



CURRICULUM LINKS

ENGLAND 2014

Physical Education: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Perform dances using a range of movement patterns.

Geography: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locational knowledge: 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art and Design: Understand the historical and cultural development of their art forms. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

NORTHERN IRELAND

Physical Education: In dance pupils should be enabled to:

Progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed.

Develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.

Develop more effective use of space levels, directions, speed and strength.

Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings. Create, practise and perform movement sequences, using a variety of stimuli and to an audience.

Structure dances with clear beginnings, middles and ends.

The World Around Us: Features of, and variations in places, including physical, human, climatic, vegetation and animal life.

Art and Design: Look at and talk about the work of artists, designers and crafts workers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making. Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.



SCOTLAND

Dance: I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
EXA 1-01a / EXA 2-01a

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.
EXA 1-08a

I can explore and choose movements to create and present dance, developing my skills and techniques.
EXA 2-08a

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.
EXA 1-09a / EXA 2-09a

I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.
EXA 1-10a

I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.
EXA 2-10a

I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comments on my own and others' work.

EXA 1-11a / EXA 2-11a

People, Place and Environment: By exploring climate zones around the world, I can compare and describe how climate affects living things.
SOC 1-12b

I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.
SOC 3-10a

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.
SOC 2-13a

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b

Art and Design: I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a / EXA 2-05a

WALES

Physical Education: Activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being. Develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate. Recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns. Determine success criteria relating to the development of their performance using key words related to their activity represent and respond to information in different forms including pictures, sounds, symbols showing some awareness of the audience and purpose. Perform and develop an appreciation of movement from different traditions and places. Communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning. The composition of sequences and choreographed dance motifs should include features such as variations in rhythm, speed, shape, level, direction and pathways; combining and linking actions; relationships to partners, an audience, apparatus or a stimulus. Evaluate their own and others' performances and ask relevant questions in order to improve and make progress.

Geography: Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references. Identify and describe natural and human features. Ask and answer the questions – where is this place/environment? What is it like and why?

Art and Design: experiment with and examine the methods used by other artists, craft workers and designers from different places and cultures. Investigate the natural environment, the made environment and the world of imagination using a variety of materials. Pupils should be stimulated and inspired, where appropriate, by methods and processes, media, styles, ideas, images and artefacts from a variety of cultures and contexts. Design and make three-dimensional objects and artefacts using a range of various materials for a variety of purposes. Use their experience and knowledge of different materials, tools and techniques experimentally and expressively.