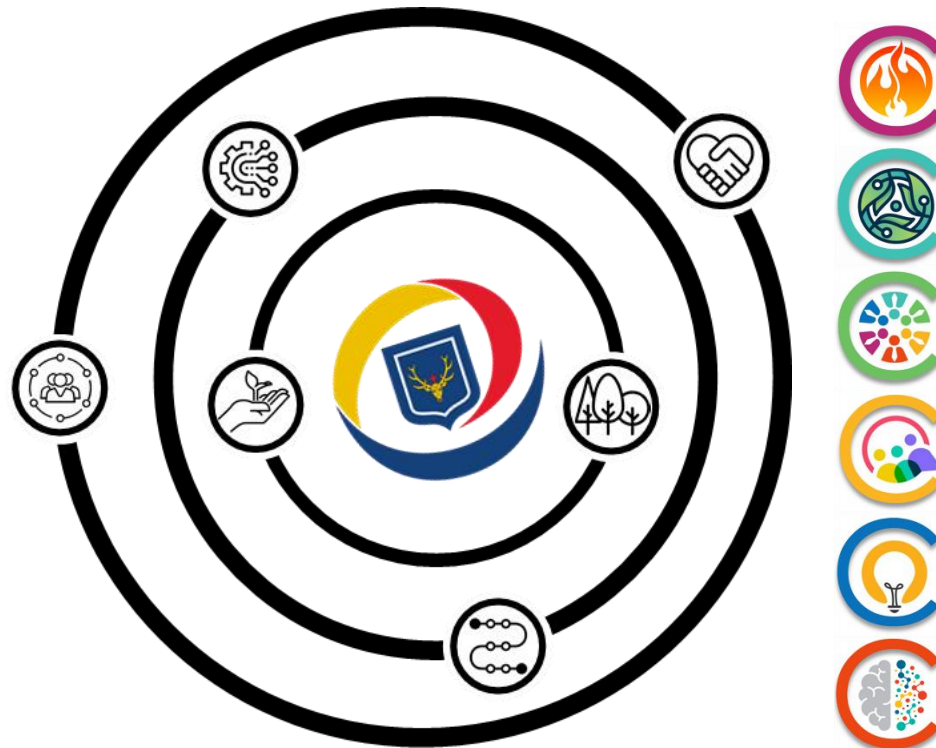


OUR LADY AND ST. HUBERT'S PRIMARY

6C Skills Progression



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



OUR LADY AND ST. HUBERT'S PRIMARY

6Cs skills progression Grid

Intent	Implementation	Impact
<p>To succeed in the 21st century, we understand that the children need to be taught- and have time to develop- key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are; creativity, character, citizenship, critical thinking, collaboration and communication.</p>	<p>Teachers will plan their units to first teach the National Curriculum objectives and key skills, but then interwoven throughout each unit, will be opportunities for children to learn and develop the 6Cs. Opportunities to; collaborate with their peers; to communicate findings with different audiences; to design and make something to solve a real life problem; to think critically and make their own decisions with conviction; and to think about the wider community and the world around them. Through a range of lessons and tasks, teachers will draw attention to the skills being used within the relevant lesson and children will be expected to reflect on them at the end of the lesson. Teachers will be expected to assess children's strengths and weaknesses across the 6 areas, and target their lessons appropriately. We are teaching children important learning behaviours, that are transferable to any subject and situation- to persevere and have that grit and tenacity to challenge themselves even further; supporting children to welcome failures, not as set backs, but opportunities to learn.</p>	<p>Through using these skills consistently across the whole curriculum, children at OLSH will be more independent learners, who think critically and challenge the world around them- and then play an active role within it. By teaching these skills, we believe that we are providing children with a more rounded school experience, focused on their lives and the world they live in.</p>

Character

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.

