



St Mary's and St Helen's Primary School Partnership

Foundation Subject Assessment: Global Connected Curriculum



Curriculum Bigger Picture:

Everything we do in the Connected Curriculum and through the assessments we make is linked back to the bigger picture:

'Giving our children the skills and knowledge they need, through topics that allow pupils to question, probe, think deeply about and challenge perception, making a mark in their communities. Becoming - Brave Change-makers'

Termly Assessment: Terms 1 and 2

KEY: Blue = lower year Green = higher year Black = objectives are the same for both years

YEAR 5 and 6

Brave Change Makers Skills:	Working Below:	Working Above:
Cooperation and Conflict Resolution - Work cooperatively to solve problems or achieve goals. Take on different roles in group work. Employ effective strategies for repairing damaged relationships		
Global Curriculum Progression of Skills: Examples of conflicts past and present in own society and others. Importance of resolving conflict fairly and the role of non-violent protests for social and political change.		
Big Question: How can conflict be resolved? - Look at examples of world conflicts (WW1 and WW2) why did they occur and how can conflict be stopped? Understanding the importance of resolving conflict.		
Product – museum/gallery		
History:	Working Below:	Working Above:
Skills Chronological understanding Use timelines to place and sequence local, national and international events. Identify changes and make comparisons within and across historical periods. Use timelines to place events and periods. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.		
Range and Depth		

<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Identify changes and links within and across the time periods studied.</p> <p>Choose reliable sources of factual evidence.</p> <p>Give reasons why changes may have occurred, backed up with evidence.</p> <p>Describe how some changes affect life today.</p> <p>Know key dates, characters and events of time studied.</p> <p>Historical Interpretation</p> <p>Look at different versions of the same event and identify differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Start to understand difference between primary and secondary evidence.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion and bias and reliability.</p> <p>Enquiry</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Recognise primary and secondary sources</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Organisation and communication</p> <p>Present structured and organised findings about the past using speaking, writing, discussion, drama, maths, ICT, drama and drawing skills.</p> <p>Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p>		
<p>Knowledge</p> <p>At the end of this unit the children will know:</p> <p>*Global link – Peace and conflict</p> <ul style="list-style-type: none"> • The chronology of the first and second world war. The start and finish dates of the wars as well as other key events such as the D Day landings, the Battle of Britain and Pearl Harbour. • Which countries were involved and how the treatment of Germany by the allies after the First World War heavily contributed to the rise of Hitler and the beginning of the Second World War. • That propaganda was used widely on all sides during the wars, between and after the wars. • The impact of war on children, including evacuation, loss of family members and homes etc. • The role of Kinder transport and the connection with the USA. 		
<p>Geography:</p>	<p>Working Below:</p>	<p>Working Above:</p>
<p>Skills</p>		

<p>Location Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Place Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p> <p>Human and Physical Geography Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW Describe and understand key aspects of physical geography.</p> <p>Skills and fieldwork Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Expand map skills to include non-UK countries.</p> <p>Using maps Compare maps with aerial photographs. Use index and contents page within atlases. To understand how is distance represented on a map? Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>		
<p>Knowledge At the end of this unit the children will know: *Global link – The impact of war on the physical and human features of Britain. Where the USA is on a world map. Geographical features of the USA – varied topography – mountains, lakes, plains, volcanic regions, canyons, rivers, valleys, climate etc.</p>		
<p>Art and Design:</p>	<p>Working Below:</p>	<p>Working Above:</p>
<p>Painting skills Playing and exploring</p> <ul style="list-style-type: none"> • Continue to develop brush control • Experiment colours to express mood • Learn some basic water colour techniques • Experiment with impasto using thickened paints to layer and create texture. <p>Planning and developing</p> <ul style="list-style-type: none"> • Graduate tones from light to dark • Learn how to make grey and black, without the use of black paint • Use colour specific vocabulary (e.g. crimson and scarlet for reds) • Learn the difference between opaque and translucent colours when using water colours 		

