

C6 Horizontal Curriculum

Visual and Graphic Arts
<p>Indicative Content</p> <p>Drawing: From Class 6 illustration continues in the main lesson books but art also becomes a subject lesson in its own right. The emphasis is on the drawing of objects through the creation of spatial illusions, firstly in grayscale using pencils and/or charcoal. Beginning with the creation of a sphere which emerges from the shading of the background in different directions, ovals and half moons to create the spatial form of a bowl, and other shading exercises such as drawing the folds in cloth and experimenting with negative space, pupils work towards drawing objects of any shape and still life compositions. Landscapes can be created through staggered, receding horizons, using shading to bring forms forward. Towards the end of the year it is enjoyable for pupils to explore some colour theory through drawing with coloured crayons and pencils again, and even to mix drawing and painting, for example painting into a drawn outline with gouache, using Aquarelle watercolour pencils.</p> <p>Painting In Class Six the student’s attention will be more consciously drawn to an objective observation of the phenomena of the world around them. This will take the form of direct experience via the Main Lessons in Physics and Geology. The topics of light and minerology lend themselves particularly well to working with a new painting technique, veil painting. Up until this point, the students have worked predominantly with the ‘wet on wet’ technique (diluted watercolours are applied on damp, stretched paper, singly merging and gently overlaid). Now, the students will learn to stretch the damp paper, secure it to the board and allow it to dry thoroughly before applying paint. Paint is applied in almost transparent layers. Each layer is completely dry before another layer is applied. Each layer shines visibly through the subsequent top layer, hence the term ‘veil painting’. When painting with different media, e.g. gouache as above, pupils should learn how to darken and lighten a shade through the addition of black or white.</p> <p>Clay Modelling: In connection with the geography main lesson, mould the shapes of various types of mountain: granite, chalk and sharp contoured shapes. Caves and waterfalls with boulders can be modelled. Work with figures can develop to include groups – parent and child, farmer and horse etc – keeping the detail of faces, hands, feet, clothing etc to a minimum.</p>
<p>Pedagogical Reasoning</p> <p>In Class 6 art runs parallel to physics, where pupils are looking at the phenomena of light and shadow, observing accurately and drawing what they see. Drawing is more illustrative, e.g. buildings, viaducts, ships etc. There is more detail, and more information and examples are needed. In ‘wet on wet’, the student sought to find an image emerging from the interplay of colours upon the damp page. With the veil technique, the student will be required to engage in forethought when creating layers. A conscious activity is necessary to placing required layers which will ultimately form an image of particular atmosphere/weather conditions, crystals, trees throughout the changing seasons.</p>
<p>Consideration for Decolonisation/Contextualisation</p> <p>Show examples of Chinese landscape painting. Images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age.</p>

Suggested ARLOs
Visual and Graphic Arts, Science - Living things and their habitats

Handwork: sewing in three dimensions
Indicative Content
Hand sewing: Project: Make a 3-D sewn animal (mammal) from their self-drafted pattern. Extension Project: Make a soft doll.
Pedagogical Reasoning
As they sew, the pupils' feeling life (sense of caring for others) grows and a connection grows between the child and the animal they are carefully forming (ensouling). Moral impulses are strengthened as they develop their sense of what is good (through observation of the many traits of the animal world). Children develop a realistic sense of the time it takes to create an object and their will forces are strengthened through completing this multi-layered process.
Consideration for Decolonisation/Contextualisation
Consider the animals we are familiar with from far away lands and the culture of the people who live there.
Suggested ARLOs
Handwork

Media Education
Indicative Content
In Class 6 pupils begin to bring the skills they have developed in the analogue world into the digital and contemporary realm. They begin to use internet searches to inform their research, and present some of their work as newspaper/magazine articles or digital equivalents such as blogs. The music they play, sing and study becomes more complex, and they explore the projection of images as light and shadow. By the age of 12, children may well be beginning to move around the internet on their own, and need to be explicitly taught media awareness, including self-image and identity, online relationships, online reputation, online bullying, managing online information, health, wellbeing and lifestyle, privacy and security, and copyright and ownership. This content could be covered in a main lesson block, resulting in the awarding of a 'Media Driver's Licence'.
Pedagogical Reasoning
Starting from the transition to puberty, the children begin the developmental task of leaving the sheltered space of childhood, expanding their radius of action and to move more independently in the world, including the digital world. Media awareness includes the ability to distinguish between fact and fiction, to recognise fake identities and fake news, and to navigate the internet in a data-secure manner, understanding the consequences of misconduct in the digital arena.
Consideration for Decolonisation/Contextualisation
Suggested ARLOs

Technology, RSE, PSHE

MFL Literacy and Culture

Indicative Content

Each lesson has a blend of free speaking, conversation, grammar and vocabulary work, practice, reading and sometimes story telling. Pupils should develop a systematic overview of what has been learned, and what is yet to be learned. Creative writing using acquired skills. A more specific focus on the geography, history and culture of the countries in which the target language is spoken, and the history of the language itself (e.g. Greek/Latin roots etc).

Pedagogical Reasoning

At this age, pupils respond to order and structure, and require visible planning. They need to be able to discuss how much they need to learn, how much can be learned in a set timeframe, and to have tangible evidence of their progress.

Consideration for Decolonisation/Contextualisation

Pupils should get a sense for the spoken language of a range of other cultures (e.g. Hebrew, Arabic, Mandarin Chinese). Songs, stories, texts and pictures should represent a wide range of people, skin colours, hair types etc, and should not reinforce stereotypes.

Suggested ARLOs

Modern Foreign Languages

Spiritual, Religious, Moral and Ethical Education

Indicative Content

Polytheism to monotheism – Roman to Christian festivals, beliefs and stories. A growing awareness of human values – and examples of the courage to overcome where human dignity and integrity can prevail. Cause and effect – and the making and application of rules.

Beginning of inspirational biographies that link to other themes and content from the year e.g., Helen Keller (physics). Stories of contrasting societies, cause and effect.

Roman festivals such as St. Valentine's Day, Roman traditions and Roman worship of multiple gods. Study of Christ and Christianity. Use of the Gospels. Exploration of the parables – discussion of their meaning/s. Christianity as it was experienced in Rome through the move from polytheism to monotheism, including persecution and struggles. Different attitudes around issues such as death. Christian life today through festivals, human experience, traditions and beliefs.

PSHE: Law making in Rome and ideals of democracy against realities of dictatorships and positions of power.

