assessment:

I can recall some simple facts

I can give one cause of an event

I can give more than one cause of an event and give a reason why people in the past acted as they did.

Challenge: I can give my own view on why something happened in the past or how I know.

Geography Assessment:

I can use simple fieldwork and observational skills to study the geography of my school and its grounds.

I can use my senses to observe places.

I can describe a place in simple terms e.g. weather, season, farm, hill, shop, house.

I can use simple geographical vocabulary e.g. near/far up/down

I can draw round objects 1:1 to get plan view – of their table/ classroom.

I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories (e.g. map the school grounds, make up maps for the route of the Naughty Bus).

I can use my own symbols.

Challenge: I can identify local features on aerial photograph.

Art Assessment:

I can make 3D models of the school and village from junk for the Naughty Bus to

were made

I can tell the past is different from today

I can explain my life is different from the lives of people in the past.

I can find answers to simple questions from a picture (by Bruegel and Lowry).

Challenge: I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms

Geography Assessment:

I can play games with simple globes & maps.

I can respond to questions – like what and where?

I can use secondary sources – pictures, photos, stories, films to find out about a place

Challenge: I can name and locate some of the world's 7 continents

Art Assessment:

I can discuss the work of two artists linked to work in History.

I can describe what I think and feel about the work of others.

Challenge: I can talk about the work of a few historical artists, describing the differences and similarities between different practices and disciplines e.g. Bruegel and Lowry

weather and seasons.

I can describe a place in simple terms e.g. weather, season.

I can ask questions.

I can tell you what a place is like in simple terms

I can describe a route (e.g. to the Garden Centre).

I can follow directions – up, down, left and right

I can identify simple types of buildings & places around me and know their own special features.

Challenge: I can start to make predictions on the weather and then observe to see if my predictions are correct.

Art Assessment:

I can draw plants from close observation, thinking carefully about the shape and patterns.

I can experiment with colour using paint and pencil crayons

I can develop my drawing by paying close attention to pattern, texture, line, shape and form.

I can describe what I think and feel about the work of others and my own work.

Challenge: I can talk about the work of a current artist Quentin Blake and compare with Giuseppe Arcimboldi (who made faces from fruit) describing the differences and similarities, stating personal preferences.

Design and Technology Assessment:

I can show some understanding of where food comes from, especially that grown as plants.

I can describe one way we can have a healthy diet.

I can prepare simple dishes using a plant I have grown myself (e.g. cress).

Challenge: I can say what I like and why when tasting foods

Music Assessment:

<p>explore (link to early mapwork). I can explore ideas and makes choices about what I will do. I can explore a variety of ideas and materials to create my own work linked to experiences in the school grounds. I can talk about my ideas and art work Challenge: I can describe what I think and feel about my work.</p> <p>Design and Technology Assessment: I can explain what I am making and which tools I am using (when junk modelling). I can make a simple wheeled vehicle. Challenge: I can explore and evaluate a range of existing products</p> <p>Music Assessment: I can create and choose sounds I can sing and chant as part of a group. Challenge: I can think about others when performing</p>	<p>Design and Technology Assessment: I can show that I can create toys using my practical ideas. I can use models, pictures and words to describe what I want to do. I can use tools and manipulate materials with help where needed.</p> <p>Challenge: I can design a simple functional, appealing toy for myself and other users based on design criteria.</p> <p>Music Assessment: I can use my voice in different ways including speaking singing and chanting I know and can explore sounds I can identify simple repeated patterns and follow musical instruction I can think about others when performing. Challenge: I can say what I like when I and others perform</p>	<p>I can respond to different moods in music and recognise changes in sounds I can say what I like when I hear pieces of music or when others perform</p>
<p>Y2</p> <p>‘PLANES, TRAINS & AUTOMOBILES’ VISIT: Llangollen Steam Train & Barge</p> <p>History: EVENTS BEYOND LIVING MEMORY THAT ARE SIGNIFICANT NATIONALLY OR GLOBALLY. aeroplanes (Wright brothers), bikes, trains (Stephenson’s rocket), timelines of vehicles, ships (Titanic); significant historical events, people and places in their own locality - Thomas Telford (canals & bridges) ‘Proud to be a Pilot’ BBC Bitesize clip</p>	<p>DESTINATION: OUTER SPACE’ Visitor: Spaceman</p> <p>History: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Neil Armstrong, Helen Sharman, Tim Peake, Christopher Columbus GEOGRAPHY: Views from Outer Space: use world maps, atlases & globes to identify</p>	<p>‘IF YOU GO DOWN TO THE WOODS TODAY . . .’ VISIT: Residential to Delamere Outdoor Education Centre</p> <p>History: Historical events, people and places in our locality – the history of Childer Thornton Primary School. Geography: understand geographical similarities and differences through studying the human and physical geography of Delamere; the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>

GEOGRAPHY: Human & Physical features of Llangollen. **The four countries and capital cities of the United Kingdom and its surrounding seas and link with transport around the UK**

Art: Andy Warhol, David Shepherd (trains)

Design & Technology: Making trains at Wirral Works; traditional Christmas food from around the world

History Assessment:

I can show where the people and events I have studied fit on a basic timeline.

I can put a few events in order

I can tell you about some of the people or events from my work

Challenge: I can name a few people in the past who have contributed to national and international achievements.

