



Curriculum Framework for non-core subjects

Version 1.0

The objectives detailed in this document have been compiled from those found in the British National Curriculum, the Cambridge ICT Starters and Cambridge English as an Additional Language documents.

ISB teachers construct year plans based on the objectives from the three key stages: Kindergarten & Grade 1, Grades 2 to 5 and Grades 6 to 9.

For a list of objectives for English, Mathematics and Science, please consult the Cambridge Framework documents available at www.cie.ork.uk

For a detailed list of the Grade 9 Programme at ISB, please consult the Grade 9 Programme of Study available at www.isob.cz.

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Social Studies

Kindergarten & Grade 1

Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at how to set simple goals.
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

Preparing to play an active role as citizens

Pupils should be taught:

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- the importance that religion can play in some people's lives
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Grades 2 to 5

Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to recognise their worth as individuals by identifying positive things

- about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- to resolve differences by looking at alternatives, making decisions and explaining choices
- what democracy is, and about the basic institutions that support it locally and nationally
- to recognise the role of voluntary, community and pressure groups
- to appreciate the range of national, regional, religious and ethnic identities in the world
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- about how the body changes as they approach puberty
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to think about the lives of people living in other places and times, and people with different values and customs
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

- to recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support.

Grades 6 to 9

Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Key concepts

There are a number of key concepts that underpin the study of citizenship. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Democracy And Justice

- Participating actively in different kinds of decision-making and voting in order to influence public life.
- Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
- Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
- Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

Rights And Responsibilities

- Exploring different kinds of rights and obligations and how these affect both individuals and communities.
- Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.

- Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Identities And Diversity: Living Together

- Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a global citizen
- Exploring the diverse national, regional, ethnic and religious cultures, groups and communities and the connections between them.
- Considering the interconnections between Europe and the wider world.
- Exploring community cohesion and the different forces that bring about change in communities over time

Key processes

These are the essential skills and processes in citizenship that pupils need to learn to make progress.

Critical Thinking And Enquiry

Pupils should be able to:

- engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- research, plan and undertake enquiries into issues and problems using a range of information and sources
- analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

Advocacy And Representation

Pupils should be able to:

- express and explain their own opinions to others through discussions, formal debates and voting
- communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate

- justify their argument, giving reasons to try to persuade others to think again, change or support them
- represent the views of others, with which they may or may not agree.

Taking Informed And Responsible Action

Pupils should be able to:

- explore creative approaches to taking action on problems and issues to achieve intended purposes
- work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
- analyse the impact of their actions on communities and the wider world, now and in the future
- reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently

Range and content

The study of citizenship should include:

- political, legal and human rights, and responsibilities of citizens
- the roles of the law and the justice system and how they relate to young people
- key features of parliamentary democracy and government, including voting and elections
- freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
- actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- strategies for handling local and national disagreements and conflicts
- the needs of the local community and how these are met through public services and the voluntary sector
- how economic decisions are made, including where public money comes from and who decides how it is spent

History

Kindergarten & Grade 1

Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Chronological understanding

Pupils should be able to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

Knowledge and understanding of events, people and changes in the past

Pupils should be able to:

- recognise why people did things, why events happened and what happened as a result
- identify differences between ways of life at different times.

Historical interpretation

Pupils should be able to:

- identify different ways in which the past is represented.

Historical enquiry

Pupils should be taught:

- how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]
- to ask and answer questions about the past.

Organisation and communication

Pupils should be able to:

- select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:

- changes in their own lives and the way of life of their family or others around them
- the way of life of people in the more distant past who lived in their local area or elsewhere in the world.
- the lives of significant men, women and children drawn from the history [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists]
- past events from the history of the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].

Grades 2 to 5

Pupils learn about significant people, events and places from both the recent

and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Chronological understanding

Pupils should be able to:

- place events, people and changes into correct periods of time
- **use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.**

Knowledge and understanding of events, people and changes in the past

Pupils should be taught:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- **about the social, cultural, religious and ethnic diversity of the societies** studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation

Pupils should be able to:

- recognise that the past is represented and interpreted in different ways,

and to give reasons for this.

