



**Geography
History
Art and Design
Design and Technology
Music**

Creative Learning at Springfield

Year 3

- ◆ We are concentrating on learning skills rather than content.
- ◆ We choose a context for learning that has meaning for the learners, the school...
- ◆ We map the skills that will be learned onto opportunities within the learning context.

Some things to note when creating contexts for learning

*The Key Skills for each subject ensure you are teaching all of the programmes of study, **except the breadth of study.***

Use the section at the beginning of each subject to check what the National Curriculum says you must cover. This ensures you cover the required breadth of study

Then 'Go Create' – making your curriculum, exciting, enjoyable, creative, and innovative, designed to meet the needs of YOUR PUPILS so that they ACHIEVE their very best in all areas of the curriculum.

REMEMBER: There is no such thing as a perfect published or downloaded lesson or unit of work. They are just starting points and can never be just right for YOUR pupils in YOUR context. The very best lessons and units of work use the distinctive features of the school and are designed to make pupils achieve their very best.

Creativity:

All creative activity begins with imagination but, in itself, imagination is not creative. What if you have some great ideas but then never do anything with them? Are you then creative? Creative people DO something with their thinking and their imaginative ideas.

Along the way, creative people have original thought. This is easy in the arts, dance or drama, but what about in maths or science? The key here is that we are talking about original thought for YOU. When we discover a way forward we feel good and have made a connection that we feel will help us. Therefore, creativity is possible in all subjects, not just the arts.

Assessing value is a very difficult thing. However, just because the product may not have any obvious value does not mean that it is useless. Creative people weigh up the value of their work and the process begins again with imaginative, purposeful and original ways to the next level.

Creativity:

Improves self-esteem, motivation and achievement;
Develops skills for adult life;
Develops the talents of the individual.

Check List for the Creative Lesson	
Children	Imagination is developed Are encouraged to come up with their own 'original' way of doing something Evaluate their work in relation to success criteria Think of 'next steps' to improve their work
Teachers and Support Staff	Fashion creativity in pupils by: Questioning Discussing Observing and intervening

There are 6 Key Skills that should be developed across the whole of the Curriculum:

Communication	The Application of Number	Information Technology
Working With Others	Improving Own Learning and Performance	Problem Solving

COMMUNICATION	Communication involves speaking, listening, reading and writing. Opportunities are provided in English in particular, and through pupils' use of language across the curriculum.
APPLICATION OF NUMBER	Application of number includes developing a range of mental calculation strategies and associated mathematical language. Pupils need to develop the ability use and apply these skills across subject areas and to solve problems in real-life situations.
INFORMATION TECHNOLOGY	Information Technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.
WORKING WITH OTHERS	Working with others includes the ability to contribute to small-group and whole-class discussions and to work with others to meet a challenge. All subject areas provide opportunities for pupils to share experiences and benefit from what others think, say and do.
IMPROVING OWN LEARNING AND PERFORMANCE	Improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying ways to improve their learning.
PROBLEM SOLVING	Problem solving involves pupils developing the skills and strategies to solve the problems they will face in learning and in life. Pupils need to have opportunities to respond to the challenge of problems and to plan, test, modify and review progress needed to achieve particular outcomes

Geography

KS2 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

Localities:

- ◆ A locality in the UK
- ◆ A locality in a country that is less economically developed

Themes:

- *Water and its effects on landscapes and people, including:*

- ◆ the physical features of rivers or coasts and
- ◆ the processes of erosion and deposition that affect them

- *How settlements differ and change, including*

- ◆ why they differ in size and character, and
- ◆ an issue arising from change in land-use

- *An environmental issue, caused by a change in the environment and attempts to manage the environment sustainably.*

- *In the study of localities and themes, pupils should: study at a range of scales: Local, regional and national study a range of places beyond immediate locality (eg UK, Europe)
carry out fieldwork outside the classroom*

KS2 Skills Development

Use this to track skills development in contexts for learning

Enquiry Skills

- ◆ Ask geographical questions
- ◆ Collect and record evidence
- ◆ Analyse evidence and draw conclusions
- ◆ Identify and explain different views that people, including themselves, hold about topical geographical issues
- ◆ Communicate in ways appropriate to the task and audience