Geography Assessment:

I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas.

I can use maps and atlases to identify UK & its countries.

I can find information from aerial photographs to describe the characteristics of the 4 countries of the UK.

I can complete a chart to express opinions during Fieldwork on the visit to Llangollen.

Challenge: I begin to explain how/why transport played such an important role in connecting the four countries of the UK.

Art Assessment:

the UK & its countries, continents & oceans; name and locate the world's seven continents and five oceans

Art: Space Art

Design Technology: Hot Cross Buns

History Assessment:

I can tell you a few similarities and differences between ways of life at different times.

I can name more people in the past who have contributed to national and international achievements.

I can place people and events of the Space Race in order on a basic timeline.

I can ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of events.

I can tell you a few ways how the past has been presented or described.

I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms

Challenge: I can place events and people on a timeline, using dates.

Geography Assessment:

I can name & locate world's 7 continents and 5 oceans.

I can identify the continents and oceans on a map and globe.

I can identify the location of hot and cold areas of the world in relation to the

season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Understand geographical similarities & differences through studying the human & physical geography of the rainforests of North East Australia. Compare with the deciduous forests of Delamere.

Art: Forest Art - Andy Goldsworthy, Louise Mead (Birch Forest), Aboriginal Art

Design Technology: use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from.

History Assessment:

I can understand some of the ways in which we find out about the past.

I can use common words & phrases relating to passing of time.

Challenge: I can use some of the methods of how to find out about the past and some of the different forms of evidence available.

Geography Assessment:

I can use first hand observation to investigate places – the streets around school and the local area.

I can use simple compass directions (NSEW) at Delamere in Fieldwork and mapwork activities.

I can follow a route on maps (left/right) & find information.

I can use locational and directional language (e.g. left and

I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form & space.

Challenge: I can apply some of the ideas seen in the work of famous artists in my own work.

I can suggest one way in which I could improve my own work or the work of others, with sensitivity to their feelings.

Design and Technology Assessment:

I can build structures, exploring how they can be made stronger, stiffer and more stable
I can explore and use mechanisms in my products.

I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Challenge: I can understand how key events and individuals in design and technology have helped shape the world

Music Assessment:

Equator and the North and South Poles.

Challenge:

I can use simple compass directions (NSEW) in the context of where continents lie with regard to each other, where explorers went

Art Assessment:

I can explore ideas using a range of materials and begin to make some choices about which are the best to select for what I want to design and make.

I can explore and develop my use of colour and pattern when using a range of materials e.g. watercolours, pastels.

I can enhance sculptures in clay and junk modelling by thinking carefully about form, shape and space

Challenge: I can share my ideas, experiences and imagination.

Design and Technology Assessment:

I can evaluate my products against design criteria when cooking.

Challenge: I can explain how well I met the criteria and how I can do better next time I prepare food.

Music Assessment:

I can listen with concentration and understanding to a range of high-quality live and recorded music e.g. the Planets Suite and music composed for Space Films.

I can more easily recognise music from different continental backgrounds.

right) to describe location of features and routes on a map.

I can make a simple map.

I can use & construct basic symbols in a key.

I can use observational skills and ask and respond to questions during fieldwork.

I can use mathematical vocabulary to describe position and location

I can recognise and record different types of land use, buildings and environments.

I use and understand basic geographical specific vocabulary relating to human and physical geography.

key physical features (beach, cliff, coast, forest, hill, river, mountain, sea, ocean, soil, valley, vegetation, weather)

key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address)

I can use aerial photographs and plan perspectives to recognise landmarks and basic human or physical features.

I can describe geographical similarities and differences through studying the human & physical geography of a small area of the UK & a small area of a contrasting non-European country.

Challenge: I can devise a trail or information leaflet using map skills and knowledge gained from the fieldwork visit

Art Assessment:

I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form & space .

I can investigate the nature and qualities of different materials and processes, such as sculpture using natural materials, exercising some control in my work.

I can apply some of the ideas seen in the work of famous sculptors in my own work.

I can use my voice expressively and creatively by singing songs and speaking chants and rhymes

I can understand how the musical elements can be used to create different moods and effects.

Challenge: I can recognise music from different cultural and national backgrounds

I can represent sounds with symbols
I can play tuned and un-tuned instruments musically.

I can explore a range of instruments from around the world.

Challenge: I can make improvements to my own work and experiment with different effects.

I can suggest one or more ways in which I could improve my own work or the work of others.

Challenge: I can describe some of the characteristics of different kinds of art and design around the world.

Design and Technology Assessment:

I can use the basic principles of a healthy and varied diet to prepare dishes

I understand where food comes from.

I can select appropriate tools, techniques and materials explaining my choice.

Challenge: I can recognise what I have done well and I can suggest what I can do better in the future.

Music Assessment:

I can experiment with, create, select and combine sounds using inter-related dimensions of music e.g. composing different "sound-scapes" for different landscapes -forests.

I can recognise and explore how sounds can be organised.

Challenge: I can respond thoughtfully to the work of others, to help them improve their performance and accept the comments of others to improve my own.

