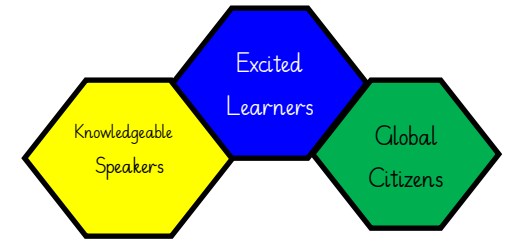
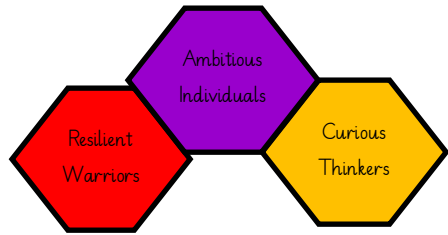


Curriculum Skills Progression and Assessment Handbook



Art and Design
"Art is a place for children to learn to trust their ideas themselves and to explore what is possible."
Maryann F Kohl – educator and publisher

Geography
"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world."
President Barack Obama

Science
"The important thing is to never stop questioning."
Albert Einstein

Computing
"The computer is not a device anymore. It is an extension of your mind and your gateway to other people."
Mark Shuttleworth-Entrepreneur

History
"The more you know about the past, the better prepared you are for the future"
Theodore Roosevelt

At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.

Languages
'The limits of my language are the limits of my world'.
Lutwig Wittgenstein. Australian-British philosopher of language.

Music
"There is music in every child. The teacher's job is to find it and nurture it."
Francis Clark- pianist

Design and Technology
"It's not just about ideas, it's about making ideas happen"
Scott Belsky- entrepreneur

P E
"If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward."
Martin Luther King

RE
"The beauty of the world lies in the diversity of its people."
Unknown

History N

History is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include their own life-story, family's history and past and present experiences.

History Y6

World War 2 Autumn

What caused WW2 and what were the significant events associated with it?

Outcome Whole school museum-Exhibiting WW2

History Y5

Vikings and Saxons Autumn

Who were the Vikings and Saxons and what was life like for them? Can we create a new product of our own?

Outcome Whole school museum-Exhibiting Vikings and Saxons

Victorians Summer

Who were the Victorians and how can we showcase what life was like for them?

Outcome Create a display to showcase findings.

History R

History is covered throughout all areas. See EYFS topic plan for further information on topics covered over the year.

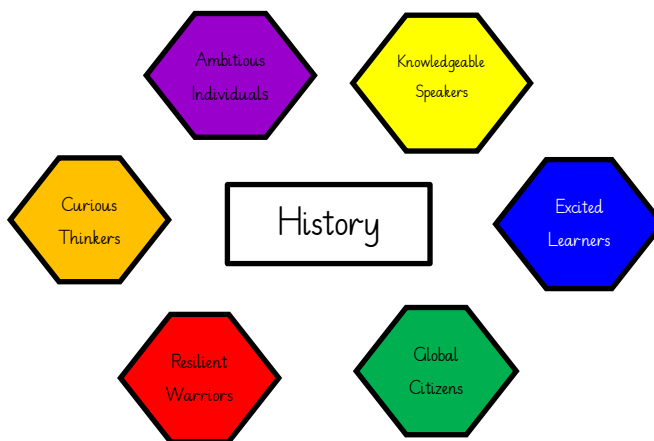
All about me – Autumn 1 All about autumn – Autumn 2

All about winter – Spring 1

All about spring – Spring 2/Summer 1

All about summer – Summer 2

To include their own life-story, family's history and past and present experiences.



History Y4

Ancient Greeks Autumn

Who were the Ancient Greeks and what was life like for them?

Outcome Whole school museum-Exhibiting Ancient Greeks

Romans Summer

Who were the Romans and what affect did they have on Britain?

Outcome Plan and undertake a visit to real roman remains.

History Y1

The Great Fire of London- Autumn 1

Who was Florence Nightingale and what was life like for her?

Outcome Whole school museum-Exhibiting Fire

Royalty Spring 1

What can we learn about royalty?

Castles Spring 2

What can we learn about the past from castles?

Outcome Explore castles and royalty and create a scrap book to showcase learning.

History Y2

Florence Nightingale

Who was Florence Nightingale and what was life like for him?

Outcome Whole school museum-Exhibiting Florence Nightingale

History Y3

Stone Age Autumn

Who were the Stone age people and what was life like for them?

Outcome Whole school museum-Exhibiting Stone Age

Ancient Egyptians Summer

Who were the Ancient Egyptians and what affect did they have on Britain?

Outcome Create a display to showcase findings.