Historical enquiry

Pupils should be taught:

- how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
- to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

Pupils should be taught to:

- recall, select and organise historical information
- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and** understanding through a European history study and a world history study.

A European history study

- A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.
 - *Aspects of the way of life:* arts and architecture; houses, cities and public buildings; citizens and slaves; education for girls and boys; language; medicine, health and hygiene; games and leisure including the Olympic Games; plays and the theatre; ships and

trading; soldiers and warfare. *Beliefs and achievements*: the city states of Athens and Sparta; gods and goddesses, myths, legends, beliefs and customs; Pheidippides and the battle of Marathon; Pericles and the building of the Parthenon; the conquests of Philip of Macedon and Alexander the Great; great scholars and discoverers.

A world history study

- A study of the key features, including the everyday lives of men, women and children, of a past society *selected from*: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, *or* the Aztecs.
- *Key features*: the society in relation to other contemporary societies; chronology; the reasons for the rise and fall of the civilisation; significant places and individuals; distinctive contribution to history. *Aspects of everyday life*: houses and cities; arts and architecture; technology, work and leisure; food, health and medicine; pictures, words and communication; rulers and ruled; beliefs, customs and legends, gods and goddesses; temples and tombs; wealth and economy; transport and exploration; wars and warfare.

Grades 6 to 9

Pupils learn about significant individuals and events in history from the Middle Ages to the twentieth century. They also learn about key aspects of European and world history. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways.

People represent and interpret the past in many different ways, including: in pictures, plays, films, reconstructions, museum displays, and fictional and non-

fiction accounts. Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example, writers, archaeologists, historians, film-makers).

Chronological understanding

Pupils should be taught to:

- recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

Pupils should be taught:

- to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in the wider world
- to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied
- to identify trends, both within and across different periods, and links in the world history
- to consider the significance of the main events, people and changes studied.

Historical interpretation

Pupils should be taught:

- how and why historical events, people, situations and changes have been interpreted in different ways
- to evaluate interpretations.

Historical enquiry

Pupils should be able to:

- identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries
- evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

Pupils should be able to:

- recall, prioritise and select historical information
- accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information
- communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** European study and world studies.

In their study of European and world history, pupils should be taught about:

- significant events, people and changes from the recent and more distant past
- history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific aspects

A European study before 1914

- A study of a significant period *or* event in the pre-history or history of Europe.
 - *Periods*: the Neolithic Revolution; the Roman Empire; Europe in the time of Charlemagne; astronomy, navigation, exploration and trade in the early modern period; Spain under Philip II; the Dutch Republic in the seventeenth century; the Ottoman Empire in the sixteenth and seventeenth centuries; France at the time of the Sun King; the reign of Peter the Great. *Events*: the Crusades against Islam; the Italian Renaissance; Reformation and Counter-Reformation in the sixteenth century; the Thirty Years War; the French Revolution and the Napoleonic era; the revolutions of 1848; German and Italian Unification; European imperialism in the nineteenth century.

A world study before 1900

- A study of the cultures, beliefs and achievements of an African, American, Asian *or* Australasian society in the past (other than those included in the programme **of study for key stage 2**).
 - *Societies in the past*: Islamic civilisations (seventh to sixteenth centuries); the Qin Dynasty in China; Imperial China from the First Emperor to Kublai Khan; the Manchu invasion and the fall of the Ming dynasty; India from the Mughal Empire to the coming of the British; the civilisations of Peru; indigenous peoples of North America; black peoples of the Americas; the West African empires; Japan under the Shoguns; Tokugawa Japan; the Phoenicians; the Maoris; Muhammad and Makkah; the empires of Islam in Africa; the Sikhs and the Mahrattas; the Zulu kingdoms.