If the Class 6 curriculum covers the crusades, Islam can be brought historically in terms of cultural contribution, and a study of Islamic stories, traditions, beliefs and practices. This is sometimes left until Class 7 – which has a stronger Islamic focus.

Questions: Learning ABOUT religion – what is it? What religions are there? How important is religion – in other's lives and in our own?

Pedagogical Reasoning

Peer values become increasingly significant - clear social roles in class, with new social relationships. The

<p>teacher establishes new relationship of lawful authority.</p> <p>There is a growing orientation towards outer world they will live and work in as adults. Direct new critical faculties towards observing the natural world scientifically. Interest in social relationship provides opportunity to take responsibility for class community.</p>
<p>Consideration for Decolonisation/Contextualisation</p>
<p>Research Rome and Christianity (and Islam if studied) widely. Not reliant on one source of story or content. Encourage the class to search for prejudice or bias in content and engage in open discussions about representation and diversity. Use content that is diverse in its point of view and in its representation of people, gender, sex, sexuality, religion and ethnicity.</p>
<p>Suggested ARLOs</p>
<p>SMSC</p>

<p>Sustainable Living: Woodwork and Gardening</p>
<p>Indicative Content</p>
<p>Woodwork becomes a focus in the indoor workshop, with the development of skills in tool use, carving, and the creation of concave and convex forms through small woodwork projects. The link to the outdoor environment is made through green woodwork, using axes and draw knives to create garden equipment such as fences and gates from the log. Chestnut is a particularly suitable wood to use at this stage. Outdoors, the focus shifts to the/a school garden. This can be managed through the pupils contributing to the whole school garden, through separate class garden plots. The pupils should accompany the whole process: planning and developing a garden with a wide range of flowers, fruit and vegetables; soils, soil preparation and compost, tending the garden, harvesting the crops and the cooking and consumption of food. The emphasis is on taking personal responsibility, with pupils being directly connected to the fruits of their labour. Ecology can be studied, for example looking at snail populations, or specific insects and their host plants. A school pond offers a further range of opportunities to explore ecology and biodiversity. In physics, levers, pulleys and related machines can be explored outdoors in practical demonstrations.</p> <p>Offsite, forestry can include the clearing of scrublands and the planting of tree in a nature reserve. Geology can be introduced on the ground and is often the subject of overnight trips, including significant hiking.</p> <p>From Class 4 onwards, one or more additional crafts can be added to the curriculum. The craft chosen and the level at which it is engaged with will be dependent on the practical skills of the teacher, and the prior learning of the children. Some suggested themes might be blacksmithing (building a pit forge, maintaining a fire, explore different types of steel, making a sword or a hook), or ceramics (digging clay, pinch pots, raku firing).</p>
<p>Pedagogical Reasoning</p>
<p>As pupils make the transition into and through adolescence, taking personal responsibility becomes a major aim. Muscular growth in pre-teens means that pupils are ready for heavier tasks.</p>
<p>Consideration for Decolonisation/Contextualisation</p>
<p>Attention should be paid to important technical innovations in other cultures regarding navigation, horse breeding and riding (invention of the stirrup), metallurgy, architecture (aqueducts, roads, arches and domes, irrigation systems, water storage cisterns in Africa, buildings that remain cool and ventilated in hot countries like Mali, India) and building materials (megalithic culture, dry-stone Nuraghe in Sardinia, underground carved cave-dwelling on Malta, multi-storied Pueblo buildings, wooden buildings</p>

on large scale e.g. Japan).
Suggested ARLOs
Biology, Physics, Design and Technology, Geography, Careers

Life and Love
Indicative Content
<p>It is useful to hold a parents' evening up to a year before this main lesson block so that parents have the opportunity to talk to their children about sex before the teacher does.</p> <p>Reproduction in plants; labelled diagrams using the vocabulary of sexual reproduction.</p> <p>Life cycle of the butterfly, the mayfly and the salmon.</p> <p>Compare and contrast the adults' role in reproduction and care, and the relationship between adults and young, for plants, insects, fish/amphibians, birds, mammals and humans.</p> <p>Child development (working backwards), and the development of a baby in the womb.</p> <p>Structure of the primary sexual organs. Biological sex vs gender identity and expression.</p> <p>Love and relationships including LGBTQ+, sex and making love. Privacy.</p>
Pedagogical Reasoning
<p>Interdisciplinary approach to relationship and sex education which combines phenomenological science, cultural understandings and social skills, which pulls together threads that have been woven in previous teaching and learning. This topic is taught at this time so as to match the awakening intellect with emerging emotional development. Puberty will have begun for most children, and an early start gives embodied confidence and cultural literacy.</p>
Consideration for Decolonisation/Contextualisation
<p>Gender equality – taking a perspective from contemporary gender awareness. People should have ownership and control over their own bodies, not to be manipulated by other people, by advertising/media influences and pornography. Awareness of history of feminism and male power over women's bodies. Laying foundations for a moral sense for the abhorrence of sexual abuse and the sex trade industry. Cultural awareness and sensitivity to manage the sometimes conflicting views of parents with statutory RSE guidance.</p>
Suggested ARLOs
RSE, PSHE, Biology Class 6-8

Plants in their environments
Indicative Content
<p>Looking at plants in their environments across the year.</p> <p>Flowering plants: spring plants from bulbs; summer flowering plants (including e.g. cruciferous and unbellifers), autumn – grasses and cereals.</p> <p>Rhizomes, plants that grow from a stock (e.g. roses)</p>
Pedagogical Reasoning
<p>At this age, the intellectual capacities of the pupils can monitor cause and effect over time and in space. Plants are no longer observed as individuals at one point in time, but as part of a larger ecosystem and over the course of the seasons.</p>

Consideration for Decolonisation/Contextualisation
Consideration of the human impact on ecosystems.
Suggested ARLOs
Biology Class 6-8, Sustainable Living,

Narrative and Reading Material
Indicative Content
Encourage book use rather than screen time.
<p>Reading for pleasure:</p> <ul style="list-style-type: none"> • Children’s historical fiction (e.g. Rosemary Sutcliff) from Roman to early Middle Ages • Children’s historical biographies from Roman to early Middle Ages, biographies of travellers of the time and similar, e.g. ‘The Brendan Voyage’. • Children’s history books: from Rome to the early Middle Ages • Picture and geographical books on different regions of Europe which give images of landscapes, coastlines, mountains, islands, cities and cultures. E.g. The Alps, Norwegian Fjords, Balkan mountains and coastlines, Polish forests, Paris, Venice, Barcelona, Budapest etc etc • Gardening books: organic gardening (e.g. John and Sally Seymour), books by the Soil Association, Gardeners’ Question Time books • Children’s non-fiction on other curriculum themes: geology, combustion, acoustics <p>Taught reading skills: Writing book reports and recommendations: summarising, explaining why they have enjoyed what they have read.</p>
Pedagogical Reasoning
Further development of historical consciousness, with an explicit multi-cultural and global perspective.
Consideration for Decolonisation/Contextualisation
See above.
Suggested ARLOs
Literacy, Geography, History, Creative and Aesthetic

