



Progression of Knowledge and Skills in off-site visits and workshops in school

Subject/Trip	Year 3	Year 4	Year 5	Year 6
P.E.	<p><u>Knowledge:</u></p> <p><u>Skills :</u></p>	<p><u>Weekly swimming lesson</u></p> <p><u>Knowledge:</u> * Perform safe self-rescue in different water-based situations</p> <p><u>Skills :</u> * Swim competently, confidently and proficiently over a distance of at least 25 metres * Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p><u>Bike Ability</u></p> <p><u>Knowledge:</u> * I understand priorities when negotiating shared space * I understand my surroundings when looking behind and turning around obstacles.</p> <p><u>Skills :</u> * I can glide in a smooth, calm and collected way * I can control my bike including setting off, cruising, slowing down, braking and stopping. * I can pedal without feeling wobbly or out of control</p>	<p><u>Bike Ability</u></p> <p><u>Knowledge:</u> * I understand priorities when negotiating the road e.g. quiet junctions, crossroads and roundabouts * I understand the road e.g. signals, signs and road markings</p> <p><u>Skills :</u> * I can start and stop with confidence * I can pass stationary vehicles parked on a road * I can share the road with other users.</p>	<p><u>Cleobury residential</u></p> <p><u>Knowledge:</u> * Water safety</p> <p><u>Skills :</u> * Take part in outdoor and adventurous activity challenges both individually and within a team * Confidence, resilience and social interaction with peers * Independence * Challenge of pupils own expectations</p> <p><u>Bike Ability</u></p> <p><u>Knowledge:</u> * I understand priorities when negotiating more complex road e.g. junctions controlled by traffic lights, multi-lane roads or cycle lanes.</p> <p><u>Skills :</u> * I can ride alongside other cyclists * I can use the best riding position * I can ride on more complex roads * I can respond confidently when a situation changes</p>



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<p>R.E</p>	<p><u>Gurdwara</u></p> <p><u>Knowledge:</u> * To understand what the gurdwara means to Sikhs</p> <p><u>Skills :</u></p>	<p><u>St Philip's Church</u></p> <p><u>Knowledge:</u> * To explore what Easter means to Christians</p> <p><u>Skills :</u></p>	<p><u>Madina Mosque</u></p> <p><u>Knowledge:</u> * To explore how Muslims worship in a Mosque * To identify features and functions of a mosque</p> <p><u>Skills :</u></p>	<p><u>Shree Krishan Mandir</u></p> <p><u>Knowledge:</u> * To explore how Hindus worship in a Mandir</p> <p><u>Skills :</u></p>
<p>Geography</p>	<p><u>Wild zoological Park</u></p> <p><u>Knowledge:</u> * To gain a deeper understanding of the animals found in the Amazon rainforest * To observe the behaviour of animals * To understand which animals are found in different continents of the world</p> <p><u>Skills :</u></p> <p><u>Amazon Rainforest</u></p> <p><u>Knowledge:</u> *The Amazon rainforest is located in South America, primarily in Brazil but also extending into countries like Peru, Colombia, and Venezuela.</p> <p>*The Amazon has a hot and humid tropical climate with high temperatures and abundant</p>	<p><u>VR – Volcanoes</u></p> <p><u>Knowledge:</u> * To know where volcanoes are located * To recall different types of volcanoes</p> <p><u>Skills :</u> * I can consider the immediate and long-term effects of volcanic eruptions and why people choose to live near volcanoes.</p>	<p><u>Carding Mill Valley</u></p> <p><u>Knowledge:</u> * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, * <u>Knowledge</u> and understanding of rivers, how they are formed.</p> <p><u>Skills :</u> * River study – practical * Begin to suggest questions for investigating * Begin to use secondary sources of evidence in their investigation * Collect and record evidence unaided * Analyse and draw conclusions from fieldwork</p>	<p><u>Local Walk</u></p> <p><u>Knowledge:</u> * To conduct a geographical enquiry through fieldwork</p> <p><u>Skills :</u> * 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. * Begin to draw plans of increasing accuracy. * Use scale to measure distance. * Use/recognise OS map symbols; * Use atlas symbols.</p> <p><u>VR – Mountains</u></p>



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rainfall throughout the year. This climate supports the vast biodiversity of the region.

*The Amazon basin is crisscrossed by a network of rivers, including the Amazon River, which is the largest river in the world.