A world study after 1900

- A study of some of the significant individuals, events and developments from across the twentieth century, including the two World Wars, the Holocaust, the Cold War, and their impact on Britain, Europe and the wider world.
 - *Individuals*: Winston Churchill; Adolf Hitler; Joseph Stalin; Benito

Mussolini; Franklin Roosevelt; Mahatma Gandhi; Mao Zedong; Martin Luther King. *Events*: the Western Front in the First World War; the Russian Revolution; the Depression and the New Deal in the USA; the rise of National Socialism in Germany; the emergence of Japan as a major world power; the partition of Ireland and its impact; the rise of modern China; the Vietnam War; the fall of the Berlin Wall. *Developments*: the changing role and status of women; the extension of the franchise in Britain and the work of reformers such as Christabel and Emmeline Pankhurst; the Welfare State; the origins and role of the United Nations, including the UN Charter and Universal Declaration of Human Rights; the break up of the overseas empires of European countries; the origins and development of the Commonwealth and its impact; the development of the European Union; the impact on the lives of people in different parts of the world of changes in the arts, communications, science and technology, such as the work of Marie Curie, Albert Einstein, and of James Watson, Francis Crick, Rosalind Franklin and Maurice Wilkins on the structure of DNA.

Geography

Kindergarten & Grade 1

Pupils investigate their local area and a contrasting area in the world, finding out about the environment in different areas and the people who live there. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

Geographical enquiry and skills

Pupils should be able to:

- ask geographical questions about the locality of the school and its neighborhood (for example, 'What is it like to live in this place?')
- observe and record simple facts at a local scale (for example, identify buildings in the street and complete a chart)
- express their own views about people, places and environments (for example, about litter in the school)
- communicate in different ways (for example, in pictures, speech, writing)
- carry out geographical enquiry inside and outside the classroom (fieldwork investigations)
- use geographical vocabulary (for example, hill, river, motorway, near, far, north, south)
- use fieldwork skills (for example, recording information on a school plan or local area map)
- use globes, maps and plans at a range of scales (for example recording information on a school plan or local area map)

- use secondary sources of information (for example, CD-ROMs, pictures, photographs, stories, information text, videos, artefacts)
- make maps and plans (for example, a pictorial map of a place in a story)
- select information using resources that are given to them, use this information
- make observations that help to respond to questions about places and environments

Knowledge and understanding of places

Pupils should be able to:

- identify and describe what places are like (for example, in terms of landscape, jobs, weather)
- identify and describe where places are (for example, position on a map, whether they are on a river)
- express views on features of the environment of a locality
- recognise how places have become the way they are and how they are changing (for example, the quality of the environment in a street)
- recognise how places compare with other places (for example, compare the local area with places elsewhere in the world)
- recognize how place are linked to other places in the world (for example, food from other countries)

Knowledge and understanding of patterns and processes

Pupils should be able to:

- make observations about where things are located (for example, a pedestrian crossing near school gates)
- make observations about other features in the environment (for example, seasonal changes in weather)
- recognise changes in physical and human features (for example, heavy rain flooding fields)

Knowledge and understanding of environmental change and sustainable development

Pupils should be able to:

- recognise changes in the environment (for example, traffic pollution in a street)
- recognise how the environment may be improved and sustained (for example, by restricting the number of cars)

Breadth Of Study

During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities:

- the locality of the school
- locality in Europe or overseas that has physical and/or human features that contrast with those in the locality of the school.

In their study of localities, pupils should:

- study at a local scale
- carry out fieldwork investigations outside the classroom.

Grades 2 to 5

Pupils investigate a variety of people, places and environments at different scales in the world, and start to make links between different places. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Undertaking geographical enquiry

Pupils should be able to:

- ask geographical questions [for example, 'What is this landscape like?' 'What do I think about it?']
- collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]
- analyse evidence and draw conclusions [for example, by comparing population data for two localities]

- identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build an hotel in an overseas locality]
- communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school]

Knowledge and understanding of places

Pupils should be able to:

- identify and describe what places are like [for example, in terms of weather, jobs]
- the location of places and environments they study and other significant places and environments [for example, places and environments in the news]
- describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
- explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
- identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists]
- describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]
- recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people]

Knowledge and understanding of patterns and processes

Pupils should be able to:

- recognise and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground, the distribution of hotels along a seafront]

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- recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments

Knowledge and understanding of environmental change and sustainable development

Pupils should be able to:

- recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

Breadth Of Study

Pupils should be taught the Knowledge, skills and understanding through the study of different localities and three themes:

- water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them
- how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]
- an environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

In their study of localities and themes, pupils should:

- study at a range of scales - local, regional and national
- study a range of places and environments in different parts of the

- world, including the European Union
- carry out fieldwork investigations outside the classroom.

