



European Schools  
Office of the Secretary-General

**Pedagogical Development Unit**

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## **'Discovery of the World' syllabus – Primary cycle (P1-P5)**

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 18 AND 19  
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## Contents

1. General Objectives.....	3
2. Didactic principles.....	3
2.1 Organisation of Discovery of the World.....	4
2.2 Teaching principles.....	5
2.3 Development of Competences .....	5
2.4 Transition P5 to S1.....	6
3. Content .....	7
4. Learning Objectives.....	8
4.1 BIOLOGICAL AREA.....	8
4.1.1 PLANTS AND ANIMALS .....	8
4.1.2 BODY.....	9
4.2 TECHNOLOGICAL AREA.....	11
4.3 GEOGRAPHICAL AREA.....	13
4.4 HISTORICAL AREA .....	15
4.5 SOCIO-CULTURAL AREA.....	17
5. Assessment .....	18
5.1 Formative and summative assessment.....	19
5.2 Assessment methods/tools.....	19
5.3 Attainment descriptors for Year 5.....	20

## 1. General Objectives

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behavior, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfillment and development, for active citizenship, for social inclusion and for employment:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

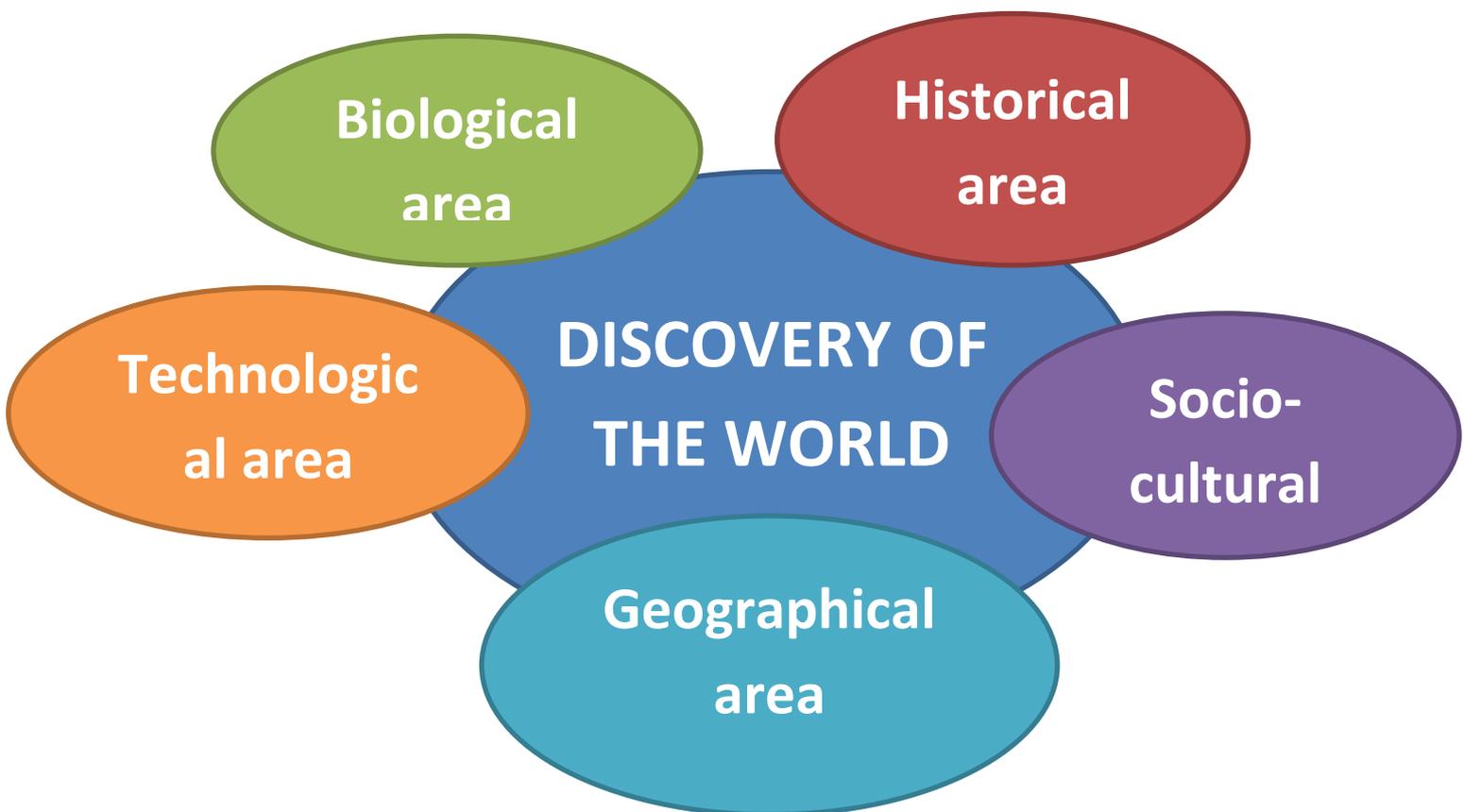
## 2. Didactic principles

The main purpose of Discovery of the World is to give pupils a frame of common references to develop an understanding of themselves and the wider world. Pupils play an active part in their learning. The syllabus builds on the approach of the Early Education Curriculum (2011-01-D-15-en-3) which priorities the holistic development of the child. Moreover, the Discovery of the World syllabus will prepare pupils for transition into Secondary education.

## 2.1 Organisation of Discovery of the World

The syllabus consists of five different areas of study. Each area of study is further divided into specific topics for each year group. The topics have clear learning outcomes. In addition to the specific topics outlined in section 3, attention should be given to current affairs and in particular, issues of sustainable development.

The number of hours allocated for Discovery of the World is regulated in the document “Harmonized Timetable- Primary” (2006-D-246-en-5).



## 2.2 Teaching principles

During the learning process, pupils are enabled to reflect on and evaluate their progress. The teacher should through differentiation and using a combination of formative and summative assessment support the development of every pupil. The following strategies are encouraged:

- Discovery based learning – Guided discovery develops curiosity, creativity and critical thinking, leading to independent learning;