<p>EYFS- PS I am starting to learn how to deal with my feelings I am beginning to know when to ask for help. I have grown in confidence in new social situations.</p>	<p>EYFS I can be patient and wait for something I have asked for, without getting cross. I can solve problems calmly.</p>	<p>Year 1 I am starting to understand that making mistakes helps me to learn. With some support, I do not give up if I find something hard. I am starting to see that feedback can help me to improve.</p>	<p>Year 2 I understand that mistakes provide a learning opportunity. I listen to feedback to improve my ideas. I put 100% effort into each part of my learning.</p>
<p>Year 3 I am becoming better at persevering with a task and learning each time I fail. I value feedback from others to help me to improve.</p>	<p>Year 4 I understand the term resilience and I am starting to show this in my work. I am starting to understand the terms grit, perseverance, resilience and tenacity. With support, I can give and receive constructive criticism.</p>	<p>Year 5 I can show resilience; failures teach me what I need to improve. I can give and receive constructive criticism and see the benefit of this. I understand the terms grit, perseverance, resilience and tenacity.</p>	<p>Year 6 I see problems and challenges as learning opportunities. I ask for constructive criticism to help me to improve. I can maintain a high level of focus for the entirety of a task/project. I understand the terms grit, perseverance, resilience and tenacity.</p>

Communication

Communicating effectively using a variety of styles, modes and tools (including digital tools) and tailored to a range of audiences.

<p>EYFS- PS I am beginning to speak clearly to people that I know. With encouragement I can ask questions to help me understand. I am beginning to independently share my thinking and ideas with my friends and teachers.</p>	<p>EYFS I can speak clearly to people I know I can share my thinking and ideas to my friends and teachers I can understand how people's body language and facial expressions can show their feelings.</p>	<p>Year 1 I can follow a discussion and summarise what it was about I can speak clearly to a group of people and explain my ideas I can explore different ways to share my ideas</p>	<p>Year 2 I can change my language and tone depending on the audience I can use technology to share my ideas to an audience I can speak confidently, and with clarity, to a group of people and explain my ideas</p>
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<p>Year 3</p> <p>I can structure my language in a way which engages my chosen audience</p> <p>I can explore how other speakers adapt their language to create different effects</p> <p>I can use technology to share my ideas to an audience</p>	<p>Year 4</p> <p>I can make considered choices about language and presentation style to engage a specific audience</p> <p>I can use technology to share my ideas to an audience</p>	<p>Year 5</p> <p>I can make considered choices about my presentation style to engage a given audience</p> <p>I can communicate a message clearly to a range of audiences.</p> <p>I can make choices regarding what technology I want to use to communicate my point</p>	<p>Year 6</p> <p>I can make considered choices about my presentation style to engage my chosen audience and explain why these choices were made.</p> <p>Learn from others- David Attenburgh etc</p>
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Collaboration

Work interdependently and cohesively in teams, with strong interpersonal and team related skills, developing into effective management of team dynamics and challenges, making substantive decisions together and learning from and contributing to the learning of others.

<p>EYFS- PS</p> <p>I understand how and why we take turns</p> <p>I am beginning to listen and engage with other people's ideas.</p> <p>I am beginning to take responsibility for carrying out small tasks.</p>	<p>EYFS</p> <p>I can independently take turns with others</p> <p>I am beginning to work effectively with others</p> <p>I can listen to others' ideas</p> <p>I can take responsibility for carrying out small tasks</p>	<p>Year 1</p> <p>I can work effectively with others</p> <p>I can make my own suggestions and listen to suggestions of others</p> <p>I can take ownership of my role in group work</p>	<p>Year 2</p> <p>I can help my group to overcome disagreements by listening to each member</p> <p>I can complete set tasks independently that will help towards a final outcome</p> <p>I can contribute to group decisions</p>
<p>Year 3</p> <p>I can see that some children have strengths in different areas and help to allocate roles.</p> <p>I can help my group to overcome disagreements by listening to each member</p>	<p>Year 4</p> <p>I can understand strengths and weaknesses of children in my group</p> <p>I can value viewpoints and opinions that differ to my own</p>	<p>Year 5</p> <p>I can understand how a group can work interdependently- allocating roles effectively</p> <p>I can ensure that all voices are heard when sharing ideas or designing</p> <p>I can put forward my own opinions and viewpoints, even if they are different to others in my group</p>	<p>Year 6</p> <p>I understand how a group can work interdependently- allocating roles effectively</p> <p>I ensure that important decisions are discussed and take each group member's ideas into account</p> <p>I can utilise my group's different viewpoints and cultures and use this to enrich my group's outcome</p>

Creativity

Having an 'entrepreneurial eye' for opportunities to make a difference, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.

