

# **YEAR 6**

# **CURRICULUM**

**Cycle A and B**



**Belong. Believe. Become.**

# Road map of Year 6 Cycle A&B

How did Dracula end up in Whitby?



How did Dracula end up in Whitby?

What makes a war a world war and why did it happen twice?









What makes a war a world war and why did it happen twice?

Can people live anywhere?



What does Maafa mean?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	 <p>What does Maafa mean?</p>	<p>Can people live anywhere?</p> 	 <p>What makes a war a world war and why did it happen twice?</p> 		 <p>How did Dracula end up in Whitby?</p> 	
Science	Electricity	Evolution and inheritance	Light	Scientific investigations	Living things and their habitats	Animals including humans
Geography		Human movement	Mapping the World Wars		Whitby and coastal erosion	
History	Black history		World War II			

Art and Design	Silhouettes			War monuments		Sketching Whitby Abbey			
DT		Fusion cooking	Teddy bears		Chair Swing				
Music	Happy	Classroom Jazz 2	A New Year Carol	Recorders	You've got a friend	Music and Me			
PE	Dance	Gymnastics	Tennis	Tag rugby	Cricket/rounder	Athletics			
French	Food		Hobbies		Actions		Describing people		
PSHCE	Living in the wide world			Relationships			Health and wellbeing		

Computing	Computing systems and networks	Creating media- Web page creation	Programming A	Data and information	Creating media- 3D modelling	Programming B
RE	Why are the gospel accounts different?	Is faith always the same? What does art tell us?		Why is Jesus' death seen as a victory?	From life to death: what role does religion play?	

# Rights Respecting School

We are **GOLD!**

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

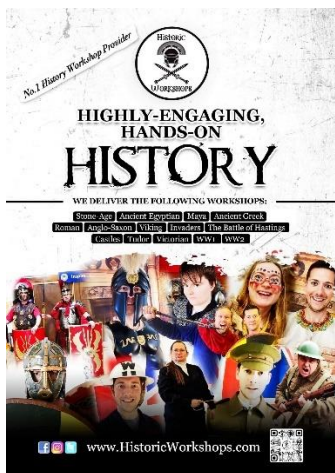

## Supporting documents-



# SUGGESTED TRIPS

“Better to see something once than hear about it a thousand times.”

--Asian proverb

Autumn 1	What does Maafa mean?	
Autumn 2	Can people live anywhere?	Possible visit to Secondary School to use their food technology space.
Spring 1	What makes a war a world war and why did it happen twice?	World War II historic workshop- <a href="http://www.ww2workshop.com/">http://www.ww2workshop.com/</a>
Spring 2		 <p>Historic Workshops No.1 History Workshop Provider</p> <p>HIGHLY-ENGAGING, HANDS-ON HISTORY</p> <p>WE DELIVER THE FOLLOWING WORKSHOPS: Stone Age   Ancient Egypt   Mayan   Ancient Greece Roman   Early Modern   Victorian   Medieval   The Battle of Britain Rushes   Tudor   Victorian   WW1   WW2</p> <p>www.HistoricWorkshops.com</p>
Summer 1	How did Dracula end up in Whitby?	School trip to Whitby-
Summer 2		<ul style="list-style-type: none"> <li>- Sketching of the Abbey.</li> <li>- Walk down the 199 steps.</li> <li>- Ice-cream at 'The Beach Hut'- <a href="https://www.facebook.com/TheBeachHutWhitby?scrllybrkr=b2aef17">https://www.facebook.com/TheBeachHutWhitby?scrllybrkr=b2aef17</a></li> <li>- Picnic in the bandstand.</li> <li>- Rounders on the beach like in 'Room 13'.</li> <li>- Leave from the Whale Bone Arch.</li> </ul> 

\* It is not guaranteed that these trips will happen, they are simply suggested.

# READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”





—Dr. Seuss

Reading Canon books		
<p><b>What does Maafa mean?</b></p>	<p><b>What makes a war a world war and why did it happen twice?</b></p>	<p><b>How did Dracula end up in Whitby?</b></p>
<p><b>Can people live anywhere?</b></p>		

# READING

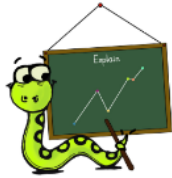
“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and</li> <li>contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning.</li> <li>explore the meaning of words in context by 'reading around the word' and</li> <li>independently explore its meaning in the broader context of a section or paragraph.</li> </ul> 	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from</li> <li>their actions, and justifying inferences with evidence.</li> <li>discuss how characters change and develop through texts by drawing inferences</li> <li>based on indirect clues.</li> <li>make inferences about events, feelings, states backing these up with evidence.</li> <li>infer characters' feelings, thoughts and motives, giving more than one piece of</li> <li>evidence to support each point made. They can draw evidence from different places</li> <li>across the text</li> </ul> 	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions by using relevant evidence from the text</li> <li>confirm and modify predictions in light of new information.</li> </ul> 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> <li>give reasons for authorial choices</li> <li>begin to challenge points of view</li> <li>begin to distinguish between fact and opinion</li> <li>identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language,</li> </ul>	<ul style="list-style-type: none"> <li>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>*They use evidence from across whole chapters or texts</li> <li>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>Retrieve, record and present information from a wide variety of non-fiction texts.</li> </ul> 	<ul style="list-style-type: none"> <li>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>make comparisons across different books.</li> </ul>

including figurative language,

- considering the impact on the reader
- explain and discuss their understanding of what they



have read, including through formal

presentations and debates.

- distinguish between fact, opinion and bias explaining how they know this.

- Ask my own questions and follow a line of enquiry.

- summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.



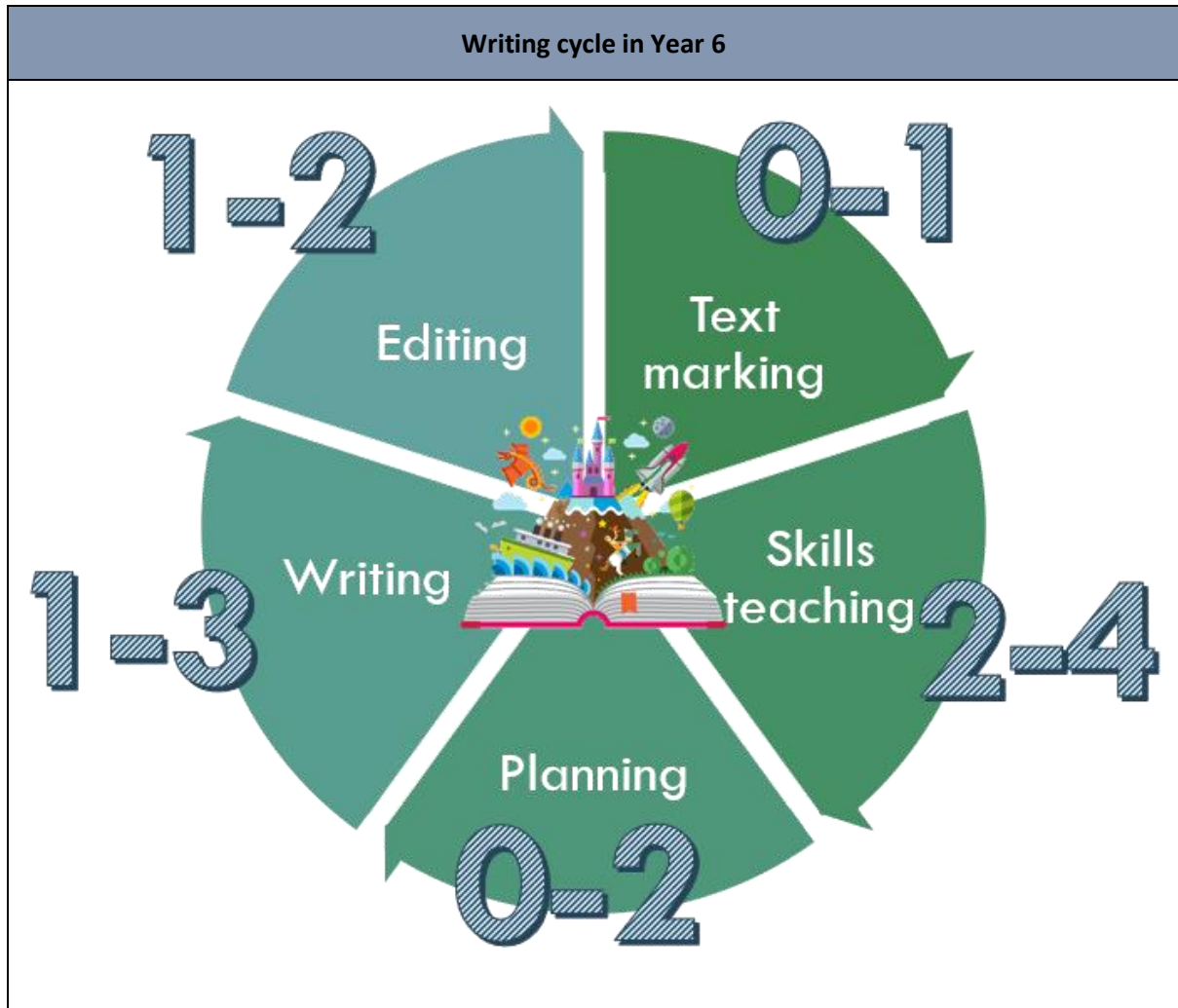
**Throughout the year children should be taught to-**

