

Greenfields Community Primary School

CROSS CURRICULAR PLANNING ~ KEY KNOWLEDGE / SKILLS / UNDERSTANDING IN FOUNDATION SUBJECTS

Subject		Year 5	Year 6
History	Chronological Understanding	<ul style="list-style-type: none"> Draw a timeline with different time periods outlined, showing different information (e.g. periods of history, when famous people lived, etc) 	<ul style="list-style-type: none"> Place features of historical events and people from the past in an appropriate chronological framework
	Knowledge & Interpretation	<ul style="list-style-type: none"> Make comparisons between historical periods; explaining things that have changed and things that have stayed the same Explain how their locality has changed over time Say how an aspect in British history has changed over the years 	<ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which key events happened Summarise how Britain has learnt from other countries and civilizations over time and more recently Describe features of historical events and people from past societies and periods
	Historical Enquiry	<ul style="list-style-type: none"> Test out a hypothesis in order to answer a question Use a range of evidence from different sources to help them to describe a key event from Britain's past that has been represented and interpreted differently 	<ul style="list-style-type: none"> Look at two different versions of a historical event and say why the author may be giving that specific viewpoint Present orally or in writing their research about a key event from Britain's past using a range of evidence from different sources
Geography	Geographical Enquiry	<ul style="list-style-type: none"> Plan a journey to another part of the world, taking account of distance and time Use compass points and grid references to describe where a place is in the UK and the wider world 	<ul style="list-style-type: none"> Recognise key symbols used on Ordnance Survey maps and use OS maps to answer questions Use maps, aerial photos, plans and web to describe what a locality might be like
	Physical Geography	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to physical features (e.g. why many cities of the world are situated by rivers) 	<ul style="list-style-type: none"> Describe how some places are similar and others are different in relation to their physical features
	Human Geography	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to human and economical features (e.g. why people are attracted to live by rivers) Suggest what a place might be like in the future, taking account of issues impacting on human features 	<ul style="list-style-type: none"> Describe how some places are similar and others are different in relation to their human features
	Geographical Knowledge	<ul style="list-style-type: none"> Name and locate the main countries in North and South America on a world map and atlas and the major rivers and mountain regions in North and South America 	<ul style="list-style-type: none"> Name and locate the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles Explain how the time zones work
Art	Drawing & Painting	<ul style="list-style-type: none"> Use shading to create mood and feeling Use line, tone, shape and colour to represent movement 	<ul style="list-style-type: none"> Explain why they have combined different tools or chosen specific techniques for their drawing or painting
	Printing, 3D, Textiles & Collage	<ul style="list-style-type: none"> Explain how they have used visual and tactile qualities of materials for a particular intention 	<ul style="list-style-type: none"> Plan and create a piece of art that meets a given criteria (e.g. a hanging involving different kinds of stitches, a block print using at least 4 colours etc.)
	Sketch books	<ul style="list-style-type: none"> Show how they use notes in their sketch book to help them to develop their work further and discuss their ideas with others 	<ul style="list-style-type: none"> Compare their methods to those of others and keep notes and annotations in their sketch book
	Use of IT	<ul style="list-style-type: none"> Use software packages to scan images, then alter and adapt them to create pieces of digital art 	<ul style="list-style-type: none"> Create a piece of art using digital images, animation, video and sound, which can be used as part of a wider presentation
	Knowledge	<ul style="list-style-type: none"> Experiment with different styles used by artists after researching their work in books, the internet, or visits to galleries 	<ul style="list-style-type: none"> Say what their work is influenced by Include technical aspects in their work (e.g. architectural design)
Music	Performing	<ul style="list-style-type: none"> Sing 'by ear' and from simple notations, maintaining their part whilst others are performing their part Improvise using repeated phrases or melodic and rhythmic phrases 	<ul style="list-style-type: none"> Sing a harmony part accurately Take part in a performance (singing or playing an instrument to provide rhythmic support)
	Composing	<ul style="list-style-type: none"> Compose music changing sounds or organising them differently to change the effect and choosing the most appropriate tempo for the piece Use notations to record groups of pitches (chords) 	<ul style="list-style-type: none"> Use a variety of different musical devices in their composition (melody, rhythms and chords) Use different forms of notation to serve different purposes
	Appraising	<ul style="list-style-type: none"> Describe, compare and evaluate music using musical vocabulary Contrast the work of famous composers and state their preferences with reasons 	<ul style="list-style-type: none"> Analyse features within different pieces of music, thinking about how the venue, occasion or purpose has influenced the way the music is created Compare and contrast the impact that different composers from different times will have had on the people of that time