<p>EYFS – PS</p> <p>I am beginning to independently use my imagination in role play.</p> <p>I am beginning to work as part of a group to solve simple problems.</p>	<p>EYFS</p> <p>I can use my imagination in role play</p> <p>I can work as a group to solve simple problems</p> <p>I can think about why an idea will or will not work</p>	<p>Year 1</p> <p>I can think of solutions to given problems</p> <p>I can start to predict an issue/ problem</p>	<p>Year 2</p> <p>I can identify a problem that needs to be solved</p> <p>I can think of solutions to given problems</p> <p>I can improve my ideas after tests</p>
<p>Year 3</p> <p>I can identify problems in a range of contexts</p> <p>I can think of a range of solutions to one problem</p>	<p>Year 4</p> <p>I can spot opportunities to solve problems</p> <p>I can think of a range of solutions to one problem</p>	<p>Year 5</p> <p>I can think of innovative solutions to solve a variety of problems</p> <p>I can lead a small group and help to create a logical plan</p>	<p>Year 6</p> <p>I can see and describe how my idea/project will positively influence the world</p> <p>I can create a logical plan which will help me bring my idea to reality</p>

Critical thinking

Critically evaluating information, decisions and evidence, in order to use their learning/knowledge to make important decisions and apply it to the real world.

<p>EYFS- PS I am beginning realise that I can gather information from more than one place. I am starting to use language to compare two things or groups of things</p>	<p>EYFS I can retrieve information from more than one place I can compare two things and explain my understanding. I can share the information I have gathered when talking in a group</p>	<p>Year 1 I can use different sources to look for and gather information I can make choices and justify them I can say what I like and dislike</p>	<p>Year 2 I can make clear decisions, using what I have learned to explain why. I can use information I have gathered to create solutions for problems I can suggest appropriate sources of information for different subjects</p>
<p>Year 3 <i>Use sources as evidence</i> I can collect information from different sources and analyse what is trustworthy</p> <p><i>Express a point of view</i> I can analyse the information I have collected and decide what parts will help my decisions/project</p> <p><i>Express a preference</i> I can explain how I came to my chosen conclusion/decision to others</p>	<p>Year 4 <i>Use sources as evidence</i> I can gather information from different sources and make decisions about which information is reliable and not</p> <p><i>Express a point of view</i> I can decide on a point of view after analysing different facts, information and arguments</p> <p><i>Express a preference</i> I can express my own view/choice and explain this to others.</p>	<p>Year 5 <i>Use sources to support a point of view</i> I can summarise and draw conclusions about people's points of view</p> <p><i>Express a point of view and give reasons for it</i> I can use different sources of information to justify my decisions and view point</p> <p><i>Arrive at judgements</i> I can make logical conclusions from other people's information /arguments</p> <p><i>Recognise difference, comparing and contrasting different points of view.</i> I can make connections between different sources of information</p>	<p>Year 6 <i>Use sources to support a point of view</i> I can use my research to help shape my understanding of a topic/project</p> <p><i>Express a point of view and give reasons for it</i> I can analyse different arguments/sources of information and select the most appropriate information for my project</p> <p><i>Arrive at judgements</i> I can make logical conclusions based on a variety of information /arguments/sources and draw my own conclusions with reasons.</p> <p><i>Recognise difference, comparing and contrasting different points of view.</i> I can find and identify key themes/viewpoints across different sources of information</p>

Citizenship

Thinking about the world around them; being global citizens, considering global issues with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.

<p>EYFS – PS I am beginning to know how to look after other people and why this is important. I am beginning to help and take care of the environment.</p>	<p>EYFS I know how to look after other people and why this is important I ask questions about other people and their... (religion, community, money, culture etc.) I can help and take care of the environment</p>	<p>Year 1 I can think about other people's feelings and points of view around the world I can ask questions and explore real-world problems I can see how my decisions and actions have an effect on the environment</p>	<p>Year 2 I can explore real-world problems and think of creative solutions I can talk about peace, conflict, inequalities and injustices that exist in the world when planning my project I know why the environment is important for human survival, and do I think about this in my projects I know that people see the world differently because of their different cultures and identities</p>
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<p>Year 3</p> <p>I can actively work to find solutions to real-world problems and help my fellow citizens</p> <p>I understand the importance of the environment for human survival</p> <p>I understand and consider how people see the world differently because of their different cultures and identities</p>	<p>Year 4</p> <p>I can take action to solve real-world issues and solve problems for global citizens?</p> <p>I can help address environmental issues in my project/solutions</p> <p>I can explore and discuss how global issues effect different cultures and communities</p>	<p>Year 5</p> <p>I can work independently to make a difference in the world through my actions/research/projects</p> <p>I can create solutions/projects which address important environmental issues</p> <p>I can show a genuine concern for the people/communities of Planet Earth and explore their different cultures/world views</p>	<p>Year 6</p> <p>I can see how my projects and work can make a positive difference to the world and my fellow citizens</p> <p>I show a strong commitment to addressing important environmental issues through my project/work</p> <p>I take account of other people's cultures and world views when designing my projects/ideas</p>
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OUR LADY AND ST. HUBERT'S PRIMARY