<b>Word Reading</b>	<b>Comprehension</b>
<ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</li> <li>• Read age-appropriate books, including whole novels, with confidence and fluency</li> <li>• Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</li> <li>• Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</li> <li>• Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Provide reasoned justifications for his/her views</li> </ul>

# WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton



<b>Genre of writing skills and knowledge progression</b>		
<b>Instructions</b>	<b>Recount (newspaper, diary, reports, biographies, letters)</b>	<b>Explanation texts</b>
<ul style="list-style-type: none"> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</li> <li>• Use the language conventions and grammatical features of the different types of text as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</li> <li>• Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</li> <li>• When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> <li>• Use the language conventions and grammatical features of the different types of text as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</li> <li>• Use the language conventions and grammatical features of the different types of text, as appropriate.</li> </ul>

Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> <li>• Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</li> <li>• Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types</li> </ul>	<ul style="list-style-type: none"> <li>• Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience</li> <li>• Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate</li> <li>• Use reading to: – investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...</li> <li>• Overall, participate in whole class debates using the conventions and</li> </ul>	<ul style="list-style-type: none"> <li>• In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> <li>• Establish, balance and maintain view points</li> <li>• Use the conventions and language of debate when orally rehearsing a balanced argument.</li> <li>• Revise own non-fiction writing to reduce superfluous words and phrases.</li> <li>• Discuss and explain differences in the use of formal language and dialogue</li> <li>• Listen for language variations in formal and informal contexts</li> <li>• Identify the ways spoken language varies</li> </ul>