<p>Y3</p>	<p>CANALS & WATER OF THE WORLD Visit: The Boat Museum</p> <p>HISTORY: a local history study (Childer Thornton & Ellesmere Port)</p> <p>Geography: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Ellesmere Port and Childer Thornton); use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Art: Traditional canal art</p> <p>Design Technology: Bridges</p> <p>History Assessment: I can place events, people and changes of local history, on a timeline, using dates. I can give a few reasons for and the results of main events/changes in my local area. I can sometimes devise my own historically valid questions about where I live. I can use one or more sources of local information to help me answer questions about the past in sentences (e.g. tithe maps, pictures, first-hand accounts, museums etc.) I can make a few connections and contrasts eg. change, cause, similarity, difference and significance to the local area.</p> <p>Challenge: I can understand a few methods</p>	<p>A TASTE OF FRANCE</p> <p>Geography: locate the world's countries, using maps to focus on Europe (including the location of Russia); concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; understand geographical similarities and differences through the study of human and physical geography a region in a European country (Paris, France); the location and characteristics of a range of the most significant human and physical features; use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Literary text link: 'Hugo Cabret' by Brian Selznick, 'Hugo' the film</p> <p>Art: French artists</p> <p>Design and Technology: Taste some foods from France OR make moving models linked to the text studied using cogs, levers etc.</p> <p>Geography Assessment: I can locate France, using a map. I can identify the different environmental regions of France and key physical and human characteristics and major cities. I can show I continue to develop a wider geographical vocabulary, using terms such</p>	<p>STONE AGE TO IRON AGE VISIT: Residential to Burwardsley Outdoor Centre & '10,000 BC Prehistoric Workshop' (Chris Trevor)</p> <p>HISTORY: changes in Britain from the Stone Age to the Iron Age 'Proud to be an Archaeologist' BBC Bitesize clip</p> <p>Geography: Rocks, topographical features (including hills, mountains, coasts & rivers, not water cycle as this is covered in Y4); understand how some of these aspects have changed over time; tithe maps of Burwardsley; pre-visit map work</p> <p>Art: Cave Paintings Sketching Stone Age Artefacts.</p> <p>Design & Technology: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>History Assessment: I can understand that the past is divided into differently named periods of time and use some dates to explain British history. I can place events, people and changes of British history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can put a few artefacts in chronological order. I can give a few reasons for and the results of the main changes from the Stone Age to Iron Age. I can tell you a range of similarities/ differences between different times in the past from Stone Age, to the Bronze Age and the Iron Age. I can describe how the past can be represented or</p>
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of historical enquiry, including how evidence is used to make historical claims. I can see legacy of the canals on me and the place where I live.

Geography Assessment:

I can use the 8 points of a compass (work at the Boat museum, directions of main transport routes etc.).

I can use simple grids with letters and numbers to locate features.

I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.

I can use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs.

I can investigate the local area, looking at types of shops, services and houses.

I can map evidence from fieldwork at the Boat Museum e.g. sketch annotated views.

I can show I understand different land-use patterns and how these may have changed over time.

I can carry out a simple questionnaire.

I can conduct surveys e.g. find out how the local area changed by interviewing people.

I can use plans (of the Boat Museum).

I can use aerial photos and satellite images.

Challenge: I can show I am beginning to

as routes, community, key, urban, rural, human, physical to describe places or geographical features in different ways.

I can begin to use smaller scale aerial views (of Paris, etc.)

I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied (France).

I can identify differences between places e.g. Paris region and North-West England).

I can communicate geog. information in a variety of ways, including through maps and writing at length

Challenge: I can use oblique aerial views of Paris and locate on a map of the city.

No History Assessment however...

Challenge: I can use sources of information to help me answer questions about the past in sentences (e.g. book illustrations, French works of art, etc.)

Art Assessment:

I can find out about great French artists, architects and designers from a wider chronology of history and compare with the modern artistic style of Brian Selznick.

I can show a developing control of my pencil techniques in the style of Selznick.

I can show a developing control of other

interpreted in a few different ways.

I can make connections and contrasts eg. change, cause, similarity, difference and significance to Britain.

I can write sentences or a paragraph to describe some of the main events and changes in Prehistoric Britain.

Challenge: I can present recalled or selected information in a variety of ways using specialist terms.

Geography Assessment:

I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including **some** key topographical features including hills, mountains, coasts and rivers.

I can use OS symbols on maps to identify the above.

I can understand the need for a key.

I can describe & understand key aspects of: physical geography, including rivers and mountains.

Challenge: I can apply my knowledge of rocks from Science to identify types of landscape found in Britain.

Art Assessment:

I explore ideas in different ways, collecting information and practical resources in order to make informed choices about my work.

I communicate ideas and meanings in chalk, charcoal, pastels etc.

Challenge: I can find out about prehistoric cave art, linked to early History.

Design and Technology Assessment:

I can explain seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed and understand how food production has changed from the Hunter-Gatherers of the Old Stone Age,

understand the purpose of maps.

Art Assessment:

I use a sketch book to record observations and use it to review and revisit ideas.

I can investigate and use the qualities of materials such as acrylic paints to develop my own practical skills.

Challenge: I can state preferences when using a sketch map to try out techniques and ideas.

Design and Technology Assessment:

I can understand how key events and individuals in design and technology have helped shape the world (transport link).

I can choose appropriate tools, equipment, components and techniques to make functional bridges.

I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures such as bridges.