6Cs task ideas for links to the curriculum

The 6Cs have been designed in a way that they can be incorporated into any subject area, in a variety of ways. Below are examples of how teachers can plan activities into their lessons to allow children to develop these skills regularly.

Main objective	Child speak summary	Task ideas	Useful links
<p>Character Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.</p>	<p>You will understand just how incredible you are, believe in yourself and have the confidence & resilience to complete your task to the best of your ability.</p>	<p>Children work toward individual goals and then begin to set their own goals. Short term goals- mid term goals- long term goals- choose length of goals depending on age of child. Develop a SC for the goals- milestones, stepping stones etc..</p> <p>Older children can set SMART targets Evaluating and understanding a range of positive and negative emotions. Discuss/teach strategies to help children deal with the negative emotions- frustration, failure, disappointment, fear, anger... Discuss and understand blame and consequence. Explore the feeling of calmness- meditation, relaxation, yoga- and how this can help to overcome negative feelings and reinforce confidence and perseverance.</p> <p>c communicate- talk to someone who you trust, ask for help, a air- breath. Maybe fresh air will help you to calm down l leave the space- remove yourself from the situation. Take some time out m meditate- count, breath, close your eyes, think about someone or something that makes you happy</p> <p>Role play familiar scenarios where children want to give up at something- ch can play a variety of roles, including a motivator. Providing opportunities for trial and error tasks Encourage children to take risks. Children could complete a risk register (like a risk assessment)- looking at the balance of risk to gain. Opportunities for children to fail- but then learn a lesson and make improvements. Engineering challenges- give a design brief- throw in 'hurdles' along the way. How do they deal with them?</p> <p>Opprtunities to recognise these traits in others through other subject areas- English, RE, History etc..</p>	<p>Linked books Younger Itsy bitsy spider Stuck The tiny seed The Dot It's impossible Almost anything Beautiful Oops</p> <p>Other The most magnificent thing How to catch a star The Dot Rosie Revere engineer 'ish' (creatrilogy) Emmanuel's dream You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything After the fall A song from somewhere else</p> <p>Anti bullying Willy the wimp Troll stinks Tyrannosaurus drip How to be a lion (collaboration links too)</p>