- Cross curricular links are strongly encouraged to promote the holistic development of the pupil;
- Promotion of a European perspective in line with the Principles and Objectives of the European Schools
- A range of teaching methods to support various learning styles including working cooperatively in groups or pairs;
- Using field trips and the local environment (e.g. school environment, local historians, museums, parents etc.) as a resource;
- Child centered but teacher led – Using the experiences of the pupils as an entry point for the topic at hand;
- Applying, when suitable, learning outcomes to national references e.g. referring to national landscape, historical events, culture;
- Incorporating ICT as a tool for researching and presenting information.

## 2.3 Development of Competences

Discovery of the World requires the development of skills and attitudes as well as knowledge. Skills to be developed include:

- Questioning (e.g. asking questions that will identify problems to be solved);
- Making observations and describing (e.g. using the senses to observe and describe characteristics, differences and similarities);
- Formulating hypotheses and making predictions (e.g. suggesting what will happen in structured situations when a variable is altered);
- Investigating and experimenting (e.g. designing, planning and carrying out simple investigations);
- Estimating and measuring (e.g. choosing appropriate instruments or techniques to measure using both non-standard and standard units);
- Sorting and classifying (e.g. sorting and presenting data in sets and sub-sets using a range of appropriate criteria);
- Recording and presenting information using a variety of methods (e.g. oral and written accounts, charts, graphs and diagrams, presentations using ICT);
- Drawing conclusions (e.g. reviewing the method used in an investigation, assessing its usefulness and suggesting alternative methods when required).
- Developing and encouraging attitudes of curiosity, creativity, and critical thinking

## **2.4 Transition P5 to S1**

Teachers of 'Discovery of the World' in P5 are encouraged to refer to the Integrated Science and Human Science syllabuses of the Secondary Cycle in order to facilitate a smooth transition of the pupils and to prepare them for the requirements of the S1 syllabuses.

The coordinators play a major role in the transfer of information concerning content and methodologies used in 'Discovery of the World'. Active coordinators in both cycles can successfully promote the transition in line with the transition policy of the school.