*Deforestation takes place in the Amazon Rainforest and one reason for it is to make way to build roads and farms

*The Earth's Equator is the imaginary line that runs around the centre of the globe. The closer to the equator, the hotter it is.

*Brazil is the largest country in South America and the fifth largest nation in the world. It forms an enormous triangle on the eastern side of the continent and has coastline along the Atlantic Ocean.

*The Amazon River is the longest tropical river in the world.

*The Amazon is a tropical rainforest, which means it is hot and humid with lots of rainfall.

Knowledge:

- * Mountains are characterised by their significant elevation above surrounding areas.
- * Mountains are often characterised by steep slopes and rugged terrain.

Skills :

- * Understand the difference between hills and mountains.
- * Identifying major mountain ranges around the world and understanding their significance, such as the Himalayas,
- * Recognising the differences between mountains and hills in terms of elevation and terrain features.



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*The Amazon is home to a vast array of plant and animal species, many of which are found nowhere else on Earth.

*The Amazon rainforest produces oxygen, regulating the climate, and supporting indigenous communities.

Skills

Understand weather and climate conditions of a tropical rainforest.

*Identifying Brazil on a world map and understanding its relative location within South America.

*Recognising the Amazon Rainforest as a significant feature located in Brazil and neighbouring countries.

* Understand the general climate and vegetation characteristics of the Amazon Rainforest.

* Explore the wildlife diversity in the Amazon Rainforest and understanding the importance of biodiversity conservation.

*Exploring the climate of the Amazon Rainforest and



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<p>Uplands Junior School</p>	<p>understanding its significance as a biodiverse ecosystem.</p> <p>*Investigating the diverse wildlife found in the Amazon Rainforest, such as jaguars, toucans, and anacondas.</p>			<p>Uplands Junior School</p>
<p>History</p>	<p><u>Egyptian - Magic Door company</u></p> <p><u>Knowledge</u></p> <p>Archaeology and Artefacts/Food and Farming -</p> <p>Trading .</p> <p><u>Skills</u> :</p> <p>Game and Hieroglyphs - this includes a paired board game (Mehen) and an opportunity for each child to create their own hieroglyphic name on papyrus using reeds and paint</p> <p><u>Greek workshop ???</u></p>	<p><u>Stone Age workshop</u></p> <p><u>Knowledge:</u></p> <p>*Palaeolithic rock art: Stone Age societies left behind cave paintings and engravings. Historians study these ancient artworks to understand the cultural and symbolic significance of various motifs, as well as gain insights into the religious, social, and artistic practices of the time.</p> <p>*Historians compare Stone Age societies with existing hunter-gatherer cultures and ethnographic studies. This comparative approach helps them to understand similarities and differences in subsistence strategies, social structures, and technological development.</p> <p><u>Skills</u> :</p>	<p><u>WW2 Magic Door workshop</u></p> <p><u>Knowledge:</u></p> <p>* To understand the Women's land army and WVLA and why they were needed</p> <p>* To understand how women were recruited</p> <p>* To understand how rationing worked</p> <p>* To understand life as a land girl</p> <p>* To understand different food eaten and grown on the home front</p> <p>* To understand the pay conditions and water rationing</p> <p><u>Skills</u> :</p> <p>* To role play different shopping scenarios accurately</p> <p>* To use ration books accurately</p> <p>* To handle different tools and artefacts with care</p> <p>* To sort and classify different foods and food packaging</p> <p>* To handle money from that era correctly</p>	<p><u>Black Country Living Museum</u></p> <p><u>Knowledge:</u></p> <p>* Understand historical concepts such as continuity and change, to make connections, draw contrasts and create their own structured accounts, including written narratives and analyses.</p> <p>* History of the Black Country</p> <p>* Impact of the Industrial Revolution</p> <p><u>Skills</u> :</p>





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		<p>* Examining different sources of evidence to build a broader understanding of historical events.</p> <p>* Making connections and identifying patterns between historical events.</p>	<p><u>VR Workshop</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> * I understand the Maya culture * I can identify key historical Maya buildings and sites <p><u>Skills :</u></p> <ul style="list-style-type: none"> * To recall, select and organize information about a variety of aspects of the Mayan civilization. * To make comparisons between different times in the past and use evidence to build up a picture of the past * To communicate their knowledge and understanding using historic vocabulary 	
<p>Science</p>	<p><u>Knowledge:</u></p> <p><u>Skills :</u></p>	<p><u>Knowledge:</u></p> <p><u>Skills :</u></p>	<p>Planetarium Wonderdome workshop (Earth and Space Science topic)</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> * To understand how planets orbit the sun * To understand how planets rotate * To understand Earth's axis and how it affects the conditions on our planet <p><u>Skills :</u></p> <ul style="list-style-type: none"> * I can identify and classify different planets 	<p><u>Knowledge:</u></p> <p><u>Skills :</u></p>





