Learning Targets

These learning targets relate to the National Curriculum. You could add some more, if relevant.

Art learning targets
• know how architects, artists and designers, past and present, use forms, and materials and processes to suit their purpose
• know why specific materials were chosen and used in school uniforms over a period of time
• be able to select and explore visual information to develop their work
• be able to compare and analyse ideas, methods and approaches used in their own and others’ work, relating these to the context in which the work was made

Citizenship learning targets
• can discuss and debate a range of issues relating to their school’s history, and pupils’ experiences within their and other schools
• can investigate and draw conclusions about aspects of their school’s history from a range of visual, oral and written sources, depicting a range of viewpoints
• can work collaboratively with each other to plan their investigation, and with others from the wider community, particularly ex-pupils, to find out more about their school’s past
• can show knowledge of key aspects of the political management of the education system of today and compare it to that of the past

English learning targets
• can be clear, coherent and accurate in spoken and written communication
• can read and understand a range of texts, and respond appropriately
• can demonstrate a secure understanding of the conventions of written language, including grammar, spelling and punctuation
• can adapt their reading and writing to a widening range of familiar and unfamiliar contexts within the classroom and beyond
• can make informed choices about effective ways to communicate formally and informally
• can make fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
• can use imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters

Geography learning targets
• be able to carry out fieldwork investigations outside the classroom
• collect and record evidence through oral interviews and analysis of local data
• be able to identify and explain different views that people, including themselves, hold about past aspects of school compared with current aspects
• be able to analyse the evidence and draw conclusions (by comparing past aspects of school with current aspects)
• be able to use secondary sources of information, including aerial and other photographs, newspaper reports, school log books, to use and draw plans and maps at a range of scales
• know some of the reasons for how school buildings and communities have changed in size and character in terms of changing social practices and technologies
• communicate in ways appropriate to the task and audience (for example, by writing a newspaper report, or description of the school’s history for its website)
History learning targets
• know about the main events, dates and characteristics of the people involved in their school’s history
• make critical use of primary and secondary sources to collect evidence about the people involved in the history of their school
• can explain and account for the main similarities and differences between the past and current pupils of their school, drawing on primary and secondary sources
• know about the main similarities and differences between the past and current aspects of schooling – curriculum, discipline, teachers, uniform, school meals, etc.
• be able to gather and interpret information from primary and secondary sources about their school and the people who worked and learnt in it
• be able to use their knowledge and understanding to answer questions and write a range of reports about the history of their school

ICT learning targets
• Know about the main applications of ICT in present-day schooling, and show how these change the school experience for pupils
• be able to find and use stored information about their school from a variety of sources, including the Internet
• be able to select appropriate information, and to make critical judgements about the reliability of their ICT-based sources
• be able to make choices for gathering information and reach conclusions about aspects of the history of their school
• be able to use ICT to support their investigation and to present their findings

Physical education learning targets
• can explain why regular, safe exercise is good for their fitness and health
• know about the main PE activities that pupils were taught in the past
• be able to compare, contrast and account for current PE activities with those taught in schools in the past
• compare and comment on skills, techniques and ideas used in their own and previous pupils’ work, and use this understanding to improve their performance in PE