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DT	Designing	<ul style="list-style-type: none"> ▪ Come up with a range of ideas, select one based on evidence, then produce a detailed step-by-step plan with precise measurements 	<ul style="list-style-type: none"> ▪ Convincingly justify their plan to someone else (e.g. why they have selected specific materials or market research evidence)
	Making	<ul style="list-style-type: none"> ▪ Use a range of tools and equipment and explain what they need to do for Health & Safety reasons 	<ul style="list-style-type: none"> ▪ Use tools and materials precisely, changing the way they are working if necessary
	Evaluating	<ul style="list-style-type: none"> ▪ Evaluate appearance and function of their product against the original criteria 	<ul style="list-style-type: none"> ▪ Come up with a way to test and evaluate their final product (e.g. scoring a set of questions i.e. Does it meet the design criteria etc.)
	Technical Knowledge	<ul style="list-style-type: none"> ▪ Strengthen, stiffen or reinforce a more complex structure based on information they know ▪ Explain why they have chosen to use a particular mechanical system (e.g. gears, pulleys, cams, levers and linkages) or electrical system (e.g. series circuits incorporating switches, bulbs, buzzers and motors) in their product (using computing to programme, monitor or control the product if appropriate) ▪ Cook a variety of healthy savoury dishes, using only locally sourced ingredients 	<ul style="list-style-type: none"> ▪ Explain how they have strengthened, stiffened or reinforced a complex structure ▪ Evaluate and improve how their mechanical systems or electrical systems work (using computing to programme, monitor or control the product if appropriate) ▪ Apply the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes, using a range of cooking techniques and taking seasonality into account along with where and how ingredients are grown, reared, caught and processed
Computing	Algorithms & Programs	<ul style="list-style-type: none"> ▪ Use sequence, selection, and repetition in programs; working with variables and various forms of input and output 	<ul style="list-style-type: none"> ▪ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
	Data Retrieving & Organising	<ul style="list-style-type: none"> ▪ Produce a podcast or select music from open sources and incorporate it into a multimedia presentations 	<ul style="list-style-type: none"> ▪ Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	Communicating	<ul style="list-style-type: none"> ▪ Conduct a video chat with someone elsewhere in the school or in another school 	<ul style="list-style-type: none"> ▪ Show that they can use technology safely, respectfully and responsibly (including knowing a range of ways to report concerns and inappropriate behaviour)
	Using the Internet	<ul style="list-style-type: none"> ▪ Compare the results of different keyword searches and decide which sections are most appropriate to copy/paste from different web pages 	<ul style="list-style-type: none"> ▪ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
	Databases	<ul style="list-style-type: none"> ▪ Create databases, planning fields, rows and columns, then produce graphs or tables to copy and paste into other documents 	<ul style="list-style-type: none"> ▪ Collect live data using data logging equipment and create their own database, then present information from it to show the results
	Presentation	<ul style="list-style-type: none"> ▪ Prepare, edit and present a simple film, aimed at a specific audience 	<ul style="list-style-type: none"> ▪ Create a group multimedia presentation about e-safety for primary children involving the use of the internet for research, communication and collaboration
PE Dance Games Gymnastics Athletics Outdoor & Adventurous	Acquiring & Developing Skills	<ul style="list-style-type: none"> ▪ Link skills, techniques and ideas and apply them accurately and appropriately ▪ Show good control in their movements 	<ul style="list-style-type: none"> ▪ Apply their skills, techniques and ideas consistently
	Selecting and Applying	<ul style="list-style-type: none"> ▪ Apply basic strategies and tactics, adapting them to suit different situations 	<ul style="list-style-type: none"> ▪ Perform physical activities fluently with precision and control ▪ Apply a range of strategies and tactics for attack and defence in games
	Evaluating & Improving	<ul style="list-style-type: none"> ▪ Use their observations, about the skills, techniques and ideas that they and others have used, to improve their work 	<ul style="list-style-type: none"> ▪ Explain why they have used specific skills or techniques and modify that use to improve their work
	Health & Fitness	<ul style="list-style-type: none"> ▪ Explain some important safety principles when preparing for exercise ▪ Explain why exercise is important and what effect exercise has on their body 	<ul style="list-style-type: none"> ▪ Explain how the body reacts to different kinds of exercise ▪ Explain why we need regular and safe exercise
Languages	Listening & Responding	<ul style="list-style-type: none"> ▪ Understand longer passages made up of familiar language in simple sentences 	<ul style="list-style-type: none"> ▪ Listen attentively and show understanding by joining in and responding ▪ Respond in sentences, using familiar vocabulary, phrases and basic structures
	Speaking	<ul style="list-style-type: none"> ▪ Hold a simple conversation with at least 3 or 4 exchanges ▪ Use knowledge of grammar to adapt and substitute single words and phrases 	<ul style="list-style-type: none"> ▪ Engage in conversations; ask and answer questions; seek clarification and help, express opinions and respond to those of others
	Reading & Responding	<ul style="list-style-type: none"> ▪ Understand a short story or factual text, using context to work out unfamiliar words 	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing, using a dictionary where necessary ▪ Understand basic grammar, including: feminine and masculine forms and conjugation of high-frequency verbs
	Writing	<ul style="list-style-type: none"> ▪ Write a paragraph of about 3-4 simple sentences, adapting and substituting individual words and set phrases ▪ Use a dictionary or glossary to check words they have learnt 	<ul style="list-style-type: none"> ▪ Write phrases from memory, and adapt these to create new sentences to describe people, places, things and actions