Challenge: I can reflect on the design and make process and identify some improvements to my own work.

Music Assessment:

I can sing in tune with expression.

I can show enjoyment both as an individual and as a group, whilst singing.

techniques and equipment e.g. I can colour wash and blend watercolours.

I can thoughtfully comment on the work of others, respecting their feelings.

Challenge: I can reflect upon and respond appropriately to others' comments about how to adapt and improve my own work.

Design and Technology Assessment:

I can explain what I like when tasting examples of food from France.

I can prepare and cook predominantly savoury dishes using simple cooking techniques

If making models: I can produce step by step plans to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and patterns and select from and use a wider range of tools and equipment accurately to perform practical tasks [for example, cutting, shaping, joining and finishing].

Challenge: I can show in discussion that I am beginning to understand and apply the principles of a healthy varied diet to evaluate foods tasted as how healthy they are.

Music Assessment:

I can be inspired to explore my own music making by listening to performances.

Challenge: I can make improvements to my own work

through the first farmers of the New Stone Age.

Challenge: I can explain how pottery and metals made such a difference to food preparation from the Bronze Age onwards.

Music Assessment:

I can develop an understanding of the history of music, starting from the earliest times.

I can improvise repeated patterns.

Challenge: I can play the recorder tunefully on a range of tunes.

Y4

'WALK LIKE AN EGYPTIAN'

'IT'S ALL GREEK TO ME'

'The Iron Man'

Visit: Liverpool World Museum

History: the achievements of the earliest civilizations, (Sumer • Indus Valley • Shang Dynasty where and when all these existed in an overview); Ancient Egypt in depth

Geography: Rivers

Art & Design: Masks, artefacts from ancient civilisations

Clay wall temple with printed hieroglyphics (Egyptians); clay tablets to show the different types of early writing from all 4 civilisations

Design & Technology: Linocutting – printing hieroglyphics; pop-up books

History Assessment:

I can understand that the past is divided into differently named periods of time and use some dates to explain world history.

I can place events and changes of world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.

I can put pictures of artefacts from the four ancient civilisations in chronological order.

I can tell you a range of similarities/differences between four different ancient civilisations in the past.

I can explain the significance of four of the earliest civilisations.

I can write paragraphs to describe some of the main events and changes in the history of the wider world.

Challenge: I am beginning to use place

Visitor: Walker Art Gallery, Liverpool

History: Ancient Greece

Geography: understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece); the location and characteristics of a range of the most significant human and physical features; use maps, atlases, globes and digital/computer mapping to locate countries and describe features; the water cycle

Art: Greek pots

Design Technology: Making Greek Pasteli, food packaging

History Assessment:

I can describe how the past can be represented or interpreted in a few different ways.

I can use a range of sources of information to help me answer questions about the past in sentences (e.g. artefacts, sculpture, works of art, architecture, art galleries etc.)

I can describe in detail, the achievements of the Ancient Greeks and their influence on the western world today (e.g. medicine, democracy, architecture, Olympic Games, theatre, stories, philosophy etc.)

I can explain some of the significant aspects of the history of the wider world e.g. the expansion of the Greek empire and its influence today.

I can select and organise information to

Visit: Tattenhall Outdoor Education Centre & Rivacre Valley

Geography: Visit to Tattenhall Outdoor Education Centre (led by Chris Trevor); 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; use the eight points of a compass, four-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; tithe maps.

Rivacre Rangers – visit to the river on way back from Tattenhall to study the physical processes of rivers and the water cycle Does Manchester deserve its reputation as the wettest city in the UK? (Use www.raintoday.co.uk/ for data on yesterday's rainfall.)

Design & Technology: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Geography Assessment:

I can map evidence from fieldwork at Tattenhall e.g. sketch annotated views and the location of metal work.

I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a place (Tattenhall) and a river course.

I can use the 8 points of a compass during fieldwork.

I can write a sequel “The Iron Man comes to Tattenhall” using the fieldwork and mapping knowledge gained from

value in the context of timelines -using place value, negative numbers. etc.
I can explain some of the significant aspects of the history of the wider world e.g. the nature of ancient civilisations and characteristic features of past non-European societies.

Geography Assessment:

I can locate the earliest civilisations on a map of the world.

I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied (linked to the 4 ancient civilisations – Egypt, Indus Valley, Ancient Sumer/Mesopotamia (Meaning the “land between two rivers”) and Yellow river area of China.

I can explain the variety of reasons why the settlements of the earliest cities grew on the banks of rivers (for food, irrigation, trade, water supply, disposal, religious significance etc.)

Challenge: I can name some other important global cities and their rivers.

Art Assessment:

I can find out about a range of artists, architects and designers in history, linked to early History - traditional art from ancient civilisations e.g. Ancient Egypt.

produce structured written work that uses correct dates and terms.

Challenge: I can see the relationship between the different periods I have studied so far in Year 4 and the legacy or impacts for me and my identity.

Geography Assessment:

I can use fieldwork to observe, measure and record some of the human and physical features in the Liverpool area, using sketch maps and graphs.

I can understand geographical similarities and differences of human & physical geography of a region in a European country (Athens) and compare with a region of the UK (Liverpool – area near the Walker Art Gallery).

Challenge: I can show I am starting to understand scale and distance on a map, using and applying mathematical skills.