Geographical Skills

- ◆ Use appropriate geographical vocabulary
- ◆ Use appropriate fieldwork techniques and instruments
- ◆ Use atlases, globes, maps and plans at a range of scales
- ◆ Draw plans and maps at a range of scales
- ◆ Use ICT to help in geographical investigations
- ◆ Decision-making skills

Level 2

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I know that people and weather can change an environment</p> <p>I can draw labelled diagrams about my area, using geographical language</p> <p>I can write or draw pictures about how people or the weather can affect places</p> <p>I talk about places far away from home that are different to my area.</p>	<p>I answer questions about the number of things I see in my local area.</p> <p>I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see</p> <p>I can work out the difference in length between two routes around the school</p> <p>I can read a thermometer</p>	<p>I use the computer to draw graphs of information I have collected, and I can use this to answer questions. (Eg weather information or studies from my local area)</p> <p>I use the Internet to help me find out more about my local area.</p> <p>I can use text and pictures to tell people about my school or local area</p>	<p>I can listen to someone else's views about a place</p> <p>I can work in a small group to find out more about part of my school or my local area</p> <p>I listen carefully and take part in class discussions.</p> <p>I can describe how places all over the world are linked (eg food from other countries)</p>	<p>I check my own work using a list given to me by my teacher</p> <p>I can tell someone about what I am learning in a lesson.</p> <p>I use mind maps to record what I have learned</p> <p>I know what I need to do to make my work better because I always read what my teacher has written.</p>	<p>I can think of ways to improve my local area or my school.</p> <p>I can take two points of view about a local issue and look for a solution.</p> <p>I can count traffic and suggest reasons why the flow changes at different times</p> <p>I can find routes using maps and can find the longest and shortest routes</p>

Level 3

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can write a newspaper article/ record a radio news report about a local issue</p> <p>I use the right geographical words to describe features (Eg: temperature, transport, industry)</p> <p>I draw maps, sketches and plans of local places (Eg shops)</p> <p>I write about how people improve their environment</p>	<p>I use atlases to locate page numbers for information.</p> <p>I can represent a 3d shape as a 2d image – Eg the globe as a flat map</p> <p>I measure wind speed, rainfall and noise levels around the school.</p> <p>I record my information on charts, graphs and tables.</p>	<p>I can make a simple database to record information I have found out.</p> <p>I use my database to answer questions about my observations</p> <p>I use e mail to discuss my school with another in a different area</p> <p>I use the internet to find out about a contrasting locality</p>	<p>I speak to visitors or to those my teacher suggests (under supervision) to find out about places or environments</p> <p>I prepare questionnaires to investigate people's views about an environmental issue eg. Litter or vandalism in the local park.</p>	<p>I have a list of key places in the British Isles that I know about. I add to this list regularly.</p> <p>I can tell someone about aspects of the British Isles</p> <p>I know about at least one theme in geography (<i>water and its effect on people or places; how settlements change, or an environmental issue</i>)</p>	<p>I can use four-figure grid references to locate points on a map.</p> <p>I can read symbols on an Ordnance Survey map</p> <p>I can plan a route and work out the distance using the map scale</p> <p>I can plan a journey on public transport from timetables</p>

History

KS2 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

Local history study (this could be linked to one of the British Studies)

British History

- ◆ *An overview of: The shaping of Britain by settlers before the Norman Conquest (eg: government and religion, patterns of settlement, farming and social structure, trade and everyday life*
- ◆ *An in depth study of the effects of the arrival of: Romans or Anglo-Saxons or Vikings in Britain*
- ◆ *Some significant events and individuals in Tudor times from different sections of society*
- ◆ *Victorian Britain Or Britain Since 1930*

A European History Study (Ancient Greece)

A World History Study chosen from: *Ancient Egypt, Ancient Sumer, the Assyrian Empire*

KS2 Skills Development

Use this to track skills development in contexts for learning

Historical Enquiry

How to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT based sources

- ◆ Documents
- ◆ Printed sources
- ◆ CD ROMS & Internet
- ◆ Databases
- ◆ Pictures and photographs
- ◆ Music
- ◆ Artefacts
- ◆ Historic buildings
- ◆ Visits to museums and galleries
- ◆ Visits to sites

Ask and answer questions and select and record information relevant to the focus of the enquiry