### 3. Content

<b>Year Group</b>	1	2	3	4	5
<b>BIOLOGICAL AREA:</b> Plants and Animals  The Human Body	<b>Classification of Animals</b>  <b>Growth of plants</b>  <b>Healthy Living</b>	<b>Where does food come from?</b>  <b>Life cycle of plants and animals</b>  <b>Senses</b>	<b>Reproduction of plants</b>    <b>Ear and Sound</b>    <b>Skeleton and Muscles</b>	<b>Ecosystems in the neighbourhood</b>    <b>Eye and Sight</b>    <b>Nutrition and Digestion</b>	<b>Respiration and Circulation</b>    <b>Puberty</b>
<b>TECHNOLOGICAL AREA</b>	<b>Materials</b>	<b>States of matter</b>  <b>Hot and cold, use of thermometer</b>	<b>Magnetism</b>  <b>Recycling</b>	<b>Electricity</b>  <b>Energy</b>	<b>Forces and movement</b>
<b>GEOGRAPHICAL AREA</b>	<b>My school</b>  <b>Seasons and Weather</b>	<b>Local Environment around the School</b>	<b>My Town</b>  <b>The Water Cycle</b>	<b>Climate and Meteorology</b>  <b>Landscapes</b>	<b>Space</b>  <b>Globe, Maps and Landscapes</b>  <b>Natural Phenomena</b>
<b>HISTORICAL AREA</b>	<b>Chronology</b>	<b>Families Past and Present</b>	<b>Pre-History</b>	<b>Historical timelines to today</b>  <b>Middle Ages</b>	<b>Eras of Change and Conflict</b>  <b>Development of the E.U.</b>
<b>SOCIO-CULTURAL AREA</b>	<b>Me and Others</b>	<b>Me and My School</b>	<b>Heritage and Society</b>	<b>Environmental Awareness and Sustainability</b>	<b>Human Rights</b>  <b>The European Dimension</b>

## 4. Learning Objectives

The learning objectives aim to challenge and develop the child each school year. The learning objectives help the teacher to plan lessons and assess the children's learning:

### 4.1 BIOLOGICAL AREA

#### 4.1.1 PLANTS AND ANIMALS

##### Year 1

##### **Classification of Animals**

The child should be enabled to:

- Sort and group living things into sets according to observable features (e.g. number of legs; animals that have fur, feathers, scales; movement; reproduction; carnivores, omnivores etc.);
- Use simple keys to identify common species of animals (e.g. vertebrates and invertebrates).

##### **Growth of plants:**

The child should be enabled to:

- Observe and record the growth of a plant from seed, bulb to plant;
- Know the essentials needed for growth (e.g. soil, water, light, heat, nutrition);
- Name the parts of a plant (e.g. roots, leaves, flower etc.).

##### Year 2

##### **Where does food come from?**

The child should be enabled to:

- Identify the sources of some foods (e.g. milk from cow, beef from cattle, flour from grain);
- Recognise and practise good hygiene when dealing with food.

##### **Life cycle of plants and animals**

The child should be enabled to:

- Become familiar with life cycles of common plants and animals;
- Describe in simple terms and illustrate the life cycle of a plant or animal;
- Understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons.

##### Year 3

##### **Reproduction of plants**

The child should be enabled to:

- Describe and record the different stages of the reproduction of plants (e.g. from flower to fruit, from cones to trees);
- Be aware of the importance of insects in the reproduction process of plants.

## **Year 4**

### **Ecosystems in the neighbourhood**

The child should be enabled to:

- Study and discuss a local ecosystem (e.g. a park, a pond, a forest, a lake, part of the sea);
- Describe the interaction between living things and the environment (e.g. the adaptation of living things to their environment);
- Become familiar with and describe a food chain as a feeding relationship in an ecosystem.

## **Year 5**

N/A

## **4.1.2 BODY**

### **Year 1**

#### **Healthy living**

The child should be enabled to:

- Develop and practise basic hygiene skills (e.g. discuss and explore the effects of poor personal hygiene, practise and learn about hygienic eating habits, practise effective dental care);
- Become aware that each individual must take some responsibility for self-care;
- Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation;
- Identify the food groups that are necessary for a balanced diet;
- Recognise the wide choice of food available and categorise into the main food groups

### **Year 2**

#### **Senses**

The child should be enabled to:

- Know the five senses;
- Describe the main functions of the senses;
- Name a body part used for each sense;
- Compare and classify objects using only one sense;
- Describe how the five senses work together.

### **Year 3**

#### **Ear and sound**

The child should be enabled to:

- Describe the function of the ear and know the names of the main parts;
- Become familiar with how sound is produced;
- Develop an awareness of the health aspects concerning sound (e.g. stress from noise pollution, relaxation from listening to music);
- Explore how sound travels through materials;
- Discover how people deprived of hearing communicate with others.

#### **Skeleton and muscles**

The child should be enabled to:

- Describe the skeleton and know names of the major bones;
- Recognise, name and describe the main types of joints;
- Become familiar with the main muscle groups;
- Describe how the skeleton and muscles function in relation to one another;
- Explore and investigate how people move (e.g. body supported by a skeleton - the role of muscles, bones and joints).