French: literacy and Culture
Indicative Content
Each lesson has a blend of free speaking, conversation, grammar and vocabulary work, practice, reading and sometimes story telling. Pupils should develop a systematic overview of what has been learned, and what is yet to be learned. Creative writing using acquired skills. A more specific focus on the geography, history and culture of the countries in which the target language is spoken, and the history of the language itself (e.g. Greek/Latin roots etc).
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evidence of their progress.
Consideration for Decolonisation/Contextualisation
Pupils should get a sense for the spoken language of a range of other cultures (e.g. Hebrew, Arabic, Mandarin Chinese). Songs, stories, texts and pictures should represent a wide range of people, skin colours, hair types etc, and should not reinforce stereotypes.
Suggested ARLOs
Modern Foreign Languages

Games and Movement
Indicative Content
Pre-sport games. Accuracy and Geometry - the emergence of rules and laws.
Games and movement lessons should be highly engaging so as to encourage participation. Rules and boundaries are important, but flexibility is required on behalf of the teacher to discuss and change these if necessary. Elements of measurement can begin – distances thrown, and time taken, for example – although there should still be a sense of working together as a group.
Rhythmical body percussion and games, folk dances. Running and tag games. Simple choreographic exercises with small apparatus. Short sporting games including passing, throwing and catching, e.g. floorball, dodgeball, German rounders, obstacle rounders, prisoner, netball. Floor gymnastics – add bridge, diving rolls, simple exercises with a partner, small pyramids. Gym apparatus (as available): parallel bars (swinging, turning, straddling); beam (mounting, balancing, with a ball, simple dismounts); horizontal bar (various swinging exercises, balancing, knee-hang, tuck, turn, side, straddle); rings (swinging, swinging with half and full turn, hanging bent at waist and head down from standing); vaulting box (kneeling, squatting, straddling). Athletics – sprinting, long jump, standing jump, high jump, cross country. Swimming where possible. Bothmer exercises – The Triangle, Triangle with Stave, variations on Light Beat/Heavy Beat from Class 5.
Pedagogical Reasoning
Practice is a means of individualisation through the engagement of the will, which should be fostered through running and developing skill and dexterity. At this age, there is a new appreciation of the skills of others, and learning from each other. A greater emphasis on accuracy and a pathway to physical mastery creates incentives to practise and improve. Creating and setting clear rules can be done together, linked to a seeking of law and order, honesty and fair mindedness, cause and effect and accuracy and precision, as seen in the Roman and Geometry main lessons, and in craft.
Consideration for Decolonisation/Contextualisation
Ensure that 'strong' characters in stories and pictures are both girls and boys. Ensure that character descriptions include a range of skin colours and hair types. Take care with games where children choose each other, that no child is repeatedly unchosen or left until last.
Suggested ARLOs
Physical

A Media Driver's Licence
Indicative Content
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Consideration for Decolonisation/Contextualisation
Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.
Suggested ARLOs
Design and Technology, RSE, PSHE

Maths: doing business: how money works; geometrical instruments
Indicative Content
Continued consolidation and development of fluency in mental and written arithmetic. The students are now at the point where they are ready to work with formulae and to discover how this abstract concept can be applied to solving everyday mathematical problems, introduced in the Business/Commerce Main Lesson. The pupils' work on fractions and decimals will be extended to include percentages, ratios, statistics, handling data, and business maths in authentic, practical contexts where possible (including, for example, Simple Interest, compound interest, VAT and Profit and Loss), Pupils are introduced to geometrical proofs, e.g. the sum of the internal angles of a triangle, and proof using calculations. For example, the principles of congruency applied to congruent triangles, translation of triangles and quadrilaterals, etc. Connections can be made to geometry in nature, e.g. leaf patterns. In Geometry, the students will develop their constructions using compass and ruler. The emphasis is on clean lines, precise measurements and accuracy of corners/junctions.
Pedagogical Reasoning
The curriculum content signals a move towards an abstract, formulaic approach to maths. This approach meets and responds to the developmental threshold that the twelve-year-old passes over, from imaginative to conceptual thinking. This acts as a counterbalance to the awakened subjectivity of adolescence by providing a model of logical consequences. Analytical-critical faculties develop: the

ability to behold causative thinking and the capacity to participate in logical thought processes and arrive at formulae by deduction.
Consideration for Decolonisation/Contextualisation
Maths and geometry were used by many early societies for engineering and architectural purposes. Include histories and biographies of a wide range of people including women and people from different cultures and backgrounds.
Suggested ARLOs
Maths, Visual and Graphic Art

Zoology: types and classifications
Indicative Content
To understand different animal types in their contexts: mammals, reptiles, fish, molluscs and insects. Descriptive accounts and use of media to study a number of classes of animals, their anatomy, behaviour and habitats. The characteristics of mammals, marsupials, reptiles, fish, molluscs and insects are examined, and comparisons made between similar animals on different continents. Understanding how animals are classified by their characteristics. Reproductive strategies on a spectrum from minimal parenting (e.g. frogs, fish) through nest building (e.g. ducks, birds) to extended care of infant marsupials and mammals. States of neo-nates from naked/blind to herd/prey animals. Herds and social animals. The importance and uses of insects for humans, the relationship between plants and insects and balance of population growth and control. The consequences of insecticides vs organic methods. Social insects and their organisation e.g. bees.
Pedagogical Reasoning
To cultivate the powers of analytical thinking, in identifying types and holistic thinking in terms of animals in their environments and relationships. To understand the complexity of relationships between animals, plants and humans.
Consideration for Decolonisation/Contextualisation
Taking a global perspective: Disappearing environments. Impact of tourism on wildlife, including wildlife and ecological tourism. Protection of rare species. The complexities of land use by humans and animals.
Suggested ARLOs
Biology Classes 6-8

Plants in their environments: trees and hedgerows
Indicative Content
The main indigenous trees in their environments (including human environments), where they grow, and the habitats and environments they create for other species (e.g. birds, mammals, insects, plants and fungi). History and tradition of hedgerows, functionality of hedgerows – e.g. prevention of soil erosion, wildlife habitats and corridors, biodiversity etc

