

Year 3

Key skill missed this year (y2)	Key skill next year (y3)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 3				
History				
Talk about the past and present using appropriate vocabulary e.g. recently, when their parents were children, decades, centuries	Talk about the past and present using appropriate dates, centuries and time vocabulary Begin to tell the story of periods in history	Autumn Topic- Storytellers Spring Topic- Ancient Geeks to Modern Greeks	Look at an image from the past- what do they notice? When do they think this happened? Why? Listen to the language used. Do they use any historical vocabulary? Chronological language?	Ensure children have to opportunity to be storytellers with something that is familiar- could start by looking at what 'history' means and history within their living memory (yesterday, when we were born, when grandparents were children etc.) before going back to the stone age. That way they can begin to understand chronology. Plenty of opp for children to use time vocabulary.
Describe people, objects and events through writing, diagrams, models and timelines	Begin to tell the story of periods in history Order people, objects and events using a time line	Autumn topic- Storytellers Timeline- Autumn and Spring	Can they order events on a timeline? Can they describe an artefact by labelling? Compare using a Venn diagram?	Particular focus on this during Autumn topic so children get an idea of chronology.

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Year 3				
Geography				

Explain how places have become as they are e.g. lots of shops brings people.	Explain why people settle in different places.	Spring topic- ancient Greeks to modern Greeks A study of modern Greece.	Look locally first- why do people live in Bradford. Look at different areas- why is this heavily populated? Why is this sparsely populated?	Readily fits into Spring topic as it is looking at human and physical features of Greece and why Greece is the way it is.
Read maps, atlases and globes and begin to interpret them.	Locate places on a range of maps (e.g. OS, atlas, google) using grid references, symbols and keys	Autumn and Spring	Test their ability to read maps of classroom, school building, school grounds- maybe a treasure hunt?	This a skill that can be covered across all three topics. Start with basic- using a map of school, local area, UK during Autumn. In Spring extend this out to Europe and look the Greece's position in the world uses globes and atlases. Can then look at more complex maps of Greek cities etc.
Collect weather data including temperature and rainfall.	n/a	Summer topic		Compare this to weather data of the places studied during Summer Topic- link to why things grow in these places.

Year 4

Key skill missed this year (y3)	Key skill next year (y4)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 4				
History				
Ask historical questions and suggest a wide range of sources of evidence to find answers.	Ask historical questions and suggest a wide range of sources of evidence to find answers	All three topics	Sorting activity- primary/secondary sources Do they know the difference? KWL grid- promotes asking questions. Extend this by asking how they think they could find the answer.	Will readily fit into all 3 topics). Diff topic lend themselves to diff types of sources, e.g. diary entries, newspaper articles, adverts etc. lend to Spring topic (Planes, Trains and Automobiles) and sources such as artifacts, landmarks and secondary sources interpreting evidence lends itself to Summer topic (Down the River).

Key Skill Missed this year (y3)	Key skill next year (y4)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 4				
Geography				
Describe and compare the features of places accurately using geographical words.	Describe and compare the features of places accurately using geographical words.	All three topics	Can they describe their area first? Are they using geographical language? Do you need to provide them with the vocabulary they need to be able to develop this skill?	Will readily fit into all three topics. May want to look at describing in one topic first and then comparing in next and break up the skill into two parts.
Draw sketch maps and plans with symbols and keys.	Draw sketch maps and plans with symbols/keys and begin to use grid references	All three topics	Reading grid references before attempting to use them on their own maps.	Skill would have been covered anyway but will need to master basic sketch maps before introducing grid references.

Talk about environmental issues affecting areas they are studying.	Talk about environmental issues affecting areas they are studying.	Summer topic- down the river		This skill would be covered in Y4 anyway. Link this in when studying rivers and how natural resources are distributed and how settlements are formed.
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Year 5

Key skill missed this year (y4)	Key skill next year (y5)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 5				
History				
Tell the story of periods in history and begin to compare them.	Talk about the main changes in a period of history using appropriate vocabulary. Compare periods of history and notice any connections between them.	All three topics during Y5 Will also look at changes in a period of history a lot during Y6 Autumn topic.	Look at an image from the past- what do they notice? When do they think this happened? Why? Listen to the language used. Do they use any historical vocabulary? Chronological language? Could use artifacts instead of images Could use timeline to see if they can make connections.	Autumn topic- focus on telling the story of period in history. Spring topic- opportunity to compare as will have look at two different periods in history. Summer topic- focus on changes during a period of history (from the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor).
Ask historical questions and suggest a wide range of sources of evidence to find answers. Use a wide variety of sources to find out about the past and explain why there may be differences.	Ask historical questions and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.	During Spring topic- Best of British This involves a local study which will allow children to look at sources both in the classroom and outside.	Sorting activity- primary/secondary sources Do they know the difference? KWL grid- promotes asking questions. Extend this by asking how they think they could find the answer.	May be worth looking at this skill more than once (will readily fit into all 3 topics); however, make it a focus during the local study.
Present information about the past using a wide range of methods, that they choose themselves.	Choose how to present information for an audience using a wide range of methods.	Across all three topics	Child led learning- how are they choosing to present little pieces of information? What can we focus on and master?	Will readily fit into topics but will need to reserve time during to teach different ways of presenting information.