<ul style="list-style-type: none"> • Use mixed media with paint – silhouettes/stencils. • Develop understanding of the principles of composition – in relation to propaganda, think about placement of text as well as images. <p>Applying For a final product, children should be able to annotate/explain why they have made decisions or used particular techniques either through their sketchbook work or pupil voice provision.</p>		
<p>Painting knowledge Artist To know the work of a war propaganda artist. (Donia Nachsen, John Gilroy, Abram Games was appointed Official War Office Poster Artist) To know how an artist uses tone to create the illusion of form and space – foreground, middle ground, background. Materials To know which materials and tools are most suitable for the paint being used. Techniques To know what a wash means when building up a background and when creating tone. To know how to blend colours to create different gradients. To know how to create an image in stages, developing a final outcome over a period of time, allowing layers to dry.</p>		
Physical Education:	Working Below:	Working Above:
<p>Term 1 Insert objectives</p>		
<p>Term 2 Insert objectives</p>		
Jigsaw PSHE:	Working Below:	Working Above:
<p>Year 5 towards Being me I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one. Celebrating difference I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people’s cultures.</p>	<p>Year 5 above Being me I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context. Celebrating difference I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles</p>	

	<p>that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour.</p> <p>I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>		
<p>Year 6 towards Being me</p> <p>I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p> <p>Celebrating difference</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p>	<p>Year 6 above Being me</p> <p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p> <p>Celebrating difference</p> <p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p>		
Design and Technology:		Working Below:	Working Above:

<p>Structures skills</p> <p>Design: Explore existing frame structures (a structure made from thin components), and join and test different materials and testing them in order to select those that make a strong structure. (Corrugation) Design a product giving consideration to how it will be used and effective and ineffective designs. Design a suitable structure that is able to support weight.</p> <p>Make: Select tools, measure and cut materials accurately. Choose appropriate materials to stiffen and reinforce a structure. Use appropriate finishing techniques</p> <p>Evaluate: Testing and adapting the design <i>as it is developed</i>. Suggest improvements to the product – discuss how well the finished product meets the design criteria of the user. Consider the views of others – peer evaluation through partner talk. Identify what makes a structure successful.</p>		
<p>Knowledge Identify shell structures in everyday objects (cars, aeroplanes, tins). Understand manmade and natural structures. Identify weaker and stronger structures</p>		
<p>Science:</p>	<p>Working Below:</p>	<p>Working Above:</p>
<p>Materials knowledge</p> <ul style="list-style-type: none"> Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. Mixtures can be separated by filtering, sieving and evaporation. Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible. 		
<p>Religious Education:</p>	<p>Working Below:</p>	<p>Working Above:</p>
<p>Term 1 Insert objectives</p>		

Term 2 Insert objectives		
Music:	Working Below:	Working Above:
Term 1 Year 1: Pitch and tempo (Theme: Superheroes) Insert objectives		
Term 2 Year 1: Classical music, dynamics and tempo (Theme: Animals) Insert objectives		
Computing:	Working Below:	Working Above:
Term 1 Esafety <ul style="list-style-type: none"> Identify unsuitable posts (e.g. on blogs, a forum ...) and identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. Know a range of ways to report concerns about content and contact, including reporting cyber bullying. Know what a 'strong' password is and understand the importance of keeping personal data secure, including by using a 'nickname' for online use. Know that content, e.g., photographs and videos, put online are very difficult to remove and that privacy should be respected, i.e. not using images of others without permission. Understand that social network or other online environments have security settings, which can be altered, to protect the user. Understand some malicious adults may use various techniques on the Internet to make contact, elicit personal information and 'groom' young children, e.g., fake profiles and that they should tell a trusted adult immediately if they are asked to meet anybody. 		
Term 2 Media <ul style="list-style-type: none"> Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity. Select suitable text, sounds and graphics from other electronic sources, and import into own work. Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations. Develop consistency across a document - same style of font, colour, body text size, etc. Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. Independently select, process and import images, video and sounds from a variety of sources to enhance work. Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations. 		