Art Assessment:

I use a sketch book to record observations at an Art Gallery.

I can study a variety of Ancient Greek vases and try to use similar ideas of colours, form, shape, pattern and style in producing my own drawing and pottery in authentic reproductions.

I can reflect upon and respond appropriately to others’ comments about how to adapt and improve my own work.

the walk around the village.

I can use 4-figure coordinates to locate features.

I can describe the water cycle using a diagram.

I can use simple equipment to measure and record.

I can apply mathematical skills in data handling to link to an enquiry question about the effect of the Water cycle.

I can apply mathematical skills when using geographical data etc.

I can show I continue to develop a wider geographical vocabulary, using terms such as clouds, rainfall, parts of a river course.

I can name UK hills, mountains, rivers and coasts.

I can apply the vocabulary of other subjects such as maths and science when describing geographical features and processes e.g. evaporation, condensation etc.

I can introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary etc.

Challenge: I can apply my knowledge of rivers and maps to undertake a flood control mission using GIS on mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/activity1.htm

Art – sketching metal structures/ sculptures and ornate Victorian street furniture around Tattenhall.

Art Assessment:

I use a sketch book to record observations in a contrasting location and use it to review and revisit ideas

Challenge: I can be more creative and critical of my sketchbook activities in order to become a better artist.

Design and Technology Assessment:

I can experiment, invent and create my own works of art, craft and design.

Challenge: I can use elements from works of Ancient art in my own images/artefacts
I can describe the historical and cultural development of art from its early forms.

Design and Technology Assessment:

I can apply my technical knowledge and understanding of the nature of materials to cut, shape and join with some accuracy.

I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

I can think ahead about the order of my work and make a realistic plan.

Challenge: I can reflect on how well I met the design brief and how successful I was.

Music Assessment:

I can represent sounds with an increasing range of symbols, some which are becoming similar to recognised standard musical notation

Challenge: I can use and understand staff and musical notations

Challenge: I can show an increasing awareness of different kinds of Greek art, craft and design, how styles have evolved from Ancient Greek times and influenced artistic forms today in paintings, architecture and sculpture, etc.

Design and Technology Assessment:

I can produce step by step plans to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and patterns and select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately.

Challenge: I can reflect upon and respond appropriately to others' comments about how to adapt and improve my own work.

Music Assessment:
I can show a developing understanding of the history of music.

I can perform rhythmically simple parts which use a small range of notes

Challenge: I can comment on the work of others constructively noticing the effects

I can select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.

I can generate ideas and recognise my designs could meet a range of different needs and users.

Challenge: I can suggest a healthy menu for a residential centre which uses predominantly local produce.

Music Assessment:

I can describe, compare and evaluate different kinds of music using musical vocabulary.

I understand how different musical elements can be combined and used expressively e.g I can compose and perform percussion music to represent the Iron Man stepping off the cliff and breaking up as he falls to the beach.

I can experiment with the pentatonic scale (using only ACDEG) to compose harmonious "Music of the Spheres" from the book "The Iron Man".

Challenge: I can listen to the comments of others to help me improve my performance.

Y5

'WHAT HAVE THE ROMANS DONE FOR US?'

A MOMENT IN TIME'

'INVADERS!'

Visitor: Tony Cope Interactive History (A walking

Visitor: Tony Cope Interactive History (Roman Empire)

History: The Roman Empire & its impact on Britain: Revise Europe; 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 Chester and the impact of technology, culture and beliefs, including early Christianity

Geography: Europe - the location and characteristics of a range of the most significant human and physical features; 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; Volcanoes and Earthquakes – Vesuvius and Pompeii

Art: Artefacts & mosaics

Design Technology: Roman Sandals

History Assessment:

I know how our knowledge of the past is constructed from a range of sources.

I can show the past can be represented or interpreted in many different ways.

I can place events, people and changes of British, local & world history, on a timeline,

Geography: A region within North America – Niagara Falls. 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); use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (Including volcano of Mount St Helens & St Andreas fault - earthquakes, Use website 'Earthquake Track')

Literacy Text link: 'Queen of the Falls'

Art: Van Gogh (Starry Night)

Design and Technology: Experiment how to make burgers healthier by using Quorn and adding lots of salad OR link to work on forces OR design a container to protect a delicate object as in "The Queen of the Falls".

Geography Assessment:

I can name and locate some of the world's countries, focusing on North America (USA and Canada) concentrating on environmental regions, key physical or human characteristics;

I can name and locate the major cities of North America.

I can understand the key aspects of: physical geography of North America e.g. climate zones, biomes and vegetation belts.

Museum)

History: Britain's settlement by Anglo-Saxons Scots & Vikings. 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

History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography: the UK; name & locate counties and cities of the UK; place name endings; 6 figure grid references; the location and characteristics of a range of the most significant human and physical features; 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

Coastal fieldwork to be carried out during AEMs residential at the Conway Centre, Anglesey and pre-visit map work.

Art: Anglo Saxon designs. improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Design & Technology: understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (delivered by Eric Wright FM)

History Assessment:

I can devise my own historically valid questions.

I can identify specific changes within and across different periods over a long arc of development.

using appropriate dates/chronological conventions eg. BC, BCE & AD.