Grades 6 to 9

Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Key Concepts

There are a number of key concepts that underpin the study of geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Place

Pupils should:

- understanding the physical and human characteristics of real places.
- develop 'geographical imaginations' of places.

Space

Pupils should:

- understand the interactions between places and the networks created by flows of information, people and goods.
- know where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Scale

Pupils should:

- appreciate different scales – from personal and local to national, international and global.
- make links between scales to develop understanding of geographical ideas.

Interdependence

Pupils should:

- explore the social, economic, environmental and political connections between places.
- understand the significance of interdependence in change, at all scales.

Physical and human processes

Pupils should:

- understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

Environmental interaction and sustainable development

Pupils should:

- understand that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- explore sustainable development and its impact on environmental interaction and climate change.

Cultural understanding and diversity

Pupils should:

- appreciate the differences and similarities between people, places,

environments and cultures to inform their understanding of societies and economies.

- appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

Key Processes

These are the essential skills and processes in geography that pupils need to learn to make progress

Geographical enquiry

Pupils should be able to:

- ask geographical questions, thinking critically, constructively and creatively
- collect, record and display information
- identify bias, opinion and abuse of evidence in sources when investigating issues
- analyse and evaluate evidence, presenting findings to draw and justify conclusions
- find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space
- plan geographical enquiries, suggesting appropriate sequences of investigation
- solve problems and make decisions to develop analytical skills and creative thinking about geographical issue

Fieldwork and out-of-class learning

Pupils should be able to:

- select and use fieldwork tools and techniques appropriately, safely and efficiently.

Graphicacy and visual literacy

Pupils should be able to:

- use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data
- construct maps and plans at a variety of scales, using graphical techniques to present evidence

Geographical communication

Pupils should be able to:

- communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

Physical Education

Kindergarten & Grade 1

Pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

Acquiring and developing skills

Pupils should be able to:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

Pupils should be able to:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance

Pupils should be able to:

- describe what they have done
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

Pupils should be taught:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through dance activities, games activities and gymnastic activities.

Dance activities

Pupils should be able to:

- use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
- change the rhythm, speed, level and direction of their movements
- create and perform dances using simple movement patterns, including those from different times and cultures
- express and communicate ideas and feelings.

Games activities

Pupils should be taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion-type games
- play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Gymnastic activities

Pupils should be taught to:

- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
- choose and link skills and actions in short movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Grades 2 to 5

Pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Acquiring and developing skills

Pupils should be taught to:

- consolidate their existing skills and gain new ones
- perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

Pupils should be taught to:

- plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- apply rules and conventions for different activities.

Evaluating and improving performance

Pupils should be taught to:

- identify what makes a performance effective
- suggest improvements based on this information.

Knowledge and understanding of fitness and health

Pupils should be taught:

- how exercise affects the body in the short term
- to warm up and prepare appropriately for different activities
- why physical activity is good for their health and well-being
- why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through five areas of activity:

- a) dance activities
- b) games activities
- c) gymnastic activities
- e) athletic activities
- f) outdoor and adventurous activities.

Dance activities

Pupils should be able to:

- create and perform dances using a range of movement patterns, including those from different times, places and cultures
- respond to a range of stimuli and accompaniment.

Games activities

Pupils should be able to:

- play and make up small-sided and modified competitive net, striking/fielding and invasion games
- use skills and tactics and apply basic principles suitable for attacking and defending
- work with others to organise and keep the games going.

Gymnastic activities

Pupils should be able to:

- create and perform fluent sequences on the floor and using apparatus
- include variations in level, speed and direction in their sequences.

Athletic activities

Pupils should be able to:

- take part in and design challenges and competitions that call for precision, speed, power or stamina
- use running, jumping and throwing skills both singly and in combination
- pace themselves in these challenges and competitions.

Outdoor and adventurous activities

Pupils should be able to:

- take part in outdoor activity challenges, including following trails, in

familiar, unfamiliar and changing environments

- use a range of orienteering and problem-solving skills
- work with others to meet the challenges.