Level 2

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can tell or write stories about events in a famous person's life</p> <p>I can recount the story of the life of a famous person (or event) with some interesting details</p> <p>I use:</p> <ul style="list-style-type: none"> Labelled diagrams Recount Stories Diaries Pictures (art) <p>to tell people what I know about the past</p>	<p>I use a time line to sequence things correctly, using dates</p> <p>I can work out how many decades have passed since a recent event</p> <p>I can work out how many centuries have passed since a major event in British History</p>	<p>I use the computer to find out about famous figures (or events) from the past (Internet, CD ROMs)</p> <p>I use the computer to give my views about historical figures (or events) and to describe their lives (effects on people's lives)</p>	<p>I know that some events from the past still affect people's lives today (Eg: remembrance day, The Black civil rights movement, Apartheid, the Holocaust). I talk to people about these matters sensitively and respectfully.</p>	<p>I know that events from the past are told in many different ways</p> <p>I add to my list of ways I find out about the past</p> <p>I am beginning to know that these different types of evidence tell us different things about the past</p> <p>I know that some things happened before living memory and can talk about some of them</p>	<p>I can sequence some events from a famous person's life</p> <p>I can sequence the main episodes from a famous event</p> <p>I can give reasons for some of the actions of a famous person (or the reasons for a famous event)</p> <p>I can find out about the past by looking carefully at evidence and I answer questions</p>

Level 3

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I use key words and phrases from the time period I am telling someone about</p> <p>I present my work in lots of different ways</p> <p>I tell others (in a variety of ways) about what life in the past [TOPIC] was like</p> <p>I can choose aspects of historical information to organise, summarise and present</p>	<p>I can divide the past into different periods of time and represent this on a time line</p> <p>I use key dates to describe events</p> <p>I can order key events in British History (and some events from cultures now represented in Britain, EG the life of Dr. Martin Luther King)</p>	<p>I present my work using simple slide shows, sometimes using sound</p> <p>I use the Internet to search for information about people or events</p> <p>I format my work so that it is well presented for a variety of audiences or purposes</p> <p>I create databases to organise historical info.</p>	<p>I look at different points of view to find out about different versions of historical events</p> <p>I use role-play and acting to represent different viewpoints about the past</p> <p>I understand the complex and varied feelings that some children had during events in recent British History (Eg WWII)</p>	<p>I understand why people leave their home land and settle in another country</p> <p>I understand that some evidence gives us limited information and that this results in different interpretations</p> <p>I know that the lives of people in a historical period were not all the same</p>	<p>I use information to ask and answer questions about events in the past – This investigation goes beyond what I can see (This is called inference and deduction)</p> <p>I give clear and detailed reasons why key events happened or historical people acted as they did</p>

Art and Design

KS2 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

Explore a range of starting points for practical work (Eg themselves, experiences, images, stories, drama, music natural and man-made objects and environments)

Working independently and collaborating with others on projects in 2d and 3d and on different scales

Using a range of materials and processes, including ICT (Eg painting, collage, print making, digital media, textiles, sculpture)

Investigating different kinds of art, craft and design (Eg in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)

KS2 Skills Development

Use this to track skills development in contexts for learning

Exploring and Developing Ideas

Record from first-hand evidence, experience and imagination for a variety of purposes
Question and make thoughtful observations about starting points for work
Collect visual and other information to develop ideas, including using a sketchbook

Investigating and Making

Investigate and combine visual and tactile qualities and match them to the purpose of their work
Apply and develop use of tools and techniques, including drawing
Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods

Evaluating

Compare methods and ideas used in their own and others' work and say what they think and feel
Adapt work in response to their feelings about it