I can explain some of the significant aspects of the history of the wider world e.g. the expansion & dissolution of empires.

I can see the relationship between the Romans and the impacts for me.

Challenge: I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.

I can explain how history 'fits together' & events from one time period affect another.

Geography Assessment:

I can locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical and human characteristics, countries, and major cities.

I can understand the key aspects of: physical geography of Europe e.g. climate zones, biomes and vegetation belts.

I can describe the types of settlement, land use, economic activity including trade links.

I can explain volcanoes/ earthquakes and use the case study of the Naples area (past and present, to illustrate key points).

I can describe the distribution of natural resources including energy, food, minerals & water in Europe & countries studied.

I can describe in detail types of settlement, land use, economic activity and trade links.

I can use maps, atlases, globes and digital/computer mapping to locate countries & describe features studied.

I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night) on a globe.

I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps

I can introduce precise geographical words when describing geographical places features & processes such as relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.

I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. America – Niagara Falls.

Challenge: I can describe and make links between places & features in Europe and North America.

I give reasons for similarities/differences.

Art Assessment:

I can demonstrate creativity and widening experimentation.

I can select techniques from a wide range and use materials thoughtfully.

I can find out about the great artists,

I can describe the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.

I can tell the story of events within and across the time periods I have studied in Year 5.

I can carefully select relevant historical information, considering different viewpoints, addressing possible bias.

I can carefully select and organise relevant historical information from a range of historical sources of information.

I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods eg. century, decade

Challenge: I can make some detailed links between features of past societies and periods.

I can judge the value of sources and identify those that are useful for answering a question.

Geography Assessment:

I can use atlases to find places using index/ contents.

I can use 1:10.000 and 1:25.000 Ordnance Survey maps & some OS symbols on maps.

I can use scale bar on maps.

I realise purpose, scale, symbols and style are related.

I can use Ordnance Survey maps at different scales.

I can, draw a detailed sketch map using symbols and a key.

I can give directions in neighbourhood.

I can align a map with route.

I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.

I can interpret OS maps.

I can name/ locate cities & counties of the UK.

Challenge: I can apply my knowledge of Europe today to describe why the Romans wanted to extend their empire.

Art Assessment:

I can further develop use of a sketch book to record personal observations and experimentation of creative ideas.

I can show mastery of art and design techniques, including drawing, painting and design of mosaics with a range of materials [e.g .pencil, charcoal, and watercolour paints, clay squares]

Challenge: I can thoughtfully evaluate and revisit ideas to improve the end result.

Design and Technology Assessment:

I can evaluate my products, paying attention to the quality of finish.

I can select from and use a wider range of tools and equipment to perform accurate practical tasks e.g. cutting, shaping, joining and finishing.

Challenge: I can identify what is working well and what could be improved to overcome technical problems.

Music Assessment:

I can play and perform in solo and ensemble contexts, using my voice.

Challenge: I can begin to play and perform in solo and ensemble contexts, using a new instrument.

architects and designers from a wider chronology of history.

Challenge: I can suggest a number of ways in which I can improve my work.

I can use the correct terms from the language of art and design when talking about the work of others

Design and Technology Assessment:

I can understand and use mechanical systems in my products linked to Science work on Forces [e.g. gears, pulleys, cams, levers and linkages].

I can investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Challenge: I can improve my work acting on research and the advice of others.

Music Assessment:

I can appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians further develop an understanding of the history of music e.g. explore the range of musical styles and traditions across North America.

I can describe more geographical regions of the UK & their identifying physical and human characteristics, including the cities.

I can demonstrate effective fieldwork skills to observe, measure & record human & physical features in the local area (or on a visit) using a range of methods, including sketch maps, plans, graphs& digital technologies.

Challenge: I can explain how aspects have changed over time from the times of the Anglo-Saxons and Vikings to the present day.

Art Assessment:

I can further develop use of a sketch book to record personal observations and experimentation of creative ideas.

I can independently select and incorporate some ideas from historical and cultural works of art from Anglo- Saxon times to develop my own work.

Challenge: I can apply my technical knowledge and skills to realise my intentions, using the qualities of materials, processes and the formal elements effectively

Design and Technology Assessment:

I can use research and develop design criteria to inform the design of edible, healthy, innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

I can understand and apply the principles of a healthy and varied diet

I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Music Assessment:

I can show more confidence when playing and performing in solo and ensemble contexts, using an instrument.

I can use and understand staff and other musical notations

Y6

THE VOYAGE OF THE BEAGLE

AT THE MOVIES

MIGHTY MAYANS

Geography: South America. The location and characteristics of a range of the world's most significant human and physical features; describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, (N.B. light touch – Earthquakes along the Andes). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Revise the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, (revisit the Prime/Greenwich Meridian and time zones (including day and night) – already been covered in Y5)

Art: Collage of South America,
Art/ Design and Technology Brazilian Headdresses

Science: Evolution and Inheritance (Darwin)

Geography Assessment:

I can name and locate some of the world's countries, using a globe and atlas, focusing on South America.

I can describe South America, concentrating on environmental regions, key physical and human characteristics and the major cities of each country.

I can understand the key aspects of:

Literacy Text link: King Kong

SATs revision.

Art Assessment:

I can experiment, invent and create my own works of art and design. I can produce creative work, exploring ideas about the landscape of New York.