Grades 6 to 9

Pupils become more expert in their skills and techniques, and how to apply them in different activities.

They start to understand what makes a performance effective and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer to be involved with, and to take a variety of roles such as leader and official.

Acquiring and developing skills

Pupils should be able to:

- refine and adapt existing skills
- develop them into specific techniques that suit different activities and perform these with consistent control.

Selecting and applying skills, tactics and compositional ideas

Pupils should be able to:

- use principles to plan and implement strategies, compositional and organisational ideas in individual, pair, group and team activities
- modify and develop their plans
- apply rules and conventions for different activities.

Evaluating and improving performance

Pupils should be able to:

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- be clear about what they want to achieve in their own work, and what they have actually achieved
- take the initiative to analyse their own and others' work, using this information to improve its quality.

Knowledge and understanding of fitness and health

Pupils should be taught:

- how to prepare for and recover from specific activities
- how different types of activity affect specific aspects of their fitness
- the benefits of regular exercise and good hygiene
- how to go about getting involved in activities that are good for their personal and social health and well-being.

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through four areas of activity. These should include:

- a) games activities
- b) gymnastic activities
- c) athletic activities
- d) outdoor and adventurous activities.

Games activities

Pupils should be able to:

- play competitive invasion, net and striking/fielding games, using techniques that suit the games
- use the principles of attack and defence when planning and implementing complex team strategies
- respond to changing situations in the games.

Gymnastic activities

Pupils should be able to:

- create and perform complex sequences on the floor and using apparatus
- use techniques and movement combinations in different gymnastic styles
- use compositional principles when designing their sequences [for example, changes in level, speed, direction, and relationships with apparatus and partners].

Athletic activities

Pupils should be able to:

- set and meet personal and group targets in a range of athletic events, challenges and competitions
- use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina.

Outdoor and adventurous activities

Pupils should be able to:

- meet challenges in outdoor activities and journeys
- use a range of orienteering and problem-solving skills and techniques in these challenges
- identify the roles and responsibilities of individuals within a group when planning strategies
- respond to changing conditions and situations.

Art

Kindergarten & Grade 1

Pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

Exploring and developing ideas

Pupils should be able to:

- record from first-hand observation, experience and imagination, and explore ideas
- ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

Pupils should be able to:

- investigate the possibilities of a range of materials and processes
- try out tools and techniques and apply these to materials and processes, including drawing
- represent observations, ideas and feelings, and design and make images and artefacts.

Evaluating and developing work

Pupils should be able to:

- review what they and others have done and say what they think and feel about it
- identify what they might change in their current work or develop in their future work.

Knowledge and understanding

Pupils should be taught about:

- visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
- materials and processes used in making art, craft and design
- differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment] -working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]
- investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Grades 2 to 5

Pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools

and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Exploring and developing ideas

Pupils should be able to:

- record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
- question and make thoughtful observations about starting points and select ideas to use in their work
- collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

Investigating and making art, craft and design

Pupils should be able to:

- investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

Evaluating and developing work

Pupils should be able to:

- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- adapt their work according to their views and describe how they might develop it further.

Knowledge and understanding

Pupils should be taught about:

- visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- materials and processes used in art, craft and design and how these can be matched to ideas and intentions
- the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments] -working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
- investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Grades 6 to 9

Pupils develop their creativity and imagination through more sustained activities. These help them to build on and improve their practical and critical skills and to extend their knowledge and experience of materials, processes and practices. They engage confidently with art, craft and design in the contemporary world and from different times and cultures. They become more independent in using the visual language to communicate their own ideas,

feelings and meanings.

Exploring and developing ideas

Pupils should be able to:

- record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes and audiences
- discuss and question critically, and select from a range of visual and other information [for example, exhibitions, interviews with practitioners, CD-ROMs] to help them develop ideas for independent work
- organise and present this information in different ways, including using a sketchbook.

Investigating and making art, craft and design

Pupils should be taught to:

- investigate, combine and manipulate materials and images, taking account of purpose and audience
- apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques
- experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts.