Level 2

Art and Design

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I look at familiar still-life objects to paint and draw</p> <p>My work uses both visual and tactile qualities. Sometimes they are combined in one piece of work</p> <p>My work has a purpose and a meaning. I use: Drawing, Painting, Collage, Print, Digital Media, Textiles, and Sculpture</p> <p>in my work.</p>	<p>I know that a full rotation is 360° and I make patterns that rotate</p> <p>My 3d and tactile work includes a range of shapes, such as pyramids, prisms, triangles and quadrilaterals.</p> <p>I make 2d and 3d shapes that are accurate</p> <p>I use language such as angles, faces, pairs of parallel lines, symmetry</p>	<p>I create digital images with animation, video and sound to communicate my ideas. I present them to others.</p> <p>I scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>I use the Internet for research</p>	<p>I compare and discuss my ideas with others</p> <p>I understand a range of other cultures' art and design and use this as inspiration for my own work</p> <p>I work on group projects, sharing my ideas and listening to others to design artefacts.</p>	<p>I look at my own work and that of others, discussing whether it meets the purpose.</p> <p>I keep notes in my Art Sketch Book about how I might develop my work further</p> <p>I learn about the work of others through looking at their work in books, the Internet, visits to galleries and other sources of information</p>	<p>I take meaning from:</p> <p>Images, Stories, Drama, Music, the Natural world, and Artefacts</p> <p>to generate ideas for my work</p> <p>I combine: Colour, Pattern, Texture, Line & tone, Shape & form</p> <p>to suit the purpose of my work</p>

Level 3

Art and Design

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can show relationships between people in my drawings</p> <p>I can say what I think and feel about the work of others and my own</p> <p>My skills in: Drawing, Painting, Collage, Textiles, Sculpture, and Photography</p> <p>help me to communicate my ideas, using: Colour, Pattern, Texture, Line & tone, Shape & form.</p>	<p>I recognise right angles in shapes or objects</p> <p>I recognise and draw parallel and perpendicular lines</p> <p>I can use the properties of shapes to explore patterns (eg tessellation, Islamic Art etc)</p> <p>I can visualise and make 3d shapes from 2d drawings</p> <p>I use the Internet to research artists</p>	<p>I use the printed images I take with a digital camera and combine them with other media</p> <p>I use the computer to alter images and to combine them with other images</p> <p>I use a paint package to alter scanned images</p> <p>I present a collection of my ICT work on a slide show presentation</p>	<p>I am beginning to understand the viewpoints of others by looking at images, people, places and so on from a different angle</p> <p>I can make useful comments on the ideas of others</p> <p>I can describe and explain art from other cultures, and know how artefacts came to be in museums</p>	<p>I adapt and improve my work, thinking about the purpose of the work</p> <p>I suggest improvements to my work and keep notes in my Art Sketch Book</p> <p>I keep notes about the purpose of my work in my Art Sketch Book, using labels, captions and short paragraphs.</p>	<p>I can select visual information about people to show in my portraits</p> <p>I experiment with different materials and techniques to find the best ones for the purpose of my work</p> <p>I know that art can be both visual and tactile. I choose the best combination for my work</p>

Design and Technology

KS2 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

Investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of people who use them

Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge

Designing and making assignments using a range of materials, including
electrical and mechanical components,
food,
mouldable materials,
stiff and flexible sheet materials, and textiles.

KS2 Skills Development

Use this to track skills development in contexts for learning

Developing, Planning and Communicating Ideas:

Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT
Develop and explain ideas clearly with design objectives
Plan, suggesting a sequence of actions or alternatives if needed
Communicate design ideas in different ways

Working with tools, equipment, materials and components to make quality products:

Select tools, techniques and materials
Suggest alternative ways of making a product if the first attempt fails
Measure, mark out, cut and shape materials accurately
Use finishing techniques to strengthen and improve the appearance of the product, following safe procedures for food safety and hygiene

Evaluating:

Reflect on work in relation to intended use (and users) and identify improvements needed, carrying out appropriate tests first

Knowledge and understanding of materials and components:

Learn how the working characteristics of materials affect the way they are used
Learn how materials can be combined and mixed to create more useful properties
Learn how mechanisms can be used to make things move in different ways, using a range of equipment, including ICT control programs
Learn how electrical circuits, including those with switches, can be used

Level 2

Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I write about my work using diagrams and labels</p> <p>I write about who my products are for and explain why they will be useful, giving clear examples</p> <p>I discuss the improvements needed for my work</p> <p>I describe the characteristics of the materials I have chosen</p> <p>I recount the design and make process with lively detail.</p>	<p>I can estimate the size of things by comparing, using language like: bigger, biggest, smaller, smallest, about the same as</p> <p>I know what half, quarter and three quarters are, and use each as a measurement</p> <p>I know about turns and can see a full turn, half a turn and a quarter turn</p> <p>I use scales to weigh objects and can read the scale.</p>	<p>I take digital photographs of my products and combine them with text to describe and evaluate my products.</p> <p>I can put together a set of digital photographs of my work into a slideshow with captions.</p>	<p>I sometimes work with a partner to design and make a product</p> <p>I sometimes ask others what they think of my design so as to get ideas from them before I begin to make it</p>	<p>I recognise what I have done well as my work progresses, and I suggest what I could do better in the future.</p> <p>I evaluate my work, saying if it does what I wanted it to do and whether it is a quality product.</p>	<p>I plan what to do next when working on my designs</p> <p>I select the right tools, techniques and materials and explain why I have chosen them</p> <p>I investigate a range of products and say how they are put together and whether they do what they are supposed to do</p>