I can thoughtfully evaluate and revisit ideas to improve the end result.

Challenge: I evaluate my own work and that of others, reflecting on their own view of its purpose and meaning. I am able to adapt and refine my ideas, processes and intentions.

Link to a residential visit –can be any term.

I can demonstrate effective fieldwork skills to observe, measure & record human & physical features in the area of a residential visit, using a range of methods, including sketch maps, plans, graphs& digital technologies.

I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.

I can use Ordnance Survey maps at different scales. I can understand and use 6 figure grid references.

I can, draw a detailed sketch map using

History: study of a non-European society that provides contrasts with British history – Mayan civilization c. AD 900 compared with Viking and Anglo-Saxon England

Geography: Central America

Art: Mayan art

Design & Technology: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Pupil-initiated History based Transition Project (in place of Learning Logs): A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children to choose their own topic to research. For example: 'Jewellery through Time', Sport through Time', 'Weapons through Time'.

History Assessment:

I can carefully select relevant historical information.

I can explain some of the significant aspects of the history the wider world e.g. the expansion, characteristic features of a past non-European society and its fall.

I can place events, people and changes of a significant world history period, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.

I can understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.

I can make detailed links between and across features of past societies and across different historical periods e.g.

compare Britain under Anglo-Saxon/ Viking rule in 900 A.D (from work done in Year 5) with Mayan Civilisation at the same time.

physical geography of South America e.g. climate zones, biomes and vegetation belts.

I can describe in detail types of settlement, land use, economic activity including trade links.

I can apply my knowledge of the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, and Arctic & Antarctic Circle to my study of South America.

I can use maps, atlases, globes and digital/computer mapping to locate countries & describe features studied.

I can use precise geographical words when describing geographical places and features

I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).

Challenge: I am able to complete a small Fieldwork project with detailed method, and analysis of results in the style of Darwin, at some point in the year.

I can explain most of the results and show links between them

History Assessment (linked to geography/ Science theme):

I can explain how knowledge of people in the past is constructed from a range of sources e.g. Darwin's diaries, letters,

symbols and a key.

I can give directions in neighbourhood.

I can align a map with route.

I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.

Design and Technology Assessment:

I can understand and use electrical systems in my products linked to work in Science on Electricity e.g., series circuits incorporating switches, bulbs, buzzers and motors e.g. make a lit up New York landscape for the story, which can be switched on/off, incorporate buzzers/ motors etc.

Challenge: I can apply my understanding of computing to program, monitor and control their products.

Music Assessment:

I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression

Challenge: I can respond to suggestions on how I can improve my performances.

I can suggest the most important cause or result.

I can identify and make detailed use sources of information to help me reach and support a conclusion.

Pupil-initiated History based Transition Project:

I can devise my own historically valid questions.

I can carefully select relevant historical information, considering different viewpoints, addressing possible bias.

I can judge the value of sources and identify those that are useful for answering a question.

I can identify specific changes within and across different periods over a long arc of development in British History.

I can describe /make links between events/changes giving reasons and results of these events and changes.

Challenge: I can see the relationship between different periods and the legacy or impacts for me and my identity.

I can present the trends over time in a variety of ways.

Geography Assessment:

I can name and locate some of the countries, islands and the major cities of Central America.

I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied in Year 6.

I can suggest why the geography of Central America provided a challenge to the Mayan settlements.

I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.

I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.

I know the location of places of global significance, their defining physical & human characteristics and how they

pictures etc.

I can explain that the past can be represented or interpreted in many different ways - considering different viewpoints.

Challenge: I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms to support work in other curriculum areas.

Art Assessment:

I can further develop use of a sketch book to record personal observations in Science (in the style of Charles Darwin) and experimentation of creative ideas.

Challenge: I can thoughtfully evaluate and revisit ideas to improve the end result.

Design and Technology Assessment:

I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups e.g. Samba/Carnival headresses. I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and

relate to one another

Challenge: (At any point in Year 6.) I can carry out a focused in depth fieldwork study, looking at issues/changes in the area.

I can imagine how & why area may change in future

Art Assessment:

I can show how artistic styles have evolved and influenced artistic forms today in paintings, architecture, jewellery, design, etc.

I can use the correct terms from the language of art and design when talking about the work of others.

I can think critically and develop a more rigorous understanding of art and design.

Challenge: I can interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts.

Design and Technology Assessment:

I can explain in depth, seasonality, and know where and how a wide variety of ingredients are grown, reared, caught and processed.

Link to UK History: I can show I understand how key events and individuals in design and technology have helped shape the world.

Challenge: I can understand and apply the principles of a healthy and varied diet and share this with a wider audience.

Music Assessment:

computer-aided design

Challenge: I can independently and consistently evaluate my work and improve as I go along without prompts.

Music Assessment:

I can listen with attention to detail and recall sounds with increasing aural memory e.g. the Samba rhythm.

I can improvise and compose music for a range of purposes using the inter-related dimensions of music

Challenge: I can independently and consistently appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians further develop an understanding of the history of music.

I can consistently and confidently play and perform in solo and ensemble contexts using my voice.

Challenge: I can challenge myself to continue improving my own musical performances as I move onto another school.

