

Class:.....Year 5.....			Armitage C.E. Primary School - Key Skills Assessment Document		Names of children working below
Geography	Locational Knowledge. Know more about the features of a variety of places around the world from local to global.	Place Knowledge. Understand more about the links between different places & that some places depend on each other.	Human & Physical Geography. Describe & begin to explain geographical patterns & a range of physical & human processes. Recognise that these interact to affect the lives & activities of people living there. Understand how people can both improve & damage the environment.	Geographical Skills & Fieldwork. Draw on knowledge & understanding to suggest suitable geographical enquiry questions. Suggest an appropriate sequence of events & use geographical skills to conduct an enquiry. Communicate findings using the appropriate vocabulary.	
History	Chronological Awareness. Describe significant features from time periods & know how Britain has influenced & been influenced by the wider world.	Knowledge & understanding of significant aspects of history. Understand why some civilisations have been successful & why others have not.	Understand historical concepts. Understand historical concepts & use them to make connections, draw contrasts, analyse trends & ask questions about the past.	Organise, evaluate & communicate information. Evaluate sources & identify those that are useful to the task. Begin to make use of dates & terms to structure their work.	
Art & Design	Generating Ideas (skill of designing & developing new ideas). Engage in open ended research & exploration in the process of initiating & developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning & recording information.	Making (skills of making art, craft & design). Confidently investigate & exploit the potential of new & unfamiliar materials (for instance, try out several different ways of using tools & materials that are new to them). Use their acquired technical expertise to make work which effectively reflects their ideas & intentions.	Evaluating (skills of judgement & evaluation). Regularly analyse & reflect on their progress taking account of what they hoped to achieve.	Knowledge & understanding (acquiring & applying knowledge to inform progress). Research & discuss the ideas & approaches of a various artists, craftspeople, designers & architects, taking account of their particular cultural context & intentions. Know how to describe the processes they are using & how they hope to achieve high quality outcomes.	
Design & Technology	Design. Generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional & exploded diagrams. Carry out research, using surveys, interviews, questionnaires & web-based resources. Generate innovative ideas based on research.	Make. Produce appropriate lists of tools, equipment & materials that they need. Formulate step-by-step plans as a guide to making. Accurately measure, mark out, cut & shape materials & components. Accurately assemble, join & combine materials & components. Accurately apply a range of finishing techniques, including those from Art & Design.	Evaluate. Consider the views of others, including intended users, to improve their work. Investigate which methods of construction have been used. Investigate & analyse how well products work. Investigate & analyse how much products cost to make. Investigate & analyse how innovative products are.	Technical Knowledge. To know that materials can be combined & mixed to create more useful characteristics. To know that mechanical & electrical systems have an input, process & output. To know how mechanical systems such as cams or pulleys or gears create movement. To know how to reinforce or strengthen a 3D framework.	
Music	Performing. Vocal - Sing simple part songs with control & an awareness of phrasing. Instrumental - Play simple parts with accuracy. Accurately maintain an independent part within a group, using controlled playing techniques.	Improvising & Composing. Improvise & compose including the use of simple chord structures. Improvise, compose & refine with an awareness of context & purpose. Represent sounds with detailed symbols. Staff notation: Recognise & use simple rhythms, rests & a limited number of pitches.	Listening & Understanding. Listen to music with a variety of textures, noticing different types of harmony. Compare & contrast different music, with an awareness of the music's context, purpose & the composer's intent. Identify some of the structural & expressive aspects of music heard (e.g. major or minor chords used). Identify different ensemble combinations, instruments heard & their role within the ensemble (e.g. ostinato; melody).	Dimensions. Pitch: Identify a range of different scale patterns (pentatonic, major & minor, chromatic). Duration: Understand more complex rhythms & metres, e.g. counting in 6 or 8. Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect. Tempo: Understand how a wide range of tempi can be manipulated for expressive effect. Timbre: Identify families of instruments & different ensemble combinations (e.g. samba band, orchestra, choir). Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as accompaniment). Structure: Understand a wider range of musical structures (e.g. rondo, theme & variations, drone/ostinato, leitmotifs).	
French	Listening & Speaking. Use spoken language confidently to initiate & sustain simple dialogues & conversations. Understand & express more complex opinions. Listen attentively & understand more complex phrases & sentences.	Reading & Writing. Write words, phrases & more complex sentences, using a reference. Read & understand the main points & some detail from a short written passage (mainly familiar words). Apply phonic & whole word knowledge of the new language in order to locate words in a reference source. Construct short descriptive texts.	Grammar. Use conjunctions to justify opinions. Use connectives to extend sentences. Explore the present tense of 'to wear'. Practise the accurate use of adjective agreement with nouns. Explore the imperative form & its use.	Intercultural Understanding. Look at further aspects of their everyday lives from the perspective of someone from another country. Recognise similarities & differences between places.	
R.E.	Believing. Understand how people may follow the teaching of key religious figures such as the Prophet Muhammad & Jesus. Describe & reflect upon the guidance some Muslims use for living their life; for example, the 5 pillars of Islam, Hadith etc. Begin to establish links between the Muslim faith & other religious practices.	Expressing. Describe & reflect upon the usefulness & significance of a range of places of worship. Describe & explain how different holy texts (such as the Qur'an/Parables from the Bible) can have significance to people. Reflect upon the impact of believing in a holy figure in an individual's life & express thoughtful opinions on this.	Living. Present ideas about the importance of people in a place of worship, rather than the place itself. Express their own understanding of what key religious figures (such as the Prophet Muhammad or Jesus) would do in relation to a moral dilemma from the world today. Present different views on why people believe in a holy figure or not, including their own ideas.		
P.E.	Dance. Clap, count & dance a more complex rhythm- call & repeat etc. (1 + a 2, 3 + a 4, 5 + a 6 + a 7 + a 8). Understand the origins of Merengue & Line Dance. Perform a sequenced selection of steps from each genre, e.g. Dougie.	Gymnastics. (Create a short sequence using all of these skills.) Explore asymmetrical balances & travel. Develop partner counter balances & to begin to link together. Master performing a headstand and a handstand. Master performing a cartwheel and a roundoff.	Games. Develop the use of skills, including striking and fielding skills. Maintain possession of a ball. Demonstrate an understanding of rules & tactics & show leadership skills. Understand my own independent performance within a team.		