### **Year 4**

#### **Eye and sight**

The child should be enabled to:

- Describe the function of the eye and know the names of the main parts;
- Describe the connection between light and sight;
- Develop an awareness of the health aspects concerning sight (sight problems like reduced sight, colour blindness);
- Discover how people deprived of sight participate in society.

#### **Nutrition and Digestion**

The child should be enabled to:

- Outline reasons for the importance of nutrition for the body;
- Describe the digestive system and know the names of the main organs;
- Describe the connection between nutrition and digestion;
- Develop an awareness of health aspects concerning nutrition and digestion (e.g. the impact of different food groups like sugar, fat, carbohydrates, protein, vitamins).

## **Year 5**

### **Respiration and circulation**

The child should be enabled to:

- Describe the respiration process, name and function of the main organs;
- Describe the circulation process, name and function of the main organs;
- Recognise and describe the connection between respiration and circulation;
- Develop an awareness of health aspects concerning respiration and circulation (e.g. smoking, allergies).

### **Puberty**

The child should be enabled to:

- Develop an understanding of puberty, sexuality and reproduction;
- Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these changes take place at different rates for everyone;
- Discuss questions concerning identity, equality and relationships.

## **4.2 TECHNOLOGICAL AREA**

### **Year 1**

#### **Materials**

The child should be enabled to:

- Use senses to describe different kinds of properties and characteristics of common materials in the school environment (e.g. metal, wood, plastic, textiles);
- Group materials according to their properties;
- Recognise where different materials are used (e.g. in toys, furniture, clothes, at home);
- Describe and compare materials, noting the differences in colour, shape and texture;
- Begin to distinguish between natural and manufactured materials.

### **Year 2**

#### **States of matter**

The child should be enabled to:

- Identify the states of matter (solid, liquid and gas);
- Recognise the states of water and when the different states occur;
- Explore the effects of heating and cooling on a range of liquids and solids.

#### **Hot and cold, use of thermometer**

The child should be enabled to:

- Differentiate between hot and cold and how to use thermometers;
- Explore ways in which liquids and solids may be kept hot or cold;
- Record differences concerning temperature in different environment (e.g. indoors and outdoors);
- Reflect on the importance of temperature when cooking and storing food.

### **Year 3**

#### **Magnetism**

The child should be enabled to:

- Record observations when playing with magnets;
- Describe the properties of magnets;
- Recognise some areas where magnets are used (e.g. compass, refrigerator magnets);
- Learn that magnets can attract or repel magnetic materials;
- Explore the use of magnets to lift and hold objects.

#### **Recycling**

The child should be enabled to:

- Become aware that recycled materials (e.g. paper, glass, plastic) are used to produce new products;
- Sort various materials for recycling;
- Describe the process of recycling and explain the benefits of recycling to the community;
- Discover whether recycling is organised in the school or its environs (e.g. In the neighbourhood, in the swimming pool, at home).

### **Year 4**

#### **Electricity**

The child should be enabled to:

- Recognise some different sources of electricity;
- Recognise where electricity is used (e.g. in school environment, at home, in the society)
- Construct a simple electrical circuit;
- Carry out simple experiments with electricity (e.g. materials that conduct electricity or not)
- Become aware of how some common electrical appliances work;
- Predict what will happen when doing an experiment on electricity - formulate hypotheses;
- Become aware of the dangers of electricity.

#### **Energy**

The child should be enabled to:

- Recognise concrete examples of how energy changes from one form to another (e.g. movement to heat, food to movement);
- Experiment with a range of materials to establish that energy may be transferred in different ways;
- Identify and discuss simple energy chains (e.g. sun-plants-animals and the position of human beings in the energy chain);
- Identify and discuss where energy is used in daily life and from where energy comes (e.g. different kind of transport, food, heating in school and at home);
- Name different types of sustainable energy and describe their main use.

## **Year 5**

### **Forces and movement**

The child should be enabled to:

- Identify and explore how objects and materials may be moved (e.g. by pushing and pulling, using rollers, wheels, axles, gearwheels, chains and belts);
- Explore the effect of friction on movement and how it may be used to slow or stop moving objects (e.g. a bicycle brake);
- Describe how force could be strengthened by the use of levers, use of gears (e.g. bikes, cars);
- Become aware of reverse forces (e.g. balance, bearing capacity, weightlessness);
- Come to appreciate that gravity is a force;
- Become aware that objects have weight because of the pull of gravity;
- Design and make a spring balance;
- Explore how levers may be used to help lift different objects.