Teaching in English should teach pupils how to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. At Childer Thornton, we use the **Read, Write, Inc** scheme from Nursery which is taught daily. Once children have exited this scheme, they are taught reading skills through

daily Guided Reading sessions. We have a wide range of reading books which are levelled appropriately for all children. The teaching of writing is embedded throughout the curriculum.

Teaching in Mathematics should enable pupils to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. At Childer Thornton, we use a range of schemes to support teaching and learning in mathematics.

Teaching in Science should provide pupils with essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. At Childer Thornton, we use the Collins Snap Science Scheme of Work to support teachers' planning, alongside Rising Stars progress tests to support teacher assessments. In addition to this, pupils may be given a 'Concept Cartoon' as an introduction to a unit or as a way of encouraging scientific discussions and assessing understanding. Units are linked to topics where relevant and appropriate to ensure pupils are provided with purpose for learning. At Childer Thornton we celebrate 'British Science Week' annually which is a particularly exciting event in the school calendar. We aim for all pupils to learn scientific concepts in context and endeavour to deliver the Science curriculum in exciting ways including a science related trip for each year group every year and scientific workshops in school. We also regularly introduce whole school initiatives and challenges to encourage pupils to engage in Science at a deeper level and to raise the profile of Science around school.

Teaching in Geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The following geographical Skills and fieldwork are taught in all year groups and linked to the unit being studied:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied
- Use the eight points of a compass, four-figure (Y3/Y4) and six-figure (Y5/Y6) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK 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.

Teaching in History should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement; to help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Teaching in Music should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. At Childer Thornton, we use the '**Music Express**' scheme of work alongside other programmes such as the **BBC Ten Pieces**. All children in Y5 and Y6 receive specialist instrumental teaching provided by the local authority.

Teaching in Art & Design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At Childer Thornton we are actively working towards the *Arts Council for England's Artsmark* award. The children are taught a range of different medias and look at famous artists to help inspire ideas and activities. They have the opportunity to take part in whole school and Key Stage specific art projects, as well as wider scale local art projects in conjunction with other Ellesmere Port schools. The children engage with visiting artists and experience art from around the world during the annual Year 5 AEMS (Arts Education in a Multicultural Society) residential. This year, all of the children will also have the chance to work with artist Wynne Roberts from *Into Art Workshops*. Wynne also delivers an after school art club which is open to all children from KS1 – KS2.

Teaching in Design & Technology (DT) should give pupils opportunities to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They should acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. Pupils should learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they should develop a critical understanding of its impact on daily life and the wider world. Our creative and imaginative staff plan exciting projects which are relevant and engaging to the children, often with cross-curricular links. The children are given opportunities to take part in Design and Technology activities outside of the classroom during forest school and through annual school trips, including visits to the *Ellesmere Port Boat Museum* and *Wirral Works*. We are building up strong links with local businesses which have helped the children in designing and making and endorsed food technology projects. Our parents play an important part in design technology within school and are often invited into school to take part in the 'making' elements of various projects.

Teaching in Physical Education (PE) should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. PE lessons at Childer Thornton are taught mainly by **Premier Sports**, an external sports coaching company. We also provide specialist dance lessons for all year groups throughout the year. Swimming lessons for all KS2 pupils are provided by highly trained coaches at the Ellesmere Port Sports Village. Children are also supported by 2 members of school staff who hold their level 1 swimming qualification. We provide a wide range of after-school sports clubs and our children regularly compete in competitions and events.

Teaching in Foreign Languages should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. At Childer Thornton, all pupils in KS2 have weekly lessons in Spanish delivered by a specialist languages tutor. In addition to the statutory requirements, Reception children have the opportunity to learn basic Spanish every week, and we run 2 after-school Spanish clubs for KS1.

Teaching in Computing should equip pupils to use computational thinking and creativity. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express

themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Teaching in Personal, social, health and economic (PSHE) is an important and necessary part of all pupils' education and should equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Sex and relationship education (SRE) is an important part of PSHE education. At Childer Thornton, we use the *Christopher Winter Scheme of Work* which we have adapted to meet the needs of our pupils. We take great pride in our extensive PSHE curriculum, teaching everything from emotional development to how to keep safe on line and physically. We use P4C (*Philosophy for Children*) and encourage children to question and broaden their minds. We teach children how to stay mentally and physically healthy and we teach children explicitly about the British values. We have a scheme of work on *Same Love Different Families* so our children know they are unique and that whoever they are is something special. For year 6 we have a detailed induction unit so our children are prepared for the next steps in education and above all we realize that unless this is the foundations of learning.

Teaching in Religious Education (RE) should be balanced and broadly based which promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. We teach RE both implicit and explicit using the Cheshire Agreed Syllabus for guidance. Lessons are interactive, practical and about discovery and asking questions. Throughout a child's time in Childer Thornton they will study Christianity, Hinduism, Islam, Sikhism and Judaism. They will visit the local Church, a synagogue, a cathedral and a mosque and meet representatives from different faiths.

Developing Spiritual, Moral, Social and Cultural Values. All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. At Childer Thornton we actively promote fundamental British values and meet the requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and provide relevant activities beyond the classroom to develop SMSC values. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching support the rule of English civil and criminal law and does not teach anything that undermines this. Pupils are made aware of the difference between the law of the land and religious law.