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RE	Learning about religion	<ul style="list-style-type: none"> ▪ Talk about religions and compare some of the beliefs and ideas ▪ Explain the importance of people, books, places, worship, objects and teaching to believers 	<ul style="list-style-type: none"> ▪ Talk about different things that people do to show they believe in a particular religion ▪ compare how different people worship in different religions
	Learning from religion	<ul style="list-style-type: none"> ▪ Recognise what is of value or concern to others and respond respectfully and sensitively ▪ Ask a range of questions about people's lives, choices and decisions 	<ul style="list-style-type: none"> ▪ Show understanding that people share many experiences and that some choices or decisions have moral implications ▪ Ask questions and give answers based on their and others' experiences
PSHE	Self Confidence	<ul style="list-style-type: none"> ▪ Identify their achievements and understand their mistakes and how to make amends for them 	<ul style="list-style-type: none"> ▪ Deal with their feelings towards themselves, their family and others in a positive way
	Citizenship	<ul style="list-style-type: none"> ▪ Explain the consequences of anti-social behaviour (e.g. bullying, racism and discrimination) 	<ul style="list-style-type: none"> ▪ Resolve differences by looking at alternatives, making decisions and explaining choices
	Healthy, Safe Lifestyles	<ul style="list-style-type: none"> ▪ Say what makes a healthy lifestyle and recognise different risks in familiar situations 	<ul style="list-style-type: none"> ▪ Understand that their body is changing and also understand the effects and risks of drugs
	Relationships	<ul style="list-style-type: none"> ▪ Show care for other people's feelings and try to see things from their points of view 	<ul style="list-style-type: none"> ▪ Demonstrate respect and tolerance towards people with beliefs, customs and cultures other than their own