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| **Milestones 3 Year 5 and 6** | | |
| **History** | **Geography** | **Computing** |
| **To investigate and interpret the past**  • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate. | **To investigate places**  • Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).  • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of North and South America and identify their main physical and human characteristics. | **To code**  • Set IF conditions for movements. Specify types of rotation giving the number of degrees.  • Change the position of objects between screen layers (send to back, bring to front).  • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.  • Combine the use of pens with movement to create interesting effects.  • Set events to control other events by ‘broadcasting’ information as a trigger.  • Use IF THEN ELSE conditions to control events or objects.  • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.  • Use lists to create a set of variables.  • Use the Reporter operators to perform operations.  *- Use sequence, selection and repetition in programmes.*  *- Debug programmes that accomplish specific goals.* |
| **To build an overview of world history**  • Identify continuity and change in the history of the locality of the school.  • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | **To investigate Patterns**  • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  • Understand some of the reasons for geographical similarities and differences between countries.  • Describe how locations around the world are changing and explain some of the reasons for change.  • Describe geographical diversity across the world.  • Describe how countries and geographical regions are interconnected and interdependent. | **To connect**  • Collaborate with others online on sites approved by teachers.  • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.  • Understand and demonstrate knowledge that it is illegal to download  • Understand the effect of online comments and show responsibility and sensitivity when online.  • Understand how simple networks are set up and used.  *- Use technology responsibly*  *- Recognise unacceptable behaviour and how to report it.*  *-Use search technologies effectively and appreciate how ranked / selected.* |
| **To understand chronology**  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events. | **To communicate geographically**  • Describe and understand key aspects of:  • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.  • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | **To communicate**  • Choose the most suitable applications and devices for the purposes of communication.  • Use many of the advanced features in order to create high quality, professional or efficient communications. |
| **To communicate historically**  • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • chronology      • continuity      • change      • century      • decade      • legacy.  • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. | **To collect**  • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. |