



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

# Creative Learning at Springfield

## Year 6

- ◆ 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

<b>COMMUNICATION</b>	Communication involves speaking, listening, reading and writing. Opportunities are provided in English in particular, and through pupils' use of language across the curriculum.
<b>APPLICATION OF NUMBER</b>	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.
<b>INFORMATION TECHNOLOGY</b>	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.
<b>WORKING WITH OTHERS</b>	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.
<b>IMPROVING OWN LEARNING AND PERFORMANCE</b>	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.
<b>PROBLEM SOLVING</b>	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 4

# Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can write about the similarities and differences between my local area and one in an economically less developed country.</p> <p>I can describe where places all over the world are (<i>using eg: town, city, region, country, continent and hemisphere</i>)</p> <p>I can explain features of places and why they change (improved or damaged)</p>	<p>I collect statistics about people and places and present them in tables, charts, graphs and pie charts</p> <p>I make careful measurements of rainfall, noise levels and distances, and calculate as necessary.</p> <p>I can approximate the size of a place (Km<sup>2</sup>) using the scale of a map.</p> <p>I use a compass to describe a route on a map</p>	<p>I use multimedia presentations to explain my own and other people's views about environmental change.</p> <p>I use internet maps and atlases to locate information about places and environments</p>	<p>I understand how changes to a place or an environment can change the lives of people living there.</p>	<p>I know about three themes in geography (<i>water and its effect on people or places; how settlements change; and an environmental issue</i>)</p> <p>I know about key places in the British Isles, Europe and the world, and add to this information regularly.</p>	<p>I can describe some geographical patterns (Eg hotels next to the sea front, why water collects in school playground, or frost remains in some areas)</p> <p>I can plan a route, thinking about different forms of transport to be used</p> <p>I can identify time differences around the world</p>

# Level 5

# Geography

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p>I sing confidently and in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs from memory with confidence and an awareness of the meaning and impact of words</p> <p>I hold my part in a two-part round with confidence and appreciate the harmonies produced</p> <p>I perform songs in a way that reflects their meaning</p> <p>I sing confidently and expressively with good intonation and a sense of occasion</p> <p>I can sustain a drone or melodic ostinato to accompany singing</p> <p>I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</p> <p>I can improvise and maintain my own part with an awareness of the whole ensemble</p>	<p>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</p> <p>I can combine sounds expressively</p> <p>I create my own simple songs</p> <p>I create melodies with an understanding of the relationship between lyrics and melody in song writing</p> <p>I can create rhythmic patterns with an awareness of timbre and duration</p> <p>I create music which reflects given intentions and uses notations as a support for performance</p> <p>I identify where to place emphasis and accents in a song to create effects</p>	<p>I have a range of sound vocabulary</p> <p>I can describe and compare different kinds of music, using musical vocabulary</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 4

# History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I present my factual knowledge of British life since 1948</p> <p>I can summarise the main events from a period in history</p> <p>My written work is lively and thoughtful.</p> <p>I use imaginative methods to produce written work, remembering all the types of writing I know</p>	<p>I can place changes of a period in history within a 'chronological framework'</p> <p>I use dates and terms accurately</p> <p>I use graphs, tables and charts to record and interpret data about the past</p> <p>I construct line graphs to demonstrate change over time</p>	<p>I use prepared databases to interrogate, question and interpret information about the past</p> <p>When searching, I skim read and then modify my search if necessary</p> <p>I use historical vocabulary in my search criteria</p> <p>I use AND and OR criteria in my searches</p>	<p>I combine information I have found out with that of others to present my understanding of a period in history</p> <p>I 'hot seat' historical characters to understand why they did things</p> <p>I e-mail others about my work, sending attachments if necessary</p>	<p>I understand the beliefs of those in ancient civilisations and link this to their actions</p> <p>I consider interpretations of an event by looking at other information, keeping in mind that some information is more reliable</p> <p>I know that aspects of ancient civilisation influence life today</p>	<p>I use what I know about history to identify changes that take place across a period of time</p> <p>I know how to compare and contrast aspects of the past with aspects of today.</p>

# Level 5

# History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can describe the reasons for, and the outcomes of events in the past</p> <p>In my written work, I can recreate the atmosphere of life in the past</p> <p>In my writing, I use historical knowledge to create believable characters and plots</p> <p>I can give a balanced view of interpretations of the past</p>	<p>I can find the mean of discrete data about the past (Eg Mean age of infant death)</p> <p>I use pie charts to represent information about the past</p> <p>I can interpret information about the past given in graphs, tables or pie chart</p> <p>I use AD and BC along with dates when describing the past</p>	<p>I create multimedia presentations, with animation, sound and interactivity, to demonstrate my knowledge of history (sometimes to younger audiences)</p> <p>I use spreadsheets to collate information I have collected about the past</p> <p>I can edit downloaded information to make my own presentation.</p>	<p>I collaborate with others in extended research.</p> <p>I use expertise of professionals in finding out about the past (Eg museum curators)</p> <p>I can take part in a full-length historical play (either as an actor or behind-stage contributor)</p>	<p>I can work independently to give a structured account of the legacy of an ancient civilisation</p> <p>I can find out information from a range of sources and reach my own conclusions.</p> <p>I evaluate sources of information and say which are reliable and useful</p>	<p>I can give reasons why we use ideas from ancient civilisations today</p> <p>I can compare and contrast any aspect of the past I have studied with the present day</p> <p>I can link ancient civilisations by their similarities and differences</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 4

# 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 <math>360^\circ</math> 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 &amp; tone, Shape &amp; form</p> <p>to suit the purpose of my work</p>