## **4.3 GEOGRAPHICAL AREA**

### **Year 1**

#### **My school**

The child should be enabled to:

- Make a plan and model of the classroom;
- Locate different places on a school map;
- Describe the different functions of rooms and areas of the school;
- Discuss and record simple journeys to and from places in the school environment;
- Give and follow simple directions to places in the school environment.

#### **Seasons and Weather**

The child should be enabled to:

- Record weather patterns and describe differences between the seasons;
- Follow and describe the pattern of a tree through the four seasons.

### **Year 2**

#### **Local Environment around the School**

The child should be enabled to:

- Make a plan of the local area around the school;
- Locate different places on a local map;
- Discuss and record simple journeys from home to school;
- Recognise and explain road signs.

### **Year 3**

#### **My Town**

The child should be enabled to:

- Describe the main characteristics of a town including the services it provides (e.g. hospitals, banks, river, theatre, schools, parks etc.);
- List the various means of public transport;
- Discuss and record simple journeys to and from different places using different forms of transport (e.g. using a metro map, bus routes, on foot etc.);
- Describe the services within a town (e.g. emergency services, town hall, sport facilities, post, police, library etc.);
- Describe and compare the landscape of a town with that of the countryside (e.g. vegetation, human construction and relief).

#### **The Water Cycle**

The child should be enabled to:

- Describe the water cycle in detail;
- Draw a diagram of the water cycle;
- Revise the different states of water and their role in the cycle.

### **Year 4**

#### **Climate and Meteorology**

The child should be enabled to:

- Describe the relationship between weather and climate;
- Give characteristics of and compare different climatic regions;
- Read air pressure on a barometer;
- Know the various elements included when forecasting weather (e.g. clouds, air pressure, temperature, wind speed and direction etc.);
- Name and describe the instruments required to forecast the weather ( e.g. satellites, buoys, thermometers etc.);
- Construct a simple weather station.

#### **Landscapes**

The child should be enabled to:

- Describe landscapes from different regions of the world (including vegetation, human construction and relief);
- Describe the impact of climate on landscapes (e.g. on vegetation and agriculture).

## **Year 5**

### **Space**

The child should be enabled to:

- Know the names and order the planets in our solar system;
- Describe the main characteristic of the planets and how they orbit the sun;
- Know the order of the different phases of the moon and what causes these phases.

### **Globe, Maps and Landscapes**

The child should be enabled to:

- Recognise lines of longitude and latitude;
- Read coordinates (e.g. when using an atlas);
- Compare time zones around the world;
- Describe reliefs of European countries using a map;
- Describe landscapes from different regions of Europe (including vegetation, human construction and relief).

### **Natural Phenomena**

The child should be enabled to:

- Research a natural phenomenon;
- Represent and present findings of research.

## **4.4 HISTORICAL AREA**

### **Year 1**

#### **Chronology**

The child should be enabled to:

- Represent the differences between day and night;
- Recall and order days of the week, months of the year and seasons;
- Explore and record significant events of a school day and week;
- Use a daily timetable;
- Use a calendar and recognise main events during a calendar year;
- Describe the relationship between months and seasons;
- Describe the characteristics of seasons and compare different seasons;
- Explore and record significant personal dates and events (e.g. birthdays, milestones as I grew up, first visits to significant places on holidays);
- Explore and discuss traditions of some well-known festivals.

## **Year 2**

### **Families Past and Present**

The child should be enabled to:

- Explore and record through a timeline significant features, events and dates in the child's family and extended family;
- Collect and describe photographs of family members and events and simple mementoes or memorabilia and items used by parent(s) when they were young;
- Compile a simple family tree;
- Explore and record aspects of the lives of their grandparents when they were young, where they lived, their homes, the work they did, their clothes and food, how they travelled, their games, hobbies, toys, dances and songs;
- Record (orally, in written or pictorial format) adults talking about their own past.

## **Year 3**

### **Pre – History**

The child should be enabled to:

- Become familiar with and describe some aspects of the lives of people in prehistoric times focussing on: Their origins, homes, settlements, food and farming, clothes, tools and weapons, cultural or artistic achievements, burial practices;
- Collect, explore and discuss a range of simple evidence (e.g. pictures of tools, cave art etc.) from a particular period;
- Record the different ages on appropriate timelines;
- List the main characteristics of each period (e.g. Stone Age, Bronze Age etc.).

## **Year 4**

### **Historical timelines to the present day**

The child should be enabled to:

- Develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence;
- Record people and events in the past using a variety of simple timelines focusing on different historical periods in Europe;
- Use words, phrases and conventions associated with the recording of dates and time (e.g. BC, AD, age, period).