<p>Communication Communicating effectively using a variety of styles, modes and tools (including digital tools) and tailored to a range of audiences.</p>	<p>You will be given the opportunity to communicate with different audiences, using a wide range of tools and styles.</p>	<p>Share their learning with other tables, other year groups, other adults. How does this change the style?</p> <p>Group discussion which require a team member to feedback</p> <p>Convince an audience to do or buy something</p> <p>Introduce/teach other methods of communication- non verbal, use of ICT</p> <p>Explore body language, facial expressions</p> <p>Discuss/teach strategies to help children empathise and communicate to group members who are feeling negative emotions that can impact on the success of a group. (link to collaboration and character) frustration, failure, disappointment, anger...moving onto children recognising clues in others and offering support.</p> <p>Persuasive writing</p> <p>Using formal and informal language- in different mediums- posters, letters, presentations, blogs...</p> <p>Older children can use mind maps to present their ideas.</p>	
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<p>Collaboration Work interdependently and cohesively in teams, with strong interpersonal and team related skills, developing into effective management of team dynamics and challenges, making substantive decisions together and learning from and contributing to the learning of others.</p>	<p>You will learn to collaborate by working in a group – knowing your role, place and value alongside others.</p>	<p>Group discussions</p> <p>Group discussion which require a team member to feedback</p> <p>Group tasks- creating something, presenting something</p> <p>Discuss/teach strategies to help children deal with the negative emotions that can impact on the success of a group. (link to communication and character) frustration, failure, disappointment, anger...moving onto children recognising these feelings in others and offering support.</p> <p>Teach/discuss the positives and negatives of disagreements within a group- they can be a chance to hear all opinions but can be communicated negatively. Teach how to offer constructive feedback.</p> <p>Group reaching a consensus</p> <p>How to be a fair leader- WAGOLL – Could link to history units</p> <p>Debates/lines of opinion</p> <p>Team challenges</p> <p>Identifying and appreciating the skills of team members- each having a different role to play based on their interests and skills. One child researching, another ch putting info onto a PPT, one ch typing a script...</p> <p>Giving ch chance to identify own and others skill sets -put ch in groups where they have similar skills- can they identify it? -ch to be able to identify why a group didn't work successfully, linked to collaboration</p> <p>STEM task- design, make, evaluate (evaluate focusing on collaboration)</p> <p>Enterprise activities (Dragon's Den style task) Budget keeper, advertising, designer etc...</p> <p>PE- team work, team building</p> <p>Roles alternated (like reciprocal reading)</p>	<p>Book ideas</p> <p>Picture books Mighty, mighty construction site Swimmy Ta-da Good morning neighbour</p> <p>Teamwork isn't my thing and I don't like to share Otis How to be a lion The boy in the dress Zinnia and Dot Stone soup The giant jam sandwich</p> <p>Fables- e.g- the lion and the mouse</p>
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<p>Creativity Having an 'entrepreneurial eye' for opportunities to make a difference, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into actions.</p>	<p>You will be able to spot problems and think of creative solutions to make a difference to your friends, the community and the wider world</p>	<p>Present the children with a problem and give them time to think of ways to solve it- ideally time to think of multiple ways. Lots of opportunities in Maths and Science.</p> <p>Encourage children to explore unusual ways to solve a problem- research existing solutions, evaluate pros and cons</p> <p>Simple problems could include routes on a map- different modes of transport, shortest routes, most scenic routes, most environmentally friendly etc..</p> <p>Give an open question- how could we prevent/solve this?</p> <p>Ch to have clear design briefs to follow in a range of contexts</p> <p>Link STEM style projects to literacy- ch to start spotting problems faced by characters</p> <p>STEM style projects- design, make, evaluate to solve a given problem.</p> <p>Older children can use mind maps to present their solution options.</p> <p>Debates/lines of opinion</p> <p>Fixperts- investigate this company- pose a real problem for ch to fix-spotting a problem and creating a product/solution</p> <p>Older children can work together to create a SWOT analysis of a task/project, so that calculated risks can be taken</p>	<p>Book ideas</p> <p>Younger The most magnificent thing</p>
<p>Critical thinking Critically evaluating information, decisions and evidence, in order to use their learning/knowledge to make important decisions and apply it to the real world.</p>	<p>You will learn to think critically and use what you learn, asking questions and justifying your decisions.</p>	<p>Giving the children choices and asking them to justify their choice- links to Science, History</p> <p>Discuss/sort facts from different sources- is it trustworthy? How can we find out?</p> <p>Opportunities to link their learning from a range of subject areas.</p> <p>Clue hunt- present clues/snippets of information (newspaper extracts, data, facts, pictures...) Ch to piece together to form bigger picture. Incl some red herrings.</p> <p>Pose real life problems- some that are familiar to them. What can we do? Critically evaluate impact of suggested actions.</p> <p>Debates/lines of opinion</p> <p>Ch can identify different viewpoints within texts</p> <p>Older children can work together to create a SWOT analysis of a task/project, so that calculated risks can be taken</p>	