Forests – deciduous and coniferous. Trees and timber. Cultural history of trees and forests – house building, boat building, forest rights etc Forests outside of the UK – rain forests, eucalyptus forests, sequoia, bristle-cone pine forests etc
Pedagogical Reasoning
Building on children’s learning in Class 5 botany, moving on to the biggest and most complex plants and ecosystems. As children move further into puberty, they begin to understand the relationship between causality and responsibility. The different tree types create metaphors for different psychological/personality types.
Consideration for Decolonisation/Contextualisation
The metaphor of the forest has different connotations in different cultures. Forestry and landscapes – the taming of nature for human leisure. Removal of indigenous peoples to create National Parks in the USA. Indigenous people of the rainforest and the impact of the lumber and soya bean industry. Impact of palm oil plantations on wildlife and local people. Monocultures, e.g. Sitka spruce.
Suggested ARLOs
Biology Classes 6-8,

Physics: Sound, light, heat, magnetism and electricity.
Indicative Content
An observation-based study of sound, light, heat, magnetism and electricity. Simple materials and equipment that make phenomena appear as clearly as possible. Pupils observe the phenomena, draw and describe what they have observed, and identify the principles at work.
Sound: The acoustic properties of a range of materials, making connections between vibration and sound. The relationship between the vibrating body, its size and the pitch of a sound produce, e.g. hitting bottles and/or blowing over the top. The speed of sound over distance, for example measuring the time between seeing a sound being made at the end of the school field and hearing it. How sound travels through different materials, e.g. wood, water and air. Resonance as the relationship between natural and forced frequency through practical experience, e.g. singing glasses, paper jumping on a taught musical string. Sound as motion, for example, monochords and Chlandni plates.
Light: Light sources in dark spaces and the illumination of different surfaces. Light through different materials, including levels of transparency and opacity. The relationship between light sources, objects and shadow, and specular reflection (reflection from smooth, shiny surfaces). Refraction in water.
Thermo-dynamics: Temperatures and heat sources in everyday life, including natural forms of heat such as body heat, sunlight etc. Impact of reduction in temperature, e.g. the formation of ice on water in winter.
Electricity and Magnetism: Magnetism and static electrical charge. Generate a static charge by bringing together and then separating a number of different materials. Complete experiments to illustrate which materials have

<p>electrical potential, and how bringing these materials together produces a charge. Create electrical circuits that illustrate the use of insulators and conductors to increase electrical charge, ideally using an electrification apparatus involving a conductor plate (see Somer, 2019)</p> <p>Magnets and compasses. The concept of North and South pole. Attracting and repelling.</p> <p>Connections can be made to natural phenomena, for example a thunderstorm could be used to illustrate electrical charge and the speed of sound.</p>
<p>Pedagogical Reasoning</p>
<p>Class 6 age need to ground their growing independence in their own keen observation and the ideas that they generate as to what is taking place, unencumbered by theories and explanations. The teachers task is to help them sharpen their ideas and guide them to see basic laws (eg polarity).</p> <p>They need to observe both teacher-led demonstrations and independently explore phenomena, developing practical skills to devise ways of testing their ideas.</p>
<p>Consideration for Decolonisation/Contextualisation</p>
<p>In the past, science has had a close connection to practical, economic life. Much of content of this block was used around the world, in many indigenous societies and cultures before it was fully understood in the terms of modern, Western science. Many non-European cultures were advanced in their use of magnetism (for example the historical Chinese origins of magnetism in navigation); the creation of musical instruments; Hasan Ibn al-Haytham – the father of modern optics etc.</p> <p>At this stage, the aim of the science curriculum is to understand the material world around us and how we interact with it, making it accessible for all, rather than the preserve of elite scientists.</p>
<p>Suggested ARLOs</p>
<p>Physics Class 6-8</p>

<p>Further afield: Societies, Environments and Geology</p>
<p>Indicative Content</p>
<p>Geography differentiates into geology, regional and physical geography. Two main lesson blocks a year are necessary.</p> <p>The British Isles as a whole and Europe. The students are familiar with contrasting landscapes and the life forms that belong to them (e.g. uplands, bogland, plains, estuaries and coastal forms, river systems, islands), these perspective are now extended to Europe, looking at the interactions between climate, ocean currents, light, warmth. Starting with the shape and position of the European landmass , in the east as extension of the Central Asian steppes, the Urals, the Northern European plans, the Alps, the Black Sea, Mediterranean, Baltic Sea, Scandinavia and Atlantic coastland, major river systems Rhine, Danube, Rhone, Dnieper, Volga.</p> <p>A topographical and morphological overview of the Earth as a whole. Shape of the continents and oceans, major ocean currents such as the Gulf Stream. The dependence of vegetation on climate and the sun. Deserts, tropical rainforest, temperate forests, eucalyptus forests of Australia, cold grasslands and steppes, savannah, subarctic and arctic environments. Climate change. Main mountain chains – North-South Andes/Rockies, East West Alps/Hindu Kush(Himalayas). Main rift valleys (e.g. Red-Sea Jordan/East African Great Rift Valley). The unique character of major river systems Ganges, Yellow River, Yangtze, Congo, Amazon, Mississippi/Missouri/Ohio), effects of industrial agriculture (plains and steppes) and de-afforestation. Main sources of raw material and international trade and main transport systems (container shipping), including Panama and Suez canals.</p> <p>Geology. Linked to geography the main different rock types (igneous, metamorphic and sedimentary)</p>

and their origins and character. Typical landscapes associated with different rock types Focus on particular rock types, granite, gneiss, feldspar, quartz, mica, basalt, volcanic lava, slate, sandstone, limestone, precious stones. Connection to mountain building and main forms of erosion and landscapes form associated with these (e.g. canyons, river valleys and deltas, typical mountain landscapes from high peaks to alps and glaciated valleys, dray valleys), glaciation. Land use related to geology. Extraction of coal, mineral oil, gas, iron, copper, lead tin, gold, rare earths and their uses and environmental problems associated with them.
Pedagogical Reasoning
The nature of causality, short term (e.g. drought) and long term (mountain building) can be profoundly experienced and how systematic exploration especially through field work and accurate representation (drawings, painting, modelling, maps, photographs, vivid and atmospheric descriptions. This combination of bodily experience, imagination, visualizing, logical thinking, emotional response and connections to practical life and economics both school thinking, enable accurate visualizing, extends language skills, develops spatial and temporal awareness, awakens sense of cause and effect and consequences and forms a basis for sense of wonder and responsibility.
Consideration for Decolonisation/Contextualisation
Geography is the basis for human culture and economic relationships to the land. This has included exploitation of land and people, has led to injustices in trade, destruction of habitats, pollution of sea, land and air. Human-caused land erosion, even in antiquity through felling trees, charcoal burning, enclosures, mining and quarrying.
Suggested ARLOs
Geography, Social Science, Literacy, Visual and Graphic Art

