



Recovery Curriculum - Foundation Subjects

Objectives from Summer 1 and Summer 2 2020

Our plan for missed learning due to school closure



Due to Covid 19 and the closure of schools, our children have missed a range of objectives within foundation subjects. Although home learning was planned and provided for by teachers, as a school we want to ensure that all children have equal opportunities to learn all areas of the curriculum. Therefore, to ensure that our children do not miss any learning due to the school closure, we have created opportunities throughout this school year to ensure that our children are taught any missed objectives. For most of our foundation subjects, we are hosting subject days. For the subjects such as MFL, Music and PE, we will be visiting any missed objectives in lessons throughout the school year. Each subject day will be dedicated to the missed learning from the topic which was not taught the previous school year. By the end of the 2020/2021 school year, the pupils at Ashton West End Academy would have 'caught up' and will have been taught all of the objectives that they may have missed due to the school being closed.

	'Science Day' Autumn 1 Friday 4 th September 2020	'Science Day' Autumn 1 Friday 23 rd October 2020	'History Day' Autumn 2 Friday 11 th December 2020	'Geography Day' Spring 1 Friday 12 th February 2020	'Art and Design Day' Spring 2 Thursday 1 st April 2020 Topic names for Art & Design day can be changed, as long as the objectives and skills are covered.	'Design & Technology Day' Summer 1 Friday 21 st May 2020 Topic names for D&T day can be changed, as long as the objectives and skills are covered.	'Religious Education day' Summer 2 Friday 16 th July 2020
Year 2 will cover:	Topic name: Animals including humans	Topic name: Living things and their habitats	Topic name: Florence Nightingale	Topic name: Australia	Self portraits	Playgrounds	Topic name: What does it mean to belong to a faith community?
Objectives and Skills that will be covered that day.	<p>Objective/s:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Skills:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>Objective/s:</p> <ul style="list-style-type: none"> Explore Micro-habitats Minibeasts in the local environment <p>Skills:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>Objective/s:</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Skills:</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework identify similarities and differences between ways of life in different periods. understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<p>Objective/s:</p> <p>Location Knowledge:</p> <ol style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge:</p> <ol style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and Physical geography:</p> <ol style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features and key human features. <p>Skills:</p> <p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Geography use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and 	<p>Objective/s:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work. <p>Skills: TBC</p>	<p>Objective/s:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Skills:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>What does it mean to belong to a faith community?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. <p>Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian baptism/dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation between different people. <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging within faith communities,



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				construct basic symbols in a key 5. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment			responding sensitively to differences. <ul style="list-style-type: none"> Identify some similarities and differences between the ceremonies studied.
Year 3 will cover:	Topic name: Plants	Topic name: Habitats and food chains	Topic name: Seaside holidays in the past	Topic name: Hot and cold places in the world	Picture this using viewfinders	Puppets	Topic name: Who is a Muslim and what do they believe? Topic name: Who is Jewish and what do they believe?
Objectives and Skills that will be covered that day.	<p>Objective/s:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Skills:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions 	<p>Objective/s:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Skills:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>Objective/s:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. <p>Skills:</p> <ul style="list-style-type: none"> use a wide vocabulary of everyday historical terms. identify similarities and differences between ways of life in different periods. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events know where the people and events they study fit within a chronological framework 	<p>Objective/s:</p> <p>Location Knowledge:</p> <ol style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Place knowledge:</p> <ol style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and Physical geography:</p> <ol style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features and key human features. <p>Skills:</p> <p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Geography use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding 	<p>Objective/s:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work. <p>Skills: TBC</p>	<p>Objective/s:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Skills:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Who is a Muslim and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own. <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. <p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</p> <p>Who is Jewish and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own.