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D.T.	<p><u>Knowledge:</u></p> <p><u>Skills :</u></p>	<p><u>Enginuity</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> * Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p><u>Skills :</u></p> <ul style="list-style-type: none"> * 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><u>Rotary club bridge building</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> * I know how to strengthen paper * I know that there are different types of bridges * I know what makes a strong bridge * I know which 2D shapes makes a rigid construction * I know how to strengthen, stiffen and reinforce more complex structures <p><u>Skills :</u></p> <ul style="list-style-type: none"> * I can investigate ways to strengthen paper * I can investigate different 2D shapes for rigid structures * I can design and plan a bridge to a specific success criteria 	<p><u>Bread Making</u></p> <p><u>Knowledge:</u></p> <p>I know the raising agents in bread I know the main ingredients in bread</p> <p><u>Skills :</u></p> <p>I can knead bread I can make a decorative loaf</p>
PSHE	<p><u>Knowledge:</u></p>	<p><u>CPI Mortars Limited</u></p> <p><u>Knowledge:</u></p>	<p><u>Safeside</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> * Smoke detectors 	<p><u>First Aid Training</u></p> <p><u>Knowledge:</u></p>



<p>Uplands Junior School</p>	<p>Skills :</p>	<p>* I know my responsibilities as a pedestrian, a cyclist, or a passenger in a car or on public transport. * I know the Green Cross Code, and safer crossing places on the road.</p> <p>Skills : * To understand stopping distances of LGVs * To understand visibility of LGV drivers</p> <p>Merridale Fire Station</p> <p>Knowledge: * To learn fire safety precautions</p> <p>Skills : * To identify potential fire hazards in the home</p>	<p>* Escape plans * Emergency calls * Fire hazards</p> <p>Skills : * Stop, drop and roll * Pedestrian safety * In-car safety</p>	<p>* I know how to respond in an emergency (DRAB) * I know how to stop major bleeding. * I know how to use a defibrillator. * I know how to treat a burn. * I know the sequence of actions to follow if someone is choking. * I know how to treat a nosebleed.</p> <p>Skills : * I can perform CPR. * I can place someone into the recovery position. * I can check if a patient is breathing. * I can clear a patient's airways.</p>
<p>Art</p>	<p><u>Egyptian Cartouche workshop</u> - Education group - art workshop - developing hieroglyphics and understanding what a cartouche was used fo</p> <p>Knowledge: I know how to create a cartouche I know what a cartouche was used for I recognise hieroglyphics</p>	<p>Knowledge:</p> <p>Skills :</p>	<p>Knowledge:</p> <p>Skills :</p>	<p>Knowledge:</p> <p>Skills :</p>



 Uplands Junior School	Skills : I can create my own cartouche			 Uplands Junior School
English	Knowledge: Skills :	<u>Romeo and Juliet Shakespeare workshop</u> Knowledge: * Read or watch an abridged version of a Shakespeare play * To be familiar with Shakespeare's life, times and theatre Skills : * Use dramatic approaches to explore some of Shakespeare's scenes * Read, perform and talk about lines taken from scenes or speeches from Shakespeare's plays	Knowledge: Skills :	Knowledge: Skills :
Maths	Knowledge: Skills :	Knowledge: Skills :	Knowledge: Skills :	Knowledge: Skills :
MFL	Knowledge: Skills :	<u>Theatre Workshop</u> Knowledge: * Recognising and answering simple questions which involve giving personal information Skills : * Using a model to form a spoken sentence * Speaking in full sentences using known vocabulary * Beginning to use conversational phrases for purposeful dialogue	Knowledge: Skills :	Knowledge: Skills :



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- * Rehearsing and performing a short presentation
- * Using language detective skills to decode vocabulary
- * Improvise and work in role, creating and sustaining roles both individually and when working with others (Drama)

Computing

Engagedu Computing: Digital Broadcaster

Knowledge:

- * I understand how to record into a recording software (Audacity)
- * I understand how to stop and play my recording
- * I know to use the recording button on Audacity
- * I know how to record a story
- * I can retell a story and record it with appropriate sound effects

Skills:

- * Understood the difference between live and pre-recorded broadcast.
- * I can evaluate what makes an effective audio recording.
- * I can create/use appropriate sounds, music and voices to represent objects, characters or atmospheres.
- * I can share recordings within the classroom and sought opinions from teachers and peers.