The transition to the global middle ages: Kingdoms, Republics and Empires; Towns, Guilds and Cathedrals
Indicative Content
To explore the history of early empires, for example the Romans and the Celtic tribes (Brigantes, Druids); looking at the tribe as a unit of society, the breakdown of clan structures and the evolution of multicultural empires which were, to some extent, meritocratic.
To explore empires which stretched across the world and major cities with large cosmopolitan populations which led to high levels of culture and science. To explore innovation, for example in mathematics, astronomy, medicine, navigation To explore the role and place of major religions.
To explore the typical features of global medieval societies: <ul style="list-style-type: none"> • Feudal structures • Organised religion, • Cultural interaction, exchange and trade (including international currencies) across continents, land and oceans (e.g. the Vikings and Byzantium, the Silk Roads) • The emergence of great wealth leading to cultural flourishing (e.g. in Baghdad, Venice, Seville, Beijing, and/or Timbuktu)
To introduce European colonisation of the rest of the world.
Pedagogical Reasoning

To understand the origins of modern societies. To understand Europe’s place as a peripheral zone in the medieval global world, and how European hegemony began to be.
Consideration for Decolonisation/Contextualisation
Consider a global perspective of the middle ages, with an emphasis on the mutual influence of cultures. Examine the dominance of the societies of Asia and Central America and the highly developed nature of various non-European cultures and societies around the world.
Suggested ARLOs
Literacy, History, Creative and Aesthetic

Use of language: nuance, subtlety and complexity of expression.
Indicative Content
Analysis of sentence structure, using technical grammatical language. Modal verbs. Consciousness of effects of texts on the reader. Distinguish between and choose texts for subtly different purposes or functions (business vs love letter; formal vs informal - text messages vs letter of complaint; etc)
Pedagogical Reasoning
The schooling of analytical thinking, beginning to understand the abstract concepts that have been applied to language.
Consideration for Decolonisation/Contextualisation
Consider the importance of accepting vernacular and dialect (both regional and ethnic) English (contractions, idioms, slang, phrasal verbs etc). Promote an understanding that there are many Englishes, all equally valid in context, and that only written English has a standard form. Ensure example sentences feature a range of people and challenge stereotypes (e.g. conscious choice of gendered pronouns)
Suggested ARLOs
Literacy

Age-related Learning Opportunities for Design and Technology, Class 6-8 C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Tool Use</p> <ul style="list-style-type: none"> To develop woodworking tool skills, including axes, froes, draw knives and mauls; chisels, gouges, clamps and holding equipment, different sorts of saws, mallets, rasps, sandpapers etc. To split firewood (if this can be safely supervised) To develop green woodworking skills, 	<p>Secure Technology</p> <p>Tool Use</p> <p>Pupils can use woodworking tools safely, effectively and appropriately, assessing the risks involved and demonstrating their understanding of how to mitigate these.</p> <p>Materials</p> <p>They can talk about the advantages and disadvantages of the materials they use, and how they were selected.</p>

<p>including using the shaving horse, and other woodland devices (e.g. cleaving breaks)</p> <p>Materials</p> <ul style="list-style-type: none"> To explore how wood in different forms and from different species can be shaped and transformed If available skills and resources allow, children can learn some further methods and techniques to transform a material through additional craft teaching. <p>History and Context</p> <ul style="list-style-type: none"> To encounter the cultural and historical nature of woodworking tools To experience a crafts person's perspective 	<p>History and Context</p> <p>Pupils have an understanding of the craft workshop as a place of community practices that mediates appreciation and respect. They can talk about the social, cultural and technological history of some of the tools they use.</p>
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Age-related Learning Opportunities for Visual and Graphic Arts C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Drawing</p> <ul style="list-style-type: none"> To explore shading with pencil and charcoal to create illusions of depth, light and shadow To explore drawing objects and still life in pencil and charcoal To explore aspects of colour theory, including complementary and contrasting colours. <p>Painting</p> <ul style="list-style-type: none"> To learn how to stretch and secure damp paper, in advance of working on it in a stretched and dried state. To explore the technique of veil painting. To experience how the veiling can be used to create images which are related to the interplay of colour and light (atmospheric / weather conditions, crystalline formations etc.) To explore creating different shades of a colour through adding white and black <p>Clay Modelling</p> <ul style="list-style-type: none"> To explore modelling some landscape 	<p>Secure Drawing</p> <p>Pupils can draw objects and still life compositions in pencil and charcoal, creating the illusion of three dimensions through skillful shading. They can complete given exercises with colour.</p> <p>Secure Painting</p> <p>Pupils can prepare their paper and other materials appropriately. They can talk about the image they want to create, and describe how they will apply the layers. Pupils can apply thin, transparent coloured areas to the dry page allowing each layer to dry between applications. They can manage and manipulate layers in order to work towards their pre-planned image outcomes.</p> <p>Secure Clay Modelling</p> <p>Pupils can represent a number of different landscape features with clay, demonstrating their geographic understanding. They can create a small group of figures with simple, undetailed features, demonstrating the relationship between the people/animals portrayed.</p>

<p>features, e.g. mountains, caves, waterfalls</p> <ul style="list-style-type: none"> To develop and refine modelling of human forms to include groups 	
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Age-related Learning Opportunities for Handwork C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> To draw several realistic animals in their landscape, before selecting one To explore creating a pattern from their own drawing To practice marking and cutting fabric To follow a pattern, sewing and stuffing appropriately To embroider features If time allows, children should make a soft doll from their own pattern 	<p>Secure Handwork Children apply their prior learning about animals in Biology (Humans and animals, Zoology) to observe and draw their selected mammal. With support, they can transform this drawing into a sewing pattern for a 3D animal. Children apply their previously learned sewing and embroidery skills to make up the pattern, marking and cutting fabric, sewing seams, stuffing the animal and embroidering features.</p>