Key Skill Missed this year (y4)	Key skill next year (y5)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual
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				topics, Green will fit readily into current units)
Year 5				
Geography				
Describe and compare the features of places accurately using geographical words.	Describe and compare the human and physical features of places accurately using geographical words.	Spring and Summer topic	Can they their area first? Are they using geographical language? Do you need to provide them with the vocabulary they need to be able to develop this skill?	Will readily fit into both topics. Spring topic- may want to look at describing different places in the UK. Summer topic- can extend this into Europe and focus on comparing .
Describe and compare regions, cities, rivers, mountains and seas around the UK.	Talk about and describe countries beyond Europe.	Spring topic- Best of British - local study (saltaire and river aire) - looking at whole of UK		Will readily fit into Spring topic- will need to specifically cover mountains, cities, regions and seas.
Describe European countries, capital cities, mountain ranges, rivers and seas.		Summer topic- Battle for Power	Test their knowledge of outside the UK- what do they actually know? Can they name capital cities? Do they know any mountain ranges? If so, where are they? Could ask them to label maps or play a general knowledge type game.	Will readily fit into topic as can link to Vikings and their movements across Europe.
Describe how rivers are formed and explain why they are important and the role they play in the water cycle.	n/a	n/a	Find out what they know about the water cycle first- can they draw it? Give them parts of it and can they put them into the correct cycle? Can they define any key words?	Will need to be explicitly taught separately to topics; however will fit best with Best of British as can look at the River Aire and link to local study of Saltaire
Explain how and why settlements change over time.	Describe the distribution of natural resources (energy, food, minerals, water) and how it affects people and the environment.	Spring Topic- Best of British Look at somewhere local- comparing now and then in geographical terms.	Use maps over time to describe how things have changed- what do they notice about the buildings? The rivers? The open spaces? Etc.	Will readily fit into either spring and summer but will need to look at changes over time and their ability to explain these before moving onto describing distribution of resources and how it affects environment/population.
Describe environmental issues affecting areas they are studying.		Summer topic- link to the Vikings and why they chose to settle where they did.		

Year 6

Key Skill Missed this year (y5)	Key skill next year (y6)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 6				
History				
Talk about the main changes in a period of history using appropriate vocabulary.	Talk about the main changes in a period of history using precise historical vocabulary	Autumn Topic- Straight to the Heart Will look at changes in equality through history (period of post 1066).	Compare images from two time periods- what do they notice? Similarities/differences? When do they think this happened? Why? Listen to the language used. Do they use comparative language? Historical language? Chronological language? Could use artifacts/landmarks instead of images.	Will readily fit into Autumn topic- will need to develop skill of using vocabulary to talk about changes before making this more precise. Intro chronological vocabulary and opportunities for them to compare.
Compare periods of history and notice any connections between them		Autumn Topic- Straight to the Heart Will look at changes in equality through history Spring topic- The Disappearance of the Maya	What are they able to place on a timeline?	Will likely have to find time at the end of spring topic to compare 'periods of history'- they will have to compare Maya culture with that of another time period (possibly one from autumn topic or one we choose and teach).
Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.	Evaluate evidence and select the most reliable form.	Spring Topic- The Disappearance of the Maya	Sorting activity- primary/secondary sources Do they know the difference? KWL grid- promotes asking questions. Extend this by asking how they think they could find the answer.	Will readily fit into Spring topic- variety of sources relating to the Maya and recent updates in what is accurate and not. Ch can explore this.

Choose how to present information for an audience using a wide range of methods	Choose how to present information for an audience using a wide range of methods, making sure that they use historical vocabulary and dates	All topics	Child led learning- how are they choosing to present little pieces of information? What can we focus on and master?	Will readily fit into topics but will need to reserve time during to teach different ways of presenting information.
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Key Skill Missed this year (y5)	Key skill next year (y6)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 6				
Geography				
Talk about and describe countries beyond Europe.	Talk about and describe countries around the world in terms of their human and physical geography.	Spring topic- The Disappearance of the Maya and a study of Mexico. Summer topic- Travelling on the wings of a Butterfly (North America, Europe and UK)	Can they describe countries within Europe first? Are they able to label a map accurately? Are they able to name capital cities?	Will readily fit into Spring and Summer topic- Children will need to be given the opportunity to describe Mexico and surrounding countries before focusing on Mexico's human and physical geography.
Describe the position of places in the world using Equator, Northern and Southern Hemisphere, Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones (including day and night)	Describe areas of the world in terms of climate zones, biomes (aquatic, grasslands, deserts, tundra, forest) and vegetation belts and how they affect people and the environment.	Summer topic- Travelling on the wings of a Butterfly (North America, Europe and UK) Spring topic- The Disappearance of the Maya and a study of Mexico.		Will readily fit into Summer topic- This will be done by looking at countries in North America, Europe and the UK. Children will need to be able to describe the location of these places first before describing their own geographical features (climate, biomes etc.)
Describe the distribution of natural resources (energy, food, minerals, water) and how it affects people and the environment.				Will readily fit into Spring topic- focus on the Y5 objective first to develop this skill before introducing biomes.
Present work in a range of methods including ICT.	Present work in a range of methods including ICT.	All topic	As with history	As with history

