

## Milestone Knowledge Summative Trackers



<b>UKS2</b>	
<b>History</b>	<ul style="list-style-type: none"> <li>-5 more periods of history they have studied (including a non-European ancient civilisation, the Greeks, the Anglo Saxons and the Vikings) and place these chronologically on a timeline.</li> <li>-4 key ways in which people or events in Greater Manchester historically played a part in the shaping of the United Kingdom                             <ul style="list-style-type: none"> <li>-3 ways in which the Greeks and another early ancient civilisation differs or is similar to a period of British History, referring to: culture, societal structure, power and economy.</li> </ul> </li> <li>-How the Anglo Saxons and Vikings were responsible for the formation of the United Kingdom and a way in which power, invasion and struggle existed over there time.</li> <li>-One study of an aspect/theme throughout British History from the Stone Age to the Present Day e.g. food, houses, clothes, power/religion, invasion, education, democracy</li> <li>-One more Empire and the way in which it grew, expanded and fell, drawing upon knowledge of significant individuals and events.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>-5 environmental regions (covering Europe, North and South America) and their key human and physical characteristics, including climate zones, biomes and vegetation belts.                             <ul style="list-style-type: none"> <li>-The location on a map of 5 more countries, including Russia</li> </ul> </li> <li>-4 ways in which human and physical processes interact to shape our environment.</li> <li>-3 more natural processes, and how they cause changes in the landscape (such as the formation of hills and mountains or the alteration of coasts and rivers) (e.g. volcanoes, earthquakes, erosion).</li> <li>-2 examples of how economic activity and the distribution of natural resources (e.g. energy, food, minerals and water) impact the role that countries play internationally.                             <ul style="list-style-type: none"> <li>-1 way in which land-use patterns have changed over time, and the reasons for this.</li> </ul> </li> <li>Also the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
<b>Social Understanding</b>	<ul style="list-style-type: none"> <li>-Describe in detail 5 religions and the similarities and differences between them in terms of beliefs, rituals and celebrations (Christianity, Islam, Hinduism, Judaism, Buddhism, Sikhism, Humanism)</li> <li>-Can explain 4 key aspects of lifestyle that are significant to a specific religion and can make comparisons to another known religion                             <ul style="list-style-type: none"> <li>-Can discuss three examples of religious sources (e.g. art or design) and the significance/symbolism of these to the specific religion being explored</li> </ul> </li> <li>-Can name and locate two places of worship that are significant to our local community.</li> <li>-Can name one religious leader/key figure and can explain their influence or importance</li> <li>-Can consider the challenges and advantages of belonging to a religious community</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>-5 pieces of high-level art and design vocabulary to use within artistic conversations (eg. framing, mixed media, tonal contrast)</li> <li>-4 quality pieces of feedback that they have given someone else about their artwork to help them improve</li> <li>-3 pieces of art by an artist that they understand critically and who is significant within our locality or local context</li> <li>-2 pieces of their own work that they have analysed and evaluated, with clear next steps for their next project</li> <li>-1 further detailed journey from original idea to final outcome, including a comparison to initial aim</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>-5 genres of theatre and the common features of that genre</li> <li>-4 features of a period of dramatic history in a performance (eg. language, casting, technology, location)</li> <li>-3 different viewpoints on an issue that can be explored through drama</li> <li>-2 multi-dimensional characters they have created, including one juxtaposed to their own personal beliefs</li> <li>-1 complex script, drawing on all the theoretical elements explored</li> </ul>

<b>Music</b>	<ul style="list-style-type: none"> <li>-5 further pieces of music (including the date of composition/release) from a range of composers, cultures and periods that they have listened to and evaluated with a detailed study of at least one musician who is significant to our locality or context.</li> <li>-4 features of a given period of musical history (eg. instrumentation, structure, performance) <ul style="list-style-type: none"> <li>-3 basic time signatures (4/4, 3/4, 2/4), 3 further notes on a staff (A to C)</li> <li>-2 further note types (semibreves, semiquavers) and their rests</li> </ul> </li> <li>-1 piece of music that they have studied in detail, making reference to a range of theoretical understanding and historical significance when discussed</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>-5 adaptations a plant or animal may have to support survival, drawing upon knowledge of body systems ((including the circulatory system) and classification.</li> <li>-4 ways in which materials and mixtures can change, drawing upon knowledge of their properties (e.g. dissolving, separation, melting, burning, reversible and irreversible)</li> <li>-3 components in a circuit that can be changed and the effect these changes have upon the circuit. <ul style="list-style-type: none"> <li>-2 examples of forces and resistances, including gravity</li> <li>-How light travels and how this links to the way in which we see</li> <li>-The movement of The Earth, The Moon and other planets in relation to the sun.</li> </ul> </li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>-5 ways to reduce their digital footprint, demonstrating their understanding of what this is and its importance in internet safety <ul style="list-style-type: none"> <li>-The 4 pillars of computational thinking (decomposition, abstraction, pattern recognition, algorithms) and how these can be applied within programming.</li> </ul> </li> <li>-3 ways that different technologies and programs can be used to collect, present and analyse data and information, making comparisons across these. <ul style="list-style-type: none"> <li>-2 programming languages, that they have used to achieve a tangible outcome (e.g. animation, game)</li> </ul> </li> </ul>
<b>D.T</b>	<ul style="list-style-type: none"> <li>-5 mechanical systems that can be used for their products (e.g. gears, pulleys, cams, levers and linkages)</li> <li>-3 developments in design and technology and their impact on individuals, society and the environment <ul style="list-style-type: none"> <li>-4 ways to critically analyse a product (stability, weather proof)</li> <li>-2 consumer needs that would inform the product design criteria</li> <li>-1 significant local figure that has left a legacy on the world of design.</li> </ul> </li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>-5 tactics or strategies for overcoming opponents in competition <ul style="list-style-type: none"> <li>-4 factors that contribute to an effective performance</li> <li>-3 safe practice principles</li> <li>-2 ways to safely self-rescue</li> </ul> </li> <li>-At least 1 way in which their tactics and strategies in a sport have been improved through consideration and analysis of the performance of a team or individual significant to our locality</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>-Recognise 5 dangers of internet safety &amp; how to prevent and deal with these dangers</li> <li>-Identify 4 ways in which physical mental health and wellbeing can combat stress (e.g. sleep, exercise, self-care, diet and nutrition) <ul style="list-style-type: none"> <li>-Recognise 3 different types of relationships and how they differ</li> <li>-Name 2 signs of ill mental health</li> <li>-Know how our bodies change during adolescence</li> </ul> </li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>-5 names for different occupations <ul style="list-style-type: none"> <li>-4 names for hobbies, interests or jobs</li> <li>-Recognise the 3 tenses (past present and future)</li> </ul> </li> <li>-How to give 2 directions to a building in their local area, including modes of transport used</li> <li>-Can articulate one comparison between the French culture and another studied/their own</li> </ul>