Age-related Learning Opportunities for Literacy C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> To practise presenting, reciting and performing to their class To practice listening to information presented both by the teacher and by their peers, taking notes, asking questions and discussing ideas and opinions To take part in drama rehearsal, production and performance on a small scale To experience a rich and ambitious vocabulary: exploring new words in a range of contexts and investigating etymology and morphology To practice reading and writing across the curriculum at length and in depth, for different purposes and in different structures and genres To practice different reading styles for 	<p>Secure Literacy Children can give a presentation of their independent work to the class on a familiar topic, using notes and answering questions. They can take both brief and detailed notes on what they hear and read, summarising by identifying main ideas, and giving supporting details and examples. Children take an active role in drama exercises, beginning to practise self-expression. Children are confident writers who enjoy writing in different genres. They begin to develop the complexity of their writing through setting a mood and tone, varying sentence length and structure and using more sophisticated transitional phrases. Children’s writing is securely structured, organised and punctuated, with attention paid to the purpose, audience and genre. They are familiar with several formal text structures, such as business letters and writing up a science experiment. Editing and proof-reading is becoming more independent, with</p>

<p>different purposes: e.g. skimming and scanning, editing and proofreading</p> <ul style="list-style-type: none"> • To deepen their understanding of grammar and the function of words and phrases in sentences • To read a wide range of texts for pleasure: different text-types and genres, literature from their own and other literary heritages • To have time to read, both self-selected and directed material, in school and at home, independently and with others, and to discuss what they have read • To explore the analysis of text using a range of technical grammatical language, and some literary terms. • To build understanding and make meaning through inference, giving a rationale providing evidence for their conclusions. 	<p>children making some revisions autonomously and identifying and correcting many spelling, punctuation and grammar errors. Children are avid readers who make choices from a wide range of material, reading confidently, independently and with ease. They cross check different cues, and use their prior knowledge and understanding of phonics to decode unknown words without impeding fluency and ensuring good comprehension. Children are developing strong reading preferences, and showing interest in new authors and genres. They are able to make comparisons and connections within and across different texts. Children have a grasp of the basic language of literary analysis, and use it in their discussions and writing about what they have read.</p>
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Age-related Learning Opportunities for Social Science C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To explore the history of the Roman Empire and the global Middle Ages (with examples from Asia, Africa and the Americas as well as Europe) to the Renaissance and the beginnings of European colonial expansion. • To explore major cities of this time, including innovations in art, mathematics, science, technology, medicine, astronomy and navigation, and the development and role of major religions. • To discover the typical features of global medieval societies, including social, and religious structures and customs, and the role of global trade in the development of economies. • To explore archaeological evidence and artefacts through museums and different media (e.g. pictures) • To recognise that myths can tell us about earlier historical cultures. 	<p>Secure Social Science</p> <p>Pupils have a chronologically and geographically secure understanding of a number of symptomatic examples of major cultures in Asia, Africa, Europe and the Americas from the Roman Empire to the late middle ages, understanding Europe’s place as a peripheral zone in the medieval global world for much of this time. They can describe the features of several medieval societies around the world and the impact of urbanisation and an accumulation of wealth on innovation in a number of fields. Pupils can discuss the role of trade routes in the expansion of cultural exchange and interaction. They understand the origins of modern societies and how European hegemony began. Pupils use a range of historical vocabulary and identify sources of information, e.g. archaeology, artefacts, artworks and texts. They can select and organise relevant information, identifying historically significant people and events in situations.</p>

<ul style="list-style-type: none"> To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words. 	
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Age-related Learning Opportunities for Media Education C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Media Content</p> <ul style="list-style-type: none"> Use research, including carefully scaffolded internet searches to inform independent work, and give small presentations <p>Media Form: Writing</p> <ul style="list-style-type: none"> Explore journalistic work, e.g. by writing a school newspaper or blog <p>Media Form: Sound and Language</p> <ul style="list-style-type: none"> Sing a range of songs: songs in both major and minor key and modes, challenging rounds, drones and 2-3 parts, 7/8 and 9/8 time signatures. Practice their solo instrument of choice Explore music as an academic subject <p>Media Form: Image</p> <ul style="list-style-type: none"> Explore the creation of images through projection and shadow, including camera obscura <p>Media Carrier</p> <ul style="list-style-type: none"> Be introduced to digital media and the internet <p>Online Safety</p> <ul style="list-style-type: none"> To learn how to find information using digital technologies, examine the differences between fact, opinion and belief and explore influence, persuasion and manipulation in this context To explore how online identities can be created, copied, modified, manipulated and altered, and how people might represent themselves online 	<p>Secure Media Awareness</p> <p>Children can carry out simple, independent research in books and on the internet, presenting their work on various topics. They are at a stage of experienced literacy, taking notes, summarising and providing supporting evidence. Their writing is securely structured and organised, and they can write using different structures and styles. Children can sing in complex rounds, or in two or three parts and may play a solo instrument. They can talk about the projection of images and how shadows are created, demonstrating their knowledge in practice. Children can talk about how the internet can be used to find and store information, and to communicate with others.</p> <p>With support, pupils can find requested information from the internet. They can talk about the benefits and limitations of search technology, and the potential reliability and trustworthiness of results, including the motivations of the person or organisation giving the information. Pupils can explain ways in which someone might change their identity online, and talk about why someone might pretend to be someone else. They can describe how to show respect for others online, recognise harmful language and harassment, and explain how someone can get help if they are having difficulties online, including with cyber-bullying. Pupils understand that online information about someone can last for a long time and can be seen by others. They can talk about the impact of a digital reputation, and strategies to protect it. Pupils can talk about the potential impact of technology on health and wellbeing, and some strategies to limit negative aspects. They understand age restrictions on some online activities and games, and why it is important to follow them. Pupils can create strong passwords,</p>