Engagedu Computing: Digital Data Handler

Knowledge:

- * I know how to create questions with yes/no answers
- * I can identify the attributes needed to collect data about an object
- * I can explain why it is helpful for a database to be well structured.
- * I know how to plan the structure of a branching database
- * I know how to independently create an identification tool.

Skills:

- * I can organise data in different ways.
- * I can collect data and identify where it could be inaccurate.
- * I can choose the best way to present data to my friends.
- * I can use a data logger to record and share my readings with my friends.
- * I can add to a database and a branching database

Engagedu Computing: Digital Designer

Knowledge:

- * I understand how to use the basic features of SketchUp
- * I know how to add detail to 3D drawings
- * I know how to manipulate 3D drawings inside
- * I know how to create a 3D model of a WW2 Anderson Shelter

Skills:

- * I can draw a 3D model.
- * I can use a range of tools to create a design or add to a template.
- * I can use the dimensions, eraser, push/pull, 2 point arc, roof and select tools
- * I can use the appropriate shape tools to design and create a WW2 shelter.
- * I can select different materials to choose appropriate finishes for my design.

Engagedu Computing: Digital Animation

Knowledge:

- * I know how to develop my animation by including different movements.
- * I know that my sentence length must fit the animation frame.
- * I know that I must include a voiceover and frames to 10 FPS to create a smooth transition in Stop Motion

Skills :

- * I can plan, script and create a 3D animation to explain a concept or tell a story.
- * I can record animations of different characters and edit them together to create an interview.
- * I can make my character walk by using different walking techniques.
- * I can add a voiceover to my narration.
- * I can create a short video for a specific length of time using FPS.



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* I can share an opinion, with reasons, on the quality of a digital work from other learners.

Engagedu Computing: Digital Designer

Knowledge:

- * I understand what digital design means
- * I understand and can experiment with 3D digital designs
- * I can create 3D digital designs using Lego Digital Designer
- * I understand how to design and evaluate my lego toy packaging using an online app

Skills:

- * I can create different effects with different technology tools.
- * I can combine a mixture of text, graphics and sound to share my ideas and learning.
- * I can save and retrieve work on the Internet, the school network or my own device.
- * I can describe the World Wide Web as the part of the Internet that contains websites.
- * I can use search tools to find and use an appropriate website.

Engagedu Computing: Photo Editing

Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.
Bazart programme which was then used in Arts week.



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Engagedu Computing Digital Programmer

Knowledge:

- * I understand the importance of commands in order in Scratch
- * I know how to de-bug and refine my algorithms in Scratch
- * I know how to use the ask and answer input blocks in Scratch
- I know how to use sound for correct and incorrect answers in Scratch
- * I can create, input and change variables based on the user's answer

Skills:

- * I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.
- * I can refine a procedure using repeat commands to improve a program.
- * I can use a variable to increase programming possibilities.
- * I can change an input to a program to achieve a different output.
- * I can use 'if' and 'then' commands to select an action.

Engagedu Computing: Digital Researcher

Knowledge:

- *To know how to choose effective sources of information for a presentation.
- * To know how to save useful websites as favourites. .
- * I know how to develop content within webpages.
- * I understand how to publish my research project work and share with my peers.
- * I understand if using images from the internet or elsewhere in projects, please bear in mind copyright rules - i.e. use Creative Commons images where possible

Skills :

- * I can design an app prototype that links multimedia pages together with hyperlinks.
- * I can choose applications to communicate to a specific audience.
- * I can talk about audience, atmosphere and structure when planning a particular outcome. I can combine a range of media, recognising the contribution of each to achieve a particular outcome.
- * I can be digitally discerning when evaluating the



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				effectiveness of my own work and the work of others
Music	<u>Knowledge:</u> <u>Skills :</u>	<u>Knowledge:</u> <u>Skills :</u>	<u>Polyphones</u> <u>Knowledge:</u> * I Understand how to play a polyphone instrument <u>Skills :</u> * I can play in unison with the correct tempo, pitch and rhythm.	<u>Knowledge:</u> <u>Skills :</u>