### **Middle Ages**

The child should be enabled to:

- Become familiar with and describe aspects of people's lives (e.g. homes, clothes, farming, food and cooking, people at work, tools and weapons, language(s), culture, art and music, leisure and past times stories of famous individuals from the Middle Ages);
- Understand and explain the feudal system.

## **Year 5**

### **Eras of Change and Conflict**

*(E.g. Voyages of Discovery, Reformation, French Revolution, Industrial Revolution, Great inventions, World War I, World War II...)*

The child should be enabled to:

- Become familiar with aspects of the chosen period;
- Recognise ways in which the everyday lives of people changed;
- Describe changes and conflicts in people's thoughts and beliefs;
- Identify people, organisations and events involved in bringing about change;
- Recognise how people adapted to change;
- Discover local evidence of change and conflict.

### **Development of the E.U.**

The child should be enabled to:

- Understand and describe the reasons for the creation of a European community
- Describe the growth of the EU using maps from the various stages of development;
- Become familiar with and describe some achievements
- Describe an event and its effect on the development of the EU (e.g. Fall of the Berlin Wall).

## **4.5 SOCIO-CULTURAL AREA**

### **Year 1**

#### **Me and Others**

The child should be enabled to:

- Describe how own and others' behaviour should be adapted to place, time and people (e.g. appropriate behavior in school);
- Describe a celebration in the child's cultural background.

### **Year 2**

#### **Me and My School**

The child should be enabled to:

- Describe the role of various people in the school community (e.g. Director, deputy head, class teacher, secretary, caretaker, chef etc.);
- Explore and recognise the different languages and countries of origins within the school community.

### **Year 3**

#### **Heritage and Society**

The child should be enabled to:

- Describe and discuss why a society has to follow rules (e.g. Safe Cross Code, security procedures etc.);
- Describe and discuss the need to preserve heritage (e.g. local and national traditions, monuments etc.).

## **Year 4**

### **Environmental Awareness and Sustainability**

The child should be enabled to:

- Describe and discuss the need to preserve nature (e.g. national parks, habitats etc.);
- Recognise the necessity to reduce the impact of human activity on the environment;
- Explain why it is important to be environmentally friendly (e.g. recycling, reducing carbon footprint etc.).

## **Year 5**

### **Human Rights**

The child should be enabled to:

- Become familiar with the UN Declaration of Human Rights and the UN Global Goals for Sustainable Development with regards to democracy, equality and tolerance.

### **The European Dimension**

The child should be enabled to:

- Compare, contrast and discuss similarities and differences between any two EU member states with regards to culture (e.g. art, music, national sports, national dishes, habitats etc.).

## **5. Assessment**

Assessment plays an essential role in the process of teaching and learning and is an integral part of that process. Assessment procedures in Discovery of the World are based on the document Assessment tools for the Primary Cycle of the European Schools including the final version of the School Report 2013-09-D-38-en-5.

The purpose of assessment is:

- to show and document pupil's progress;
- to provide teachers with information regarding the knowledge and skills gained by the child and to inform on the effectiveness of the teaching methods used;
- to enable the teachers to identify difficulties which a child may be experiencing, thus helping the teacher to adjust their approach to the child and find the most appropriate methods of teaching, for both the group and for the individual child;
- to help teachers in the planning of 'Discovery of the World' and to adapt activities to the group's needs;
- to facilitate a smooth transition by facilitating the transfer of information to the Secondary Cycle;
- to inform parents about their child's progress in 'Discovery of the World';
- to help the school to evaluate on its implementation of the 'Discovery of the World' syllabus.

The child's progress should be recorded and achievements recognised and communicated to the child, to other teachers and parents.

## 5.1 Formative and summative assessment

Formative and summative assessments are an integral part of the teaching and learning process, providing useful information without consuming excessive teaching time.

**Formative assessment** is ongoing during the learning process, is based on prior learning and provides feedback about how learning is proceeding, for pupils as well as teachers. Formative assessment supports the pupils' development, and enables teachers to know how effective their teaching is. The results of the assessment are the basis for planning the next stages of learning individually and for the group.

**Summative assessment** takes place at the end of a teaching/learning period, to see if intended learning outcomes have been reached and to grade pupils. Summative assessment provides a summary of what has been achieved.