C6 Horizontal Curriculum

<ul style="list-style-type: none"> • To explore trust and relationships online: 'netiquette', appropriate behaviour, social networks, discrimination, harassment, and how to recognise and get help with cyber-bullying • To explore the impact of sharing personal information online, including the concept of a 'digital reputation' and degrees of anonymity • To explore the impact of technology on health and wellbeing • To explore privacy and security, including passwords and permissions, the harvesting of data, scams and phishing • To explore the use and reuse of content on the internet 	<p>and explain how to store them and what to do if a password is shared, lost or stolen. They understand that many apps may read and share private information, and know some strategies to identify scams or phishing. Pupils can talk about content that must not be re-used without permission from the owner (e.g. videos, music, images). They make references to and acknowledge the sources of information they have used in their own work.</p>
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Age-related Learning Opportunities for Maths C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Number</p> <ul style="list-style-type: none"> • To consolidate knowledge and understanding of the number system, including the use of indices/powers greater than 2; and ordering any whole numbers, common fractions and decimals to four places • To explore the relationship between decimals, fractions and percentages • To explore ratios • To develop fluency, flexibility, and a range of strategies in mental and written calculations with all four operations, applied to integers, decimals, proper and improper fractions and mixed numbers • To practice translating multi-step problems from words and pictures into mathematical equations and vice versa, abstracting key information and using decomposition to break down complex problems into more manageable parts, and including problems involving time, length, weight, capacity and volume • To encounter simple business maths in practical contexts, e.g. simple and compound interest, VAT, and profit and loss. 	<p>Secure Number</p> <p>Pupils have a sound understanding of the number system, including indices/powers and place value. They can order any whole numbers and decimals to four places as well as common fractions, and compare decimals, fractions and percentages, using the appropriate mathematical symbols to denote relationships ($= \neq < > \leq \geq$). Pupils can also express the relationship of two numbers with ratio notation, reducing to the simplest form. Pupils can use a range of strategies to perform both mental and written calculations with integers, decimals, proper and improper fractions and mixed numbers, using all four operations. This is supported by a fluent knowledge of number facts and times tables. Pupils can apply all of their arithmetic skills to multi-step word problems, including those involving time, length, weight, capacity and volume, abstracting the key information and breaking the problem down into logical, solvable steps, and explaining the calculation in their own words. Pupils can use their arithmetic knowledge and understanding in relation to simple business maths, calculating simple and compound interest, applying formulae such as VAT, price rises/decreases and discounts, and calculating profit and loss.</p>

<ul style="list-style-type: none"> To discuss their thinking and methods with the teacher and their peers. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> To explore the accurate construction of angles using compasses To explore the construction of leaf forms from triangles and circles. To explore the construction of similar, complementary, supplementary and other angles, and the associated terminology To explore the construction of triangles To explore the geometrical proof of sums of angles of triangles To explore congruent triangles and the four principal cases for congruency To explore other congruent shapes To explore coordinate axes To explore translations and movement properties of triangles and quadrilaterals To explore finding the perimeter and area of more complex shapes, and the volume of cuboids <p>Data Handling</p> <ul style="list-style-type: none"> To explore the accurate collection and presentation of data using block graphs, line graphs and pictograms To use tables, graphs and diagrams to identify patterns and trends in data sets To explore statistics 	<p>Secure Shape, Space and Measure Pupils can construct shapes and forms with clean lines, using precise measurements and accurate angles. They can describe angles using appropriate terminology (obtuse, acute, reflex, right-angle, perpendicular, parallel, similar, complementary, supplementary etc). Pupils can use their understanding of formulae such as the sum of the angles of a triangle or the principal cases for the congruency of triangles to solve problems such as finding a missing angle and prove their answer. They can plot points and shapes onto coordinate axes, accurately rotating, translating and reflecting triangles and quadrilaterals. Pupils can find the perimeter and area of more complex shapes, and the volume of cuboids.</p> <p>Secure Data Handling Pupils can ask questions to generate data, and record answers in tables or charts. They can represent and display data using block graphs, line graphs or pictograms. Pupils can read, interpret and draw line graphs, extracting information to solve problems or draw conclusions. They can find the three types of average and the range of a set of integers. Pupils can identify and talk about relationships and patterns within sets of data, using tables, graphs and/or diagrams.</p>
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Age-related Learning Opportunities for Modern Foreign Languages (All) C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> To build vocabulary in a systematic and structured way, alongside learning idiomatic and informal conversational vocabulary in oral work To explore dramatic/heroic and humorous poetry and dialogues To take part in conversations, role plays, 	<p>Secure Fluency Pupils can speak freely about themselves and their environment, and about what they have read both in class and independently. They can recite poems and improvise dialogues and role plays. Pupils can follow a class reader and independently read text at an appropriate level, responding to questions about what they have read. They can apply what they know about sentence structure and grammar (including more complex or compound tenses,</p>

<p>dialogues and plays.</p> <ul style="list-style-type: none"> • To explore shared texts and a class library in the target language, with books of different styles and reading levels • To explore more complex grammar, e.g. more complex or compound tenses, comparative adjectives, declensions of nouns and verbs, active/passive voice, word order • To explore creative writing, producing, for example, short stories, descriptive texts, short book reports. • To explore the geography and culture of a country where the target language is spoken, for example describing geographical features, economies and cities, local traditions, dialects, folklore, recipes etc. • To encounter the history of the target language, e.g. through Greek/Latin roots of words. 	<p>comparative adjectives, noun and verb declensions, active/passive voice, tenses etc) in their own writing, in a number of different genres, demonstrating the breadth of their vocabulary. Pupils can talk about the geography and culture of a number of regions where the target language is spoken, and have a basic understanding of the history of the target language</p>
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<p>Age-related Learning Opportunities for Biology Class 6-8 C6</p>	<p>Relevant Learning Descriptors</p>
<p>Children should have the opportunity</p> <p>Zoology</p> <ul style="list-style-type: none"> • To learn about different animal species, their behaviour and reproductive cycles, including humans. • To learn about the structure of the primary sexual organs, biological sex and gender identity and expression. To learn about different insect species, their life cycles, their behaviour, and how this impacts their environment. <p>Botany</p> <ul style="list-style-type: none"> • To learn about some additional familiar flowering plant types and their life cycles through the year. • To learn about a range of indigenous and exotic trees, their main characteristics, their impact on their environment, and their uses for people. 	<p>Secure Zoology</p> <p>Pupils can describe, compare and contrast different animal species, their characteristics, behaviour, environment, life lines, reproductive cycles and the raising of young. They can research and write/talk about other chosen species. Pupils understand sex in humans both as a means of reproduction, and as a positive aspect of a healthy intimate relationship. They can describe the difference between biological sex and gender identity and expression. Pupils can identify common insect types. They can describe and illustrate the life cycle of a number of species including, for example, butterflies, beetles, bees, ants and/or termites. They can describe the significance of the relationship between insects and flowering plants, their relationship with their environment, and explain some of the implications of this for people.</p> <p>Secure Botany</p> <p>Building on Class 5 Pupils can observe, describe, identify and name a number of additional flowering plants in their local environment,</p>