<p>Citizenship Thinking about the world around them; being global citizens, considering global issues with a genuine interest and ability to solve ambiguous and real world problems that impact human and environmental sustainability.</p>	<p>Your learning will focus on being an active, global citizen and give you the chance to use your learning for the good of others.</p>	<p>Make time to reflect on people around the world- thinking about how lucky they are and empathising with the problems some people face. Link this to the half termly themes through the application phase</p> <p>Diverse views- questionnaires, interviews, blog, research</p> <p>Solve global issues- persuasive writing, raise money, active service (litter picking etc..)</p> <p>STEM style design, make, evaluate project- solving a problem in another country or an environmental issue.</p> <p>Digital- using social media (Global audience) create innovative products, design, create games to promote awareness.</p>	<p>Book suggestions</p> <p>The watcher (Jane Goodall's life with chimps) Don't let them disappear (endangered species) The moose belongs to me (human impact on planet) Dear Greenpeace Bee and me The Lorax (pollution, urban sprawl) Window 10 things I can do to help my world The water princess (clean water shortages in africa) The great Kapok tree (amazon and importance of trees) Here we are (appreciating the world) One tiny turtle (plastic pollution)</p>
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OUR LADY AND ST. HUBERT'S PRIMARY
How the 6C's will be taught/evidenced in curriculum subject areas

The 6Cs and Science		
How our 6Cs will be evident through our Science curriculum		
Character	Citizenship	Communication
<p>Children will need to show perseverance and resilience, particularly when carrying out experiments, as they may need to repeat parts of their enquiry if trying to achieve a specific result.</p>	<p>Children will need to show an understanding of the wider world, and how their learning links to real world problems. Children will make links to their learning in RE, as well as links to sustainability.</p>	<p>Children will need to communicate effectively with others, particularly when carrying out experiments, to achieve a common goal. They will also need to communicate their ideas to each other, discuss misconceptions and present their results to others.</p>
Collaboration	Creativity	Critical thinking
<p>Children will need to collaborate effectively with others, particularly when carrying out experiments, to achieve a common goal. This may include organisation of different roles and responsibilities within a group. Collaboration also includes children sharing their ideas and working with others to help them succeed.</p>	<p>Children will have opportunities to present their work creatively to help it be more memorable and long-lasting learning. This may include creating their own enquiries and presenting their results in a variety of ways</p>	<p>Children will need to make links, see patterns and connections between learning they have done in previous years, and show an understanding of how this is applied in the world around us.</p>

The 6Cs and Design and Technology

How our 6Cs will be evident through our DT curriculum

Character	Citizenship	Communication
The children's character skills will be showcased in DT, where they will regularly be challenged to design and make a product- learning from each attempt, failure or set back. Children will learn to embrace these 'failures' as opportunities to learn and improve.	Through various projects, children will be faced with problems that affect themselves, and/or others around the world. They will use design briefs along with the 'design, make, evaluate' process, to plan ways to solve or support these issues.	Through DT lessons, children will have various opportunities to present and explain their work to a range of audiences. They will also be given opportunities to tailor their products to a design brief- for a specific age range or audience
Collaboration	Creativity	Critical thinking
Through the design, make, evaluate process there are lots of opportunities for children to work collaboratively. Assessing each person's strengths in a team, making group decisions and working together to achieve one outcome.	Children will be given lots of opportunities to identify problems, and then have chance to design and make products that solve them, incorporating various DT skills and elements. This will develop their 'entrepreneurial eye' and encourage them to take action.	DT lessons will involve children thinking critically throughout the process, about a variety of decisions that they will need to make. This could be regarding choices of materials, use of images to fit a design brief in the best way, decisions regarding packaging or cost etc... Children will be taught how to make these decisions in an informed way, using other curriculum knowledge to help them.

The 6Cs and Computing

How our 6Cs will be evident through our Computing curriculum

Character	Citizenship	Communication
Children will develop perseverance and resilience, solving real-world problems and debugging their solutions.	Children will learn to use technology safely and responsibly. They will use technology to learn about issues affecting their community and the wider world. They will design technological solutions to real-world problems.	Children will use IT to present and communicate their learning. They will use internet technologies to communicate, adapting their modes of communication appropriately.
Collaboration	Creativity	Critical thinking
Children will work collaboratively to solve problems and design digital artefacts. They will make use of communications technologies to collaborate more effectively.	Children will be given lots of opportunities to identify problems, and then have chance to design and make programs and digital artefacts that solve them, incorporating their knowledge of algorithms and programming.	Children will use the processes of Computational thinking to logically analyse and solve real-world problems. They will learn to evaluate the reliability of information they find online and analyse it critically.