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				environment			Exceeding: <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.
Year 4 will cover:	Topic name: Magnets	Topic name: Humans and animals	Topic name: The Romans	Topic name: Fairtrade	Mosaics	Cooking and nutrition	Topic name: Why are festivals important to religious communities? Topic name: What does it mean to be a Christian in Britain today?
Objectives and Skills that will be covered that day.	<p>Objective/s:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles - predict whether 2 magnets will attract <p>Skills:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units recording findings using simple scientific language, drawings, labelled diagrams reporting on findings from enquiries, including oral and written explanations, using results to draw simple conclusions 	<p>Objective/s:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Skills:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>Objective/s:</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica <p>Skills:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance reconstruct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 	<p>Question: Fairtrade</p> <p>Objectives:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Skills:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied asking relevant questions about a topic to direct learning use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Objective/s:</p> <ul style="list-style-type: none"> To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History <p>Skills: TBC</p>	<p>Objective/s:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. <p>Skills:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Why are festivals important to religious communities?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own. <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. <p>What does it mean to be a Christian in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about



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							believing in God and offer some ideas of their own. Exceeding: <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.
Year 5 will cover:	Topic name: Sound	Topic name: Living things and their habitats	Topic name: Ancient Egyptians	Topic name: Italy/France and the UK	Sand art and pottery (clay work)	Containers	Topic name: Why is Jesus an inspiring figure? Topic name: Why are festivals important to religious communities?
Objectives and Skills that will be covered that day.	<p>Objective/s:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increase <p>Skills:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers (i-pad soundmeter) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions identifying differences, similarities or changes 	<p>Objective/s:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things <p>Skills:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<p>Objective/s:</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study <p>Skills:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 	<p>Objective/s:</p> <p>Location knowledge:</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge:</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography:</p> <ol style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Skills:</p> <p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Objective/s:</p> <ul style="list-style-type: none"> To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History <p>Skills: TBC</p>	<p>Objective/s:</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Skills:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities understand and use mechanical systems in their products 	<p>Why is Jesus an inspiring figure?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own. <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. <p>Why are festivals important to religious communities?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their



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						[for example, gears, pulleys, cams, levers and linkages]	own. Exceeding: • Make links between what Jesus taught and what Christians believe and do. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.
Year 6 will cover:	Topic name: Living things and their habitats	Topic name: Forces	Topic name: Diversity (BAME and Women through History)	Topic name: The Amazon	Creating an Amazon Headress	Mayan Pyramid with moving Pulleys	Topic name: What would Jesus do? Topic name: What does it mean to be a Muslim in Britain today?
Objectives and Skills that will be covered that day.	<p>Objective/s:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals (Y5 had done gestation in mammals. Need to review life cycles of amphibian, insect and bird) <p>Skills:</p> <ul style="list-style-type: none"> recording data and results of increasing complexity using scientific diagrams and labels, <u>classification keys</u>, tables, scatter graphs, bar and line graphs (<u>branch sorting diagrams</u>) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Objective/s:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Skills:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms 	<p>Objective/s:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. changes in an aspect of social history. A significant turning point in British History. <p>Skills:</p> <ul style="list-style-type: none"> I can describe and make some links between events, situations and changes within and between different periods and societies. / I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time. I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world. / I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies. I can analyse and explain reasons for and results of historical events, situations and changes. I can explain the significance of different causes and consequences. https://www.gcfoundation.co.uk/pages/category/windrush-learning-resource-2020?fbclid=IwAR1enYL1tZP8tL9Y7zD7GMTq777kHOWqK5QOskQfud5zXLVX-SoSydCWaF8 - Windrush 	<p>Objective/s:</p> <p>Location knowledge:</p> <ol style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge:</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography <p>Human and physical geography:</p> <ol style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Skills:</p> <p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital 	<p>Objective/s:</p> <ul style="list-style-type: none"> To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>Skills: TBC</p>	<p>Objective/s:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Skills</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>What would Jesus do?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own. <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do. <p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the same example of Jesus. Recognise some Christian symbols and images used to express ideas about God. <p>Expected:</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories. Ask some questions about believing in God and offer some ideas of their own.



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				technologies.		<ul style="list-style-type: none">• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<p>Exceeding:</p> <ul style="list-style-type: none">• Make links between what Jesus taught and what Christians believe and do. <p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</p>
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