Level 3

Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I clarify ideas when asked</p> <p>I use words, labelled sketches and models to communicate the details of my designs</p> <p>I describe how my product will be of use to the user</p> <p>I create adverts for my products, focusing on quality, design and benefits</p>	<p>I measure accurately</p> <p>I use scales to accurately measure ingredients for recipes</p> <p>I time my cooking or preparation time accurately so that my product turns out just right</p> <p>I use my knowledge of shape to help me design lively products</p>	<p>I research products and designs by using the Internet</p> <p>I present my designs and ideas, using ICT</p> <p>I create animated slide shows to 'advertise' the benefits of my products or design ideas.</p>	<p>I seek the views of others about my designs and products</p> <p>I interview the intended users of my product to see what they need</p>	<p>I constantly evaluate my work</p> <p>I can say where evaluation of my design has led to improvements</p> <p>I talk and write about the skills that I have developed</p> <p>I carry out tests before I make improvements to my work</p>	<p>I know that my designs have to meet a range of different needs</p> <p>I make realistic plans</p> <p>I think ahead and plan the order of my work</p> <p>I choose the appropriate tools, equipment, materials, components and techniques for my design</p> <p>I can use electrical circuits and switches to good effect</p>

Music

KS2 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

A range of musical activities that integrate performing, composing and appraising

Responding to a range of musical and non-musical starting points

Working independently and in groups of different sizes and as a class

Using ICT to capture, change and combine sounds

A range of live and recorded music from different times and cultures

KS2 Skills Development

Use this to track skills development in contexts for learning

Level 2

Music

Performing	Composing	Appraising
<p>I enjoy singing songs from memory, following the tune (melody) well</p> <p>I use my voice well in lots of ways</p> <p>I perform with others</p> <p>I make and control long and short sounds, using voices and instruments</p>	<p>I carefully choose and order sounds to achieve an effect or image</p> <p>I identify and control a variety of sounds on musical instruments with confidence</p> <p>I can create short melodic patterns</p> <p>I work as a partner to create a sequence of long and short sounds</p> <p>I repeat and create short rhythmic phrases</p> <p>I show physical control when playing musical instruments</p> <p>I use changes in pitch to express an idea</p>	<p>I can identify pulse in music</p> <p>I recognise and use changes in timbre, pitch and dynamics</p> <p>I listen carefully and recall short rhythmic and melodic patterns</p> <p>II know how sounds can be made and changed</p>

Level 3

Music

Performing	Composing	Appraising
<p>I can sing songs from memory with accurate pitch, either in a group or alone</p> <p>I sing in tune</p> <p>I sing and play a range of singing games</p> <p>I can maintain a simple part within an ensemble</p> <p>I understand the importance of articulating the words to communicate the song to the audience</p> <p>I show that I have a good memory for sounds and songs, and show control in my voice</p> <p>I perform with control, and an awareness of what others are playing</p> <p>I combine sounds with movement and narrative</p>	<p>I compose and perform simple melodies and songs independently</p> <p>I use sound to create more abstract images</p> <p>I recognise and create repeated patterns</p> <p>I make up singing games with words, actions and a sense of pulse, and teach them to other children</p> <p>I create simple accompaniments for my tunes, using drones or melodic ostinati based on a pentatonic scale</p> <p>I recognise how musical elements can be used together to compose descriptive music</p> <p>I carefully choose, order, combine and control sounds with awareness of their combined effect</p>	<p>I describe music using appropriate vocabulary</p> <p>I listen carefully with attention to detail</p> <p>I listen to several layers of sound and talk about the combined effect</p>

Different people learn best in different ways -
are we providing opportunities for these ways of learning?