The 6Cs and Music

How our 6Cs will be evident through our Music curriculum

Character	Citizenship	Communication
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Children will build confidence in themselves as they perform with and to other people, experimenting with different instruments. They will develop perseverance as they compose and create music, coming to see mistakes and failures as opportunities to learn.	Through listening to and appreciating music from different times and cultures, children will become familiar with ideas, viewpoints and experiences beyond their own. They will recognise how music helps bring people together, share in and contribute to community music events.	Children will develop the key skill of listening within their music learning. They will recognise how focusing on others' expression helps them to contribute effectively and constructively. They will experiment with different styles of music in order to communicate a message or emotion.
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Collaboration	Creativity	Critical thinking
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Children will regularly work together to compose and perform music. They will work together to ensure everyone plays their part in songs and performances and understand how different performers support one another.	Children will have several opportunities to create music with others, experimenting with new ideas, developing them and expressing themselves through composition.	One of the main strands of the Music curriculum is to appraise. Children will listen to music critically and analytically, responding to and comparing the music they listen to. They will use musical vocabulary to express their responses clearly.
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The 6Cs and PE

How our 6Cs will be evident through our PE curriculum

Character	Citizenship	Communication
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Children will build on their 'character' in most PE lessons. They will learn new skills that take practise to master-this could be weeks or months of persevering and pushing themselves. Through PE, children will reinforce skills such as turn taking and patience, as well as how to lose without getting cross. They will learn how to balance their competitive spirit with support for their friends.	Children will learn about games and dances from different countries and what they mean to the people who live there. They will develop their awareness and appreciation of a variety of cultures within our school and around the world.	Through PE children will learn about many different ways to communicate; through movement to convey an emotion/message or during team games to communicate with their team members. They will learn about how to support their peers, whilst still developing a competitive spirit.
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Collaboration	Creativity	Critical thinking
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Children will have many opportunities to collaborate during PE lessons, through a variety of games and sports. Using their communication and character skills, they will realise that working well as a team will achieve the most success.	In PE children will work together to try creative ways to solve problems. This could be during team games or during team building activities.	Children will learn that some sports take strength and fitness, while others rely on carefully honed skills and tactics. Children will be able to make decisions about which skills will be the most suited to different activities.
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The 6Cs and History

How our 6Cs will be evident through our History curriculum

Character	Citizenship	Communication
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Children will be encouraged to ask questions in order to further their own understanding. They will use their literacy and computing skills to help them to write about historical information. They will identify different time periods on a timeline which show different information such as when famous people lived.	Children will appreciate how sources help us to understand more about the present and past and how they can influence our decisions as citizens of the wider world. Children will explore and debate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. This will ensure that they have a secure	Children will use appropriate historical vocabulary to communicate their historical findings. They will be able to discuss their ideas confidently and debate certain ideas with their peers in order to reach a conclusion about different historical concepts and topics.
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	knowledge of how the world has changed over time and what the impact of these changes has been.	
Collaboration	Creativity	Critical thinking
Through working with a range of artefacts and sources, children will gain a better understanding of situations, places and people. They will use literacy and computing skills to work as a team in order to describe the past and take part in valuable discussions.	Children will use sources of information to form testable hypotheses about the past and create their own solutions to a given question or problem. Children will be able to make comparisons between artefacts, events and historical figures.	Children will observe or handle artefacts, ask questions about them and explain what it was used for in the past. Children will suggest causes and consequences of some of the main events and changes in history. Children will come to understand that they must rely on more than one source of evidence in their historical enquiries.

The 6Cs and Geography

How our 6Cs will be evident through our Geography curriculum

Character	Citizenship	Communication
Children will build on their knowledge of the world around them, through investigations and exploration. Posing their own enquiry questions will help to develop children's independent learning.	Through Geography, children will really develop their sense of citizenship through exploration of the world around them. Children will learn about both human and physical geography and how these features impact those who live there.	Once children have collaborated in their creativity to find solutions to local, global or environmental issues, children should present their findings to relevant bodies. This may be important people in school or officials in town planning, depending on the nature of the project.
Collaboration	Creativity	Critical thinking
Children will have many opportunities to collaborate through Geography. This may be through map investigations, using technology to research places or cultures or presenting information to others about what they have learnt about a place-both near and far.	When investigating places around the world, as well as places closer to home, children will be given opportunities to identify problems facing residents, animals or the environment and try to find effective solutions.	Children will investigate the world we live in, focusing on how places are similar or different to the UK and asking why that is.