Evaluating and developing work

Pupils should be able to:

- analyse and evaluate their own and others' work, express opinions and make reasoned judgements
- adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.

Knowledge and understanding

Pupils should be taught about:

- the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences
- codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design
- continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world [for example, differences in the roles and functions of art in contemporary life, medieval, Renaissance and post-Renaissance periods in Western Europe, and in different cultures such as Aboriginal, African, Islamic and Native American].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- exploring a range of starting points for practical work including themselves, their experiences and natural and made objects and environments
- working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
- investigating art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Music

Kindergarten & Grade 1

Pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

Controlling sounds through singing and playing – performing skills

Pupils should be able to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments
- rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

Creating and developing musical ideas – composing skills

Pupils should be taught how to:

- create musical patterns
- explore, choose and organise sounds and musical ideas.

Responding and reviewing – appraising skills

Pupils should be able to:

- explore and express their ideas and feelings about music using movement, dance and expressive and musical language
- make improvements to their own work.

Listening, and applying knowledge and understanding

Pupils should be taught:

- to listen with concentration and to internalise and recall sounds with increasing aural memory
- how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]
- how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols
- how music is used for particular purposes [for example, for dance, as a lullaby].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- a range of musical activities that integrate performing, composing and appraising
- responding to a range of musical and non-musical starting points
- working on their own, in groups of different sizes and as a class
- a range of live and recorded music from different times and cultures.

Grades 2 to 5

Pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class

performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Controlling sounds through singing and playing – performing skills

Pupils should be able to:

- sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
- play tuned and untuned instruments with control and rhythmic accuracy
- practise, rehearse and present performances with an awareness of the audience.

Creating and developing musical ideas – composing skills

Pupils should be able to:

- improvise, developing rhythmic and melodic material when performing
- explore, choose, combine and organise musical ideas within musical structures.

Responding and reviewing – appraising skills

Pupils should be able to:

- analyse and compare sounds
- explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

Pupils should be taught:

- to listen with attention to detail and to internalise and recall sounds with increasing aural memory
- how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
- how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
- how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- a range of musical activities that integrate performing, composing and appraising
- responding to a range of musical and non-musical starting points
- working on their own, in groups of different sizes and as a class
- using ICT to capture, change and combine sounds
- a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

Grades 6 – 9

Pupils deepen and extend their own musical interests and skills. They perform and compose music in different styles with increasing understanding of musical devices, processes and contextual influences. They work individually and in groups of different sizes and become increasingly aware of different roles and contributions of each member of the group. They actively explore specific genres, styles and traditions from different times and cultures with increasing ability to discriminate, think critically and make connections

between different areas of knowledge.

Controlling sounds through singing and playing – performing skills

Pupils should be able to:

- sing unison and part songs developing vocal techniques and musical expression
- perform with increasing control of instrument-specific techniques
- practise, rehearse and perform with awareness of different parts, the roles and contribution of the different members of the group, and the audience and venue.

Creating and developing musical ideas – composing skills

Pupils should be able to:

- improvise, exploring and developing musical ideas when performing
- produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.

Responding and reviewing – appraising skills

Pupils should be able to:

- analyse, evaluate and compare pieces of music
- communicate ideas and feelings about music using expressive language and musical vocabulary to justify their own opinions
- adapt their own musical ideas and refine and improve their own and others' work.

Listening, and applying knowledge and understanding

Pupils should be able to:

- listen with discrimination and to internalise and recall sounds

- identify the expressive use of musical elements, devices, tonalities and structures
- identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions
- identify the contextual influences that affect the way music is created, performed and heard [for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals].

Breadth Of Study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:

- a range of musical activities that integrate performing, composing and appraising
- responding to a range of musical and non-musical starting points
- working on their own, in groups of different sizes and as a class
- using ICT to create, manipulate and refine sounds
- a range of live and recorded music from different times and cultures including music from the British Isles, the 'Western classical' tradition, folk, jazz and popular genres, and by well-known composers and performers.

Czech

As An Additional Language

The learning objectives are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in a foreign language. The aim of this curriculum is to meet the requirements of level A2.

