

Planning a progression of learning

Throughout the programme, students should engage with the curriculum and be expected to demonstrate their understanding at increasing levels of sophistication.

| Year 1 In order to reach the aims of individuals and societies, students should be able to: | Year 3 In order to reach the aims of individuals and societies, students should be able to: | Year 5 In order to reach the aims of individuals and societies, students should be able to: |
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| Objective A: Knowing and understanding | | |
| <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. | <ul style="list-style-type: none"> i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. | <ul style="list-style-type: none"> i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. |
| Objective B: Investigating | | |
| <ul style="list-style-type: none"> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the research process and results. | <ul style="list-style-type: none"> i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the research process and results, with guidance. | <ul style="list-style-type: none"> i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the research process and results. |

| Year 1 In order to reach the aims of individuals and societies, students should be able to: | Year 3 In order to reach the aims of individuals and societies, students should be able to: | Year 5 In order to reach the aims of individuals and societies, students should be able to: |
|---|---|--|
| Objective C: Communicating | | |
| <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions. | <ul style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information. | <ul style="list-style-type: none"> i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. |
| Objective D: Thinking critically | | |
| <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications. | <ul style="list-style-type: none"> i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations iv. recognize different perspectives and explain their implications. | <ul style="list-style-type: none"> i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well-supported arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications. |

The range of assessed skills, techniques, and concepts, as well as the complexity of their application, must increase as students progress through the programme.