<ul style="list-style-type: none"> To learn about the history and character of different types of hedgerows, and their impact on the environment. To learn about the geographical, historical and cultural significance of a range of trees and forests. 	<p>demonstrating their knowledge through detailed drawings which show an appreciation of the beauty of the plant, as well as the structure.</p> <p>Children can identify a number of different tree types, both local and exotic, their main characteristics, their impact on the environment and their use for people. They can describe a range of typical hedgerow plants, talk and/or write about hedgerows as a habitat, and describe some of the benefits of retaining hedgerows in the farmed environment.</p> <p>Children can describe and write about the benefits of forests and the risks associated with clearing forests and de-forestation.</p>
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Age-related Learning Opportunities for Physics Class 6-8 C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Tool and Equipment Use</p> <ul style="list-style-type: none"> To use a range of equipment appropriate to the activity If resources allow, to experience the safe use of scientific equipment, e.g. a Van der Graaf generator <p>Sound</p> <ul style="list-style-type: none"> To explore the acoustic properties of a wide range of different materials; the connection between vibration and sound, e.g. using a tuning fork To explore the relationship between size or amount of vibrating body and pitch To explore transmitting sound through different materials To explore sound over distance To explore the phenomenon of resonance To experience monochords and Chladni plates <p>Light</p> <ul style="list-style-type: none"> To experiment with darkness and light To explore transparency and opacity To experiment with objects and light sources to create shadows 	<p>Secure Physics Tool Use and Equipment</p> <p>Pupils can follow instructions with thought and care, and talk about the risks associated with equipment and activities. They can name and use a range of equipment appropriate to the activity.</p> <p>Secure Sound</p> <p>Pupils can describe how the quality of a sound produced by an object gives information about the consistency of the material it is made from, and how the qualities of the material affect the pitch of the sound. They can describe the effectiveness of different materials in conducting sound. Pupils can give a good estimate of the speed of sound, and describe how this might change depending on atmospheric conditions. Pupils can describe how hollow bodies resonate differently in specific ways, explain that sound is material in motion, and give examples of how resonance can be made visible.</p> <p>Secure Light</p> <p>Pupils can explain that objects are only visible when and where there is light – that we do not see light itself, only the surface it shines on. They can describe how the visibility of an object is dependent on its transparency/opacity, and that shadows are an absence of light. Pupils can explain that light travels in straight lines, and that where it is reflected, the angle of incidence is equal to the</p>

<ul style="list-style-type: none"> • To explore the how light reflects from a smooth, shiny surface, e.g. a mirror • To make a pinhole camera • To explore how light can be refracted, for example by water. <p>Thermo-dynamics</p> <ul style="list-style-type: none"> • Explore, describe and characterise temperatures and heat sources in everyday life, including natural forms of heat such as body heat, sunlight etc. • Explore the impact of the reduction of temperature, for example, the formation of ice on water in winter. • Experiment with the effect of heat on and through materials <p>Electricity and Magnetism</p> <ul style="list-style-type: none"> • Explore evidence of magnetism and static electrical charge • Explore the distinction between conductive and insulating materials • Explore the properties of conducting and insulating materials • Explore how magnetic poles attract and repel one another. 	<p>angle of reflection. They can describe what happens when light is refracted.</p> <p>Secure Thermo-dynamics</p> <p>Pupils can describe how heat enlivens materials and brings them into movement, and how cold makes them more static, but can also preserve them. They can explain that different materials conduct and retain heat at different rates.</p> <p>Secure Electricity and Magnetism</p> <p>Pupils can explain that we cannot directly perceive electricity, but we can produce it and see its effects. Pupils can describe and illustrate the concept of electrical charge and potential, describing how an electrical charge can be produced by bringing certain materials into relationship with each other. They can talk about the difference between conducting and insulating materials. Pupils can explain that magnetism is a force – we cannot directly perceive its cause, but we can perceive its effects.</p> <p>Pupils can explain which materials are magnetic, and describe how magnetism can be used to identify materials. They can deduce the principles of repelling and attracting poles.</p>
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Age-related Learning Opportunities for Geography C6	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To compare and contrast the various landscapes of Europe from the Atlantic Seaboard to the Urals (e.g. uplands, mountains, plains, estuaries, river systems etc). • To explore the impact of tides and ocean currents on the coastal waters, coast lines (Atlantic, Baltic, Mediterranean, Black Sea) weather systems and agricultures and fisheries of Europe. • To explore the shapes of the continents, the major mountain chains, deserts, steppes, 	<p>Experienced Geography</p> <p>Pupils can describe the similarities and differences of major landscape forms, locate several geographically, and describe the economic activities associated with them. Pupils can talk and/or write about the weather and economic impact of ocean systems in coastal regions. They can describe the kinds of industries that thrive in these regions, and why. Pupils can portray the overall shape of the surface of the earth, showing and labelling continents and oceans, including major mountain and river systems, and identifying major vegetation zones (e.g. deserts, rainforests, temperate regions, arctic zones etc). Pupils can explain, in broad terms, the relationships between</p>

<p>forests, temperate regions and river systems.</p> <ul style="list-style-type: none"> • To explore the oceans of the world, ocean currents and their associated weather systems. • To explore the locations of important sources of natural resources (oil, coal, gas, metals, timber etc) and the effects of their exploitation. • To map out the main trade routes and transport systems by land, sea and air. • To explore the economic significance of mining, quarrying and extraction of stone, minerals, metals, coal, oil and gas, and the environmental issues associated with this. • To compare the three main types of rocks (igneous, metamorphic, sedimentary), their origins and characteristics, and the typical landscapes they are associated with. • To explore the qualities of common rocks such as granite, gneiss, feldspar, quartz, mica, basalt, volcanic lava, slate, sandstone, limestone, precious stones • To explore the landscapes created and shaped by geological processes and forces, such as erosion, vulcanism, etc • To explore the effects of erosion, e.g. through observations and experimentation • To experience geological fieldwork, collecting samples, e.g. rock types and fossils 	<p>oceans, climate and weather systems, and describe an example of this, e.g. the trade winds, El Niño, maritime vs continental climates etc. They can describe the sources and uses of the main mineral resources, and discuss the benefits and risks of their exploitation, including human influenced climate change. Pupils know the main trade routes of the globe, and can demonstrate this understanding using maps.</p> <p>Pupils can identify the three main rock types and recognise and describe some specific examples of these, including samples that they have collected in the field. They can describe typical landscapes associated with the different types of rock, and how these landscapes are shaped by geological processes. Pupils can talk and/or write about the processes of erosion, and the observable effects of this on the environment. Pupils can create and interpret diagrams and pictures illustrating geological processes, e.g. the formation of coal, sedimentary rock etc.</p>
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