Beginner

Receptive, productive and interactive language skills

Pupils should be able to:

- pronounce and read phonetically correctly a reasonable range of vocabulary
- distinguish between the written and spoken form of words
- understand simple instructions and sentences; respond to them adequately
- use the rules of communication in everyday situations (e.g. greet people, say please/thank you, introduce sb.)
- understand the content and meaning of a simple, slow and carefully pronounced conversation of two people
- use a simple children's dictionary in a textbook

Breadth Of Study

During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of the following topics:

Thematic areas:

- home, family, school, leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- simple statements - address, greeting cards, a letter to a pen friend, apology, request

Grammar areas:

- vocabulary and word formation - synonyms, antonyms, word meaning in context
- basic grammatical structures and sentence types (a simple statement, questions and negative sentences, word order in a sentence)
- basic lexical principles of word spelling

Intermediate

Receptive Skills

Pupils should be able to:

- understand familiar words and simple sentences related to the topics that are being introduced
- understand the content and meaning of simple authentic materials (e.g. magazines, visual and auditory materials) and use them in their work
- read aloud fluently and phonetically correctly simple texts containing familiar vocabulary
- search for a piece of required information in a simple text and response correctly to a question
- use a bilingual dictionary.

Productive Skills

Pupils should be able to:

- write a simple statement/answer and a short text formally and grammatically correctly,
- fill in simple personal data in a form
- reproduce the content of a reasonably difficult text or a simple conversation both, orally and in writing
- modify short texts while maintaining the meaning of the text

Interactive Skills

Pupils should be able to:

- use the rules of communication in everyday situations
- engage actively in simple conversations and provide a required piece of information

Breadth Of Study

During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of the following topics:

Thematic areas:

- home, family, school, leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- simple statements - address, greeting cards, a letter to a pen friend, apology, request

Grammar Areas:

- vocabulary and word formation - synonyms, antonyms, word meaning in context
- basic grammatical structures and sentence types (a simple statement, questions and negative sentences, word order in a sentence)
- basic lexical principles of word spelling

Advanced

Receptive Skills

Pupils should be able to:

- read aloud fluently and phonetically correctly adequate texts
- understand the content of simple texts in the textbooks and authentic materials using visual support;
- look up familiar words, phrases and answers to questions in a text
- understand simple and clearly pronounced speech and conversation
- deduce the probable meaning of new words from the context of the text
- use a bilingual dictionary; find a piece of information or the meaning in an appropriate interpretative dictionary

Productive Skills

Pupils should be able to:

- form a simple (oral and written) communication concerning situations related to life in the family, school and familiar thematic areas
- form and modify sentences and short texts in a written form, using correct grammatical rules
- reproduce the content of an appropriately difficult text, discourse and conversation
- request a simple information

Interactive Skills

Pupils should be able to:

- make themselves understand in usual everyday situations

Breadth Of Study

During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of the following topics:

Thematic areas:

- home, family, housing, school, leisure and hobbies, personal letters, forms, questionnaires, sports, health care, food, city, clothing, shopping, nature, weather, society, tourism, socio-cultural environment of the Czech Republic
- simple communication – addressing someone, greetings, introducing someone, apologies, reactions to an apology, saying thank you and responding appropriately to this, requests, wishes, congratulations, requests for help/a favour/a piece of information, agreement/disagreement

Grammar areas:

- vocabulary and word formation - synonyms, antonyms, word meaning in context
- basic relations - existential (Who? ...), spatial (where? Where? ...), time (When? ...), qualitative (What? Which and how? ...), quantitative (How much? ...)
- grammatical structures and sentence types
- word order in a sentence
- lexical principles of word spelling

ICT

Kindergarten & Grade 1

Students should learn to use ICT equipment and software confidently and purposefully to communicate and handle information, and to support their problem-solving, recording and expressive work. They should be taught to reflect, discuss and consider the implications of using ICT equipment.