History							
Changes in Living memory (linked to aspects of national life where appropriate)							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<i>Talk about photos and memories.</i>	<i>Share photos and information of their family.</i> <i>Talk about experiences that are familiar and how these may have differed in the past.</i> <i>Organise events using basic chronology.</i>	<i>Label timelines with words or phrases such as old and new.</i> <i>Recount changes that have occurred in their own lives.</i> <i>Use phrases such as "A long time ago" "Recently"</i>	<i>Place events and artefacts in order on a time line.</i> <i>Label timelines with phrases such as past and present.</i> <i>Use terminology such as decades and centuries to describe the passing of time.</i>	<i>N/A for KS2</i>	<i>N/A for KS2</i>	<i>N/A for KS2</i>	<i>N/A for KS2</i>
Events beyond living memory that are significant nationally or globally. Lives of significant individuals in the past. Including a comparison of those from different periods.				Changes in Britain from the Stone Age to The Iron Age, The Roman Empire and its impact on Britain, Britain's settlements by Anglo Saxons and Scots, The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor, A Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066, The achievements of the earliest Civilisations, Ancient Greece, A Non-European society that provides contrasts with British History.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<i>Retell what their parents told them about their life-story and family.</i>	<i>Organise events using basic chronology, recognising that things that happened before they were born.</i> <i>Develop an understanding of the past and present.</i>	<i>Describe Historical events.</i> <i>Describe significant people from the past.</i> <i>Observe and handle evidence to ask questions and find answers about the past.</i>	<i>Describe Historical events.</i> <i>Describe significant people from the past.</i> <i>Recognise that there are reasons why people in the past acted as they did.</i> <i>Use dates where appropriate.</i>	<i>Use the following historical vocabulary- dates, time period, era, change, chronology.</i> <i>Use evidence to ask questions and find answers to questions about the past.</i> <i>Suggest suitable sources of evidence for historical enquiries.</i>	<i>Use the following vocabulary- dates, time period, era, change, chronology.</i> <i>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</i> <i>Describe different accounts of a historical event</i>	<i>Use the following vocabulary- dates, time period, era, change, chronology, continuity, century, decade, legacy.</i> <i>Use sources of evidence to deduce information about the past.</i> <i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i>	<i>Use the following vocabulary- dates, time period, era, change, chronology, continuity, century, decade, legacy.</i> <i>Select suitable sources of evidence giving reasons for choices.</i> <i>Use sources of information to form testable hypotheses about the past.</i>

			<p><i>Use artefacts, pictures and stories to find out about the past.</i></p> <p><i>Identify some of the ways the past has been represented.</i></p>	<p><i>Suggest causes and consequences of some main events in history.</i></p> <p><i>Compare some of the times studied with those of other areas of interest around the world.</i></p> <p><i>Place events, artefacts and historical figures on a timeline using dates.</i></p> <p><i>Use dates and terms to describe events.</i></p>	<p><i>explaining why the accounts may differ.</i></p> <p><i>Describe the social, ethnic, cultural or religious diversity of past society.</i></p> <p><i>Place events, artefacts and historical figures on a timeline using dates.</i></p> <p><i>Understand the concept of change over time, representing this, along with evidence, on a timeline.</i></p>	<p><i>Understand that no single line of evidence gives the full answer to questions about the past.</i></p> <p><i>Give a broad overview of life in Britain and some major events from the rest of the world.</i></p> <p><i>Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)</i></p> <p><i>Use dates and terms accurately in describing events.</i></p>	<p><i>Show an understanding of the concept of propaganda and how historians must understand the social context of evidence studied.</i></p> <p><i>Describe the social, ethnic, cultural or religious diversity of past society.</i></p> <p><i>Identify periods of rapid change in history and contrast them with periods of little change.</i></p> <p><i>Understand the concepts of continuity and change over time, along with evidence on a timeline.</i></p>
Significant historical events, people and places in their own locality.				A local history study.			
N	R	Y1	Y2	Y3	Y4	Y5	Y6
		<p><i>Show an understanding of the concept of a nation and a nation's history. (Dudley Castle)</i></p> <p><i>Show an understanding of concepts such as civilisation, parliament, war and peace. (Dudley Castle)</i></p>			<p><i>Give a broad view of life in Britain.</i></p> <p><i>Describe the characteristic features of the past including ideas, beliefs and experiences of men, women and children. (Black Country Museum)</i></p>	<p><i>Identify continuity and change in the history of the locality of the school. (Black Country Museum)</i></p>	

History Assessment		Class -	Academic Year -
Autumn	Spring	Summer	
Working at greater depth	Working at greater depth	Working at greater depth	
Working at	Working at	Working at	
Working towards	Working towards	Working towards	
Working below	Working below	Working below	