# Level 5

# Art and Design

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>My work communicates movement as well as still life</p> <p>My 3d work involves:</p> <p>Sculpture, Modelling, Artefact design, Textiles, and Ceramics</p> <p>and I use a number of techniques to represent my ideas</p> <p>My 2d work is refined and I experiment with styles to reflect my ideas</p>	<p>I use my knowledge of probability to make visual or other representations of the likelihood of an event</p> <p>I can produce work that includes technical aspects, such as architectural design, and I use my knowledge of constructing angles to help me in this.</p>	<p>My work includes: Video, Images, Visual effects, Sound, and Animation</p> <p>to convey meaning and purpose</p> <p>I use software to design</p> <p>I combine graphics and text based on my research of commercial design (Eg to create a logo for a club etc)</p>	<p>I can work as part of a group involved in a project to research, design and create an artefact or piece of art</p> <p>I negotiate and listen so that the process is collaborative</p> <p>I ask questions to find out the cultural and social role of museums and galleries.</p>	<p>I look very carefully at the methods I use and make decisions about the effectiveness of my methods</p> <p>I compare my methods to those of others and keep notes in my Art Sketch Book</p> <p>I adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my Art Sketch Book</p>	<p>I work out which visual information I need and combine this with other information</p> <p>I link the materials I use to the idea that I have</p> <p>I investigate how to organise and combine</p> <p>Line, Tone, Shape, and Colour</p> <p>to represent figures and forms in movement</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 4

# Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can talk about how moving objects work (eg slides or levers)</p> <p>I draw pictures with labels to tell others about my designs</p> <p>I can make a model and talk about how it is useful for someone</p> <p>I can talk about my work, telling others why I did it the way I did</p> <p>I can tell someone what I am making and which tools I am using</p>	<p>I can compare objects using 'biggest' and 'smallest'</p> <p>I know what half is and use this as a measurement</p> <p>I know about turns and can see a full turn and half a turn</p> <p>I use a balance to weigh things</p>	<p>I use the computer to plan my ideas</p> <p>I use the computer to write about my design and how I can improve it.</p>	<p>I discuss with others how fruit and vegetables keep me healthy</p>	<p>I can practise skills the teacher has shown me, and use them to think of my own ideas</p> <p>I can use a construction kit and other materials to make models</p> <p>I know about food hygiene</p> <p>I can make models that look like real things I have studied</p> <p>I can talk about my ideas, saying what I like and dislike</p>	<p>I can work out how something works by looking at it (sometimes taking it apart)</p> <p>I can mix the right ingredients to make something that can be eaten</p> <p>I know how to use tools safely</p> <p>I can work out how to make models stronger</p>

# Level 5

# Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I clarify my ideas through discussion, drawing and modelling.</p> <p>I use my understanding of the characteristics of familiar products when developing and communicating my ideas</p> <p>I communicate a range of different designs, aware of the limits of some ideas</p>	<p>I use my knowledge of the circumference of circles to experiment with changing speeds of rotation.</p> <p>I use formulae such as <math>\pi r^2</math> to calculate the circumference of wheels, and use this to experiment with the speed of a motorised vehicle</p>	<p>I control devices using ICT with accuracy</p> <p>I make detailed plans, using ICT to assist</p> <p>I use the Internet to thoroughly research products and the environments in which they are used</p>	<p>I use a range of ways of seeking the views of intended users of my products (market research)</p>	<p>I work from my own detailed plans, modifying them where appropriate</p> <p>I work with a range of tools, materials, equipment, components and processes with precision.</p> <p>I check my work as it develops and modify my approach in light of progress</p> <p>I test and evaluate my products, with the intended use in mind.</p>	<p>I know that resources are a constraint and I can plan costs, my time and the best materials to use for my product.</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 4

# Music

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p>I sing confidently and in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs from memory with confidence and an awareness of the meaning and impact of words</p> <p>I hold my part in a two-part round with confidence and appreciate the harmonies produced</p> <p>I perform songs in a way that reflects their meaning</p> <p>I sing confidently and expressively with good intonation and a sense of occasion</p> <p>I can sustain a drone or melodic ostinato to accompany singing</p> <p>I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</p> <p>I can improvise and maintain my own part with an awareness of the whole ensemble</p>	<p>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</p> <p>I can combine sounds expressively</p> <p>I create my own simple songs</p> <p>I create melodies with an understanding of the relationship between lyrics and melody in song writing</p> <p>I can create rhythmic patterns with an awareness of timbre and duration</p> <p>I create music which reflects given intentions and uses notations as a support for performance</p> <p>I identify where to place emphasis and accents in a song to create effects</p>	<p>I have a range of sound vocabulary</p> <p>I can describe and compare different kinds of music, using musical vocabulary</p>

# Level 5

# Music

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p>I sing confidently, alone and in a group, displaying a variety of vocal techniques</p> <p>I take a lead in class in group singing</p> <p>I sing expressively and in tune both alone and in a group</p> <p>I perform showing expression</p> <p>I hold my part in a two-part round, singing solo and in a small group</p> <p>I sing a harmony part confidently and accurately</p> <p>I maintain my own part with an awareness of how the different parts fit together</p> <p>I play the more complex instrumental parts (eg xylophone, flute, recorder, violin, cello or clarinet) with rhythmic and dynamic control</p>	<p>I demonstrate imagination and confidence in the use of sound, taking advantage of ICT where available</p> <p>I show musical sensitivity in selecting sounds and structures to express an idea</p> <p>I create complex patterns</p> <p>I use a variety of different musical devices, including melody, rhythms, chords and structures</p> <p>I take the lead in creating and performing, and provide suggestions to others</p>	<p>I understand how lyrics reflect the cultural context and have social meaning</p> <p>I use this knowledge to enhance my own compositions</p> <p>I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing</p> <p>I refine and improve my work</p> <p>I identify cyclic patterns</p>

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