Use equipment and develop knowledge of ICT

Students should learn to:

- use a variety of ICT equipment and software, which may include various kinds of computers and keyboards, as well as TV, DVD and video devices, as well as music players and personal organisers, to carry out a variety of functions in a range of contexts
- explore the use of computer systems and control technology in everyday life
- examine and discuss their experiences of ICT and look at the use of ICT in the outside world
- begin to assemble text and pictures to communicate ideas in different forms using words, tables, pictures and sound
- create, redraft and present ideas using text manipulation, laying out text, checking for errors and correcting them
- utilise a paint or graphics package to present ideas

Handle Information using ICT

Students should learn to:

- explore and use a variety of methods to enter and store information onto a computer
- classify information using ICT

- store, retrieve and process information that has been stored in a pre-prepared database or spreadsheet

Measure and Control using ICT

Students should learn to:

- recognise that control is part of many everyday activities and devices
- give simple commands to control a device or virtual device

Model using ICT

Students should learn to:

- understand that computers can be used to represent real or fantasy situations and that there is a difference between the representation and the reality
- explore real or imaginary situations in computer simulations by making decisions within a computer simulation which affect it
- give commands to an input device within a computer simulation
- investigate options within a simulation or game, posing questions or making decisions

Grades 2 to 5

Students should learn to extend the range of ICT tools they use for communication, investigation and control; they should use ICT to select information, sources and media that are suitable for their purpose and assess the value of ICT in their work.

Use equipment and develop knowledge of ICT

Students should learn to:

- use ICT to explore and solve problems in the context of work across a variety of subjects
- use ICT to further their understanding of information that they have retrieved and processed

- discuss their experience of using ICT and assess its value in their work
- investigate parallels with the use of ICT in the wider world, consider the effects of such uses and compare them with other methods

Communicate using ICT

Students should learn to:

- use ICT equipment and software to communicate ideas and information in a variety of forms, incorporating text, graphs, pictures and sound, as appropriate, showing sensitivity to the needs of their audience in choice of layout, typeface or graphics as well as considering the most appropriate use of such tools to present their ideas or argument
- use equipment and software to organise, reorganise and analyse ideas and information Handle Information using ICT
- interrogate information that has been stored, developing the need to take care in framing questions when collecting, accessing or interrogating information
- interpret, begin to analyse and check the plausibility of information held on ICT systems, and select the elements required for particular purposes
- select suitable information and media, and classify and prepare information for processing with ICT, checking for accuracy

Control and Monitor using ICT

Students should learn to:

- use simple commands to control a device
- understand the difference between inputs and outputs and develop commands to control them
- use a sequence of commands to control a device including inputs and outputs
- use sensors to gather and record data for a purpose and be able to give simple interpretations of the data gathered

Grades 6 to 9

Students should learn to become critical and increasingly autonomous users of ICT, aware of the ways in which ICT tools and information sources can help them in their life and work, understand the limitations of such tools and of the results they produce, and use the concepts and relevant technical terms associated with ICT systems and software.

Use equipment and develop knowledge of ICT

Students should learn to:

- use ICT equipment and software autonomously
- consider the purposes for which information is to be processed and communicated
- use their knowledge and understanding of ICT to design information systems, and to evaluate and suggest improvements to existing systems
- investigate problems by modelling, measuring and controlling, and by constructing ICT procedures
- consider the limitations of ICT tools and information sources, and of the results they provide, and compare their effectiveness and efficiency with other methods of working
- discuss some of the social, economic, ethical and moral issues raised by ICT Communicate and handle information using ICT

Communicate and handle information using ICT

Students should learn to:

- use a range of ICT equipment and software efficiently to create good quality presentations for particular audiences, integrating information from several sources
- select appropriate ICT equipment and software to fulfil a specific purpose
- be systematic and critical in their use of appropriate search methods to obtain accurate and relevant information from a range of sources
- collect and amend quantitative and qualitative information for a

particular purpose, and enter into a data-handling package for processing and analysis

- interpret, analyse and display information, checking its accuracy and questioning its plausibility

Control, monitor and model using ICT

Students should learn to:

- plan, develop, test and modify sets of instructions and procedures to control events
- use a system that responds to data from sensors and explain how it makes use of feedback
- use ICT equipment and software to measure and record physical variables
- explore a given model with a number of variables and create models of their own, in order to detect patterns and relationships
- modify the rules and data of a model, and predict the effects of such changes
- evaluate a computer model by comparing its behaviour with data gathered from a range of sources