## 5.2 Assessment methods/tools

A range of assessment methods and tools can be used to gather information about a pupil's progress:

- **Observations** - Teachers continually observe children and monitor their progress as they engage in activities within the 'Discovery of the World' lesson.
- **Tests** – The teacher sets tests with a range of tasks for the child to complete and thus they assess pupils' learning.
- **Self-assessment** should facilitate the pupils to become aware of their strengths and weaknesses.
- **Portfolio** – A portfolio is a tool to record children's achievements. It should include sections on 'Discovery of the World' including self-evaluation of a child's attitude to 'Discovery of the World'.
- **School report** - This is an obligatory tool which records the level of achievement of the 'Discovery of the World' objectives. The child's progress is assessed and recorded documenting both the "child's strengths" and "areas for future development".

### 5.3 Attainment descriptors for Year 5

#### Year 5: Biological Area

The child should be enabled to:	+	++	+++	++++
<b>Outline the respiration and circulation processes and describe the connection between the two.</b>	The child can name some organs of the respiration and circulation system, with teacher's help.	The child can identify the organs from a diagram and give a general description of the processes of respiration and circulation with some help from teacher or classmates.	The child can almost independently name the organs and describe respiration and circulation making links between the two.	The child can describe and explain the link between respiration and circulation to others with confidence.
<b>Have an awareness of health aspects concerning respiration and circulation.</b>	The child shows little understanding of how own actions can influence health.	The child can give a couple of examples of how own actions can influence health with guidance from teacher or classmates.	The child can draw conclusions on how own actions can influence health with limited support from teacher.	The child can draw conclusions and explain clearly to others how own actions can influence health.
<b>Develop an understanding of puberty, sexuality and reproduction.</b>	The child can give few examples of the changes that occur when growing from child to adult and is very dependent on teacher's help.	The child can give examples of changes that are experienced in growing from child to adult, showing some understanding.	The child can describe the changes that are experienced in growing from child to adult, showing good understanding but with some gaps.	The child can explain clearly the changes that are experienced in growing from child to adult, showing comprehensive understanding.

**Year 5: Technological Area**

The child should be enabled to:	+	++	+++	++++
<b>Identify and explore the movement of objects and materials as well as the effect of friction</b>	The child can explore the movement of objects and materials without giving explanations.	The child can identify and explore how objects and materials may be moved and explain in a simple way with help from teacher or classmates.	The child can almost independently describe how to vary the effect of a force on movement.	The child can independently use gained knowledge in different situations and new contexts.
<b>Appreciate that gravity is a force, that objects have weight by exploring balances and levers.</b>	The child shows little understanding of gravity.	The child recognises gravity as a force and has basic understanding that objects have weight.	The child understands the connection between gravity and weight and is able to explain what happens when using balances and levers with limited support.	The child shows a good understanding of gravity, weight and levers and can apply this knowledge in new situations.

**Year 5: Geographical Area**

The child should be enabled to:	+	++	+++	++++
<b>Know names and order of the planets in our solar system, describe their main characteristics and how they orbit the sun.</b>	The child can name a limited number of planets, with teacher's help.	The child can name the planets in the right order with some help from teacher or classmates.	The child can name the planets in the right order and describe how they orbit the sun with little guidance.	The child can name and describe the planets and how they orbit the sun to others with confidence.
<b>Know the order of the different phases of the moon and what causes these phases.</b>	The child can name a limited number of phases of the moon, with teacher's help.	The child can name the phases of the moon in the right order with some help from teacher or classmates.	The child knows the order of the different phases of the moon and can give some explanation with limited guidance.	The child shows a clear understanding of the cause of the different phases of the moon and can give explanations to others without help.
<b>Read and use a map to locate different locations using lines of latitude and longitude and coordinates.</b>	The child recognises lines of longitude and latitude with teacher's help.	The child can read coordinates with some help from teacher or classmates.	The child can locate different locations on a map using coordinates and compare time zones around the world with some guidance.	The child can use a map in order to locate different locations correctly and find information about times zones around the world without help.
<b>Describe reliefs and landscapes within Europe using maps and pictures.</b>	The child can describe landscapes and reliefs with very limited vocabulary.	The child can describe landscapes and reliefs with satisfactory vocabulary.	The child can analyse maps and pictures with some guidance.	The child can analyse maps and relate them to each other independently.
<b>Research natural phenomena and represent and present findings.</b>	The child reproduces information about natural phenomena.	The child can discover basic information with teacher's help	The child can discover information and explain the main characteristics of phenomena with limited guidance.	The child can discover information independently and clearly explain phenomena to others with confidence.

**Year 5: Historical Area**

The child should be enabled to:	+	++	+++	++++
<b>Become familiar with aspects of the chosen period of change and conflict.</b>	The child can describe only basic aspects of the chosen period and is very dependent on teacher's help.	The child can describe a few aspects of the chosen period with support from teacher and classmates displaying only partial understanding.	The child can describe aspects of the chosen period showing good understanding but with occasional guidance.	The child can explain clearly and confidently aspects of the chosen period showing comprehensive understanding.
<b>Outline ways in which the lives of people changed and how they adapted to that change.</b>	The child can point out how significant change impacted on people's daily lives and how they adapted to that change, but is very dependent on teacher's help.	The child can point out how change impacted on people's daily lives and how they adapted to that change, with some help from teacher or classmates	The child can describe how change impacted on people's daily lives and how they adapted to that change, working almost independently but sometimes needing encouragement.	The child can explain clearly and confidently to others how change impacted on people's daily lives and how they adapted to that change.
<b>Describe how people, organisations or events contributed to bringing about change.</b>	The child can give limited details of how a particular individual, organisation or event contributed to bringing about change, but is very dependent on teacher's help.	The child can outline how a particular individual, organisation or event contributed to bringing about change, needing regular support from teacher or classmates.	The child can describe how a particular individual, organisation or event contributed to bringing about change, needing occasional support from teacher or classmates.	The child can explain clearly and confidently with no support how a particular individual, organisation or event contributed to bringing about change.

<b>The child should be enabled to:</b>	<b>+</b>	<b>++</b>	<b>+++</b>	<b>++++</b>
<b>Discover local evidence of changes and conflicts.</b>	The child, with significant guidance from teacher, can use given source to produce simple evidence of change and conflict in the local area.	The child, with guidance from teacher or classmates, can use given sources to discover and produce evidence of change and conflict in the local area.	The child, with limited support, can use a variety of sources to discover and produce evidence of change and conflict in the local area.	The child, working independently, can use variety of sources to discover and produce evidence of change and conflict in the local area.
<b>Describe the creation and main achievements of the EU.</b>	The child can outline basic facts concerning the creation and some achievements of the EU but is very dependent on teacher's help.	The child can outline the creation and some achievements of the EU with teacher's or classmates' guidance.	The child can describe the creation and main achievements of the EU to others with some encouragement.	The child, working independently, can describe and explain the creation and main achievements of the EU to others.
<b>Outline the growth of the EU using maps and timelines.</b>	The child can complete a map or timeline to illustrate the growth of the EU but is very dependent on teacher's help.	The child can illustrate the growth of the EU using maps and timelines with teacher's or classmates' guidance.	The child can illustrate the growth of the EU using maps and timelines with limited support.	The child can apply previous learning to develop his/her own format to accurately illustrate the growth of the EU using maps and timelines.
<b>Describe the consequences of a significant event in the development of the EU (e.g. Fall of the Berlin Wall etc.).</b>	The child can describe some consequences of a significant event in the development of the EU but is very dependent on teacher's help.	The child, with guidance from teacher or classmates, can describe the consequences of a significant event in the development of the EU.	The child, with encouragement but limited support, can describe the consequences of a significant event in the development of the EU.	The child can confidently describe and explain to others the consequences of a significant event in the development of the E.U.

**Year 5: Socio-cultural area**

The child should be enabled to:	+	++	+++	++++
<p><b>Become familiar with the UN Declaration of Human Rights with regards to democracy, equality and tolerance.</b></p>	<p>The child can demonstrate a basic understanding of the main messages of the UN Declaration of Human Rights but is very dependent on teacher's support.</p>	<p>The child can demonstrate some understanding of the main messages of the UN Declaration of Human Rights with the help of teacher or classmates.</p>	<p>The child can demonstrate a good understanding of the UN Declaration of Human Rights and can describe the presence or absence of concepts such as democracy, equality and tolerance in real-life situations.</p>	<p>The child can demonstrate a comprehensive understanding of the UN Declaration of Human Rights and can apply this knowledge of concepts such as democracy, equality and tolerance to real-life contexts.</p>
<p><b>Compare, contrast and discuss similarities and differences between any two EU member states with regards to culture.</b></p>	<p>The child can describe the main cultural characteristics of two countries with the help of teacher or classmates.</p>	<p>The child can describe the main cultural characteristics of two countries with little help.</p>	<p>The child can compare and contrast two countries and describe their main cultural similarities and differences with some guidance.</p>	<p>The child can compare two countries and analyse their cultural similarities and differences independently.</p>