	language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.	
<b>Balanced argument and discussion texts (speech, essay, letter)</b>	<b>Poetry</b>	<b>Story/narrative</b>
<ul style="list-style-type: none"> <li>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: - Summarise different sides of an argument</li> <li>-Clarify the strengths and weaknesses of different positions -Signal personal opinion clearly</li> <li>-Draw reasoned conclusions based on available evidence <ul style="list-style-type: none"> <li>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue: -Summarising fairly the competing views</li> </ul> </li> <li>-Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate</li> <li>-Using formal language and presentation as appropriate</li> <li>Use reading to: -Investigate</li> </ul>	<p>Reading poetry-</p> <ul style="list-style-type: none"> <li>interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</li> <li>explain the impact of figurative and expressive language, including metaphor;</li> <li>comment on poems' structures and how these influence meaning</li> </ul> <p>Performing poetry-</p> <ul style="list-style-type: none"> <li>vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form</li> <li>use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT</li> </ul> <p>Creating poetry-</p> <ul style="list-style-type: none"> <li>use language imaginatively to create surreal, surprising, amusing and inventive poetry;</li> <li>use simple metaphors and personification to create poems based on real or imagined experience;</li> </ul>	<p>Telling stories-</p> <ul style="list-style-type: none"> <li>Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</li> </ul> <p>Writing stories-</p> <ul style="list-style-type: none"> <li>Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds;</li> <li>Vary narrative structure when writing complete stories.(e.g.)start with a dramatic event and then provide background information; use two narrators to tell the story from different</li> </ul>

<p>conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition</p> <p>-Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...</p> <ul style="list-style-type: none"><li>• Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</li></ul>	<ul style="list-style-type: none"><li>• select pattern or form to match meaning and own voice</li></ul>	<p>perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</p>
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**Throughout the year children should be taught the following grammar and punctuation-**

Word	Sentence	Text
<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>• How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>
Punctuation		Terminology for pupils
<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>		<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>



# MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Throughout the year children should be taught to-		
Autumn 1	1	Calculating using knowledge of structures (1)
	2	Multiples of 1,000
Autumn 2	3	Numbers up to 10,000,000
	4	Draw, compose and decompose shapes
Spring 1	5	Multiplication and division
	6	Area, perimeter, position and direction
Spring 2	7	Fractions and percentages
Summer 1	8	Statistics
		KS2 tests
	9	Ratio and proportion


	Number and place value
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Summer 2	10	Calculating using knowledge of structures (2)
	11	Solving problems with two unknowns
	12	Order of operations
	13	Mean average


**Throughout the year children should be taught the following-**

Number facts	Tables facts
<ul style="list-style-type: none"> <li>• <math>\times/\div</math> mentally drawing upon known facts;</li> <li>• <math>+/-</math> mentally with increasingly large numbers</li> </ul>	<ul style="list-style-type: none"> <li>• All tables facts</li> </ul>

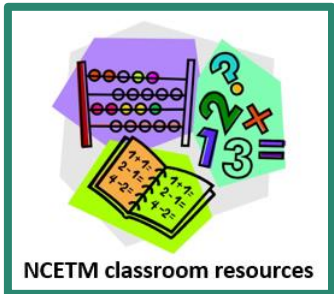
**Supporting documents-**




Long term plan



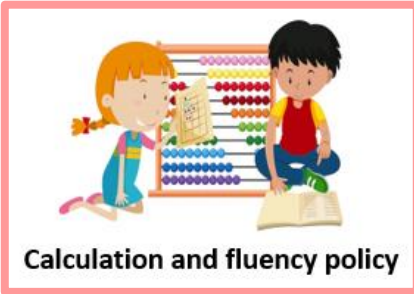
NCETM unit overview



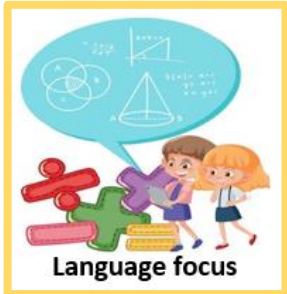
NCETM classroom resources




Progression documents




Calculation and fluency policy



Language focus



Mastery materials



Questions, tasks and activities

# SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

--Brian Greene

Skills and knowledge in Science for Year One				
Working scientifically				
<p><b>PLAN-</b> Explore ideas and ask own questions about scientific phenomena. Plan different types of scientific enquiry to answer questions. Decide which variables to control. Make predictions based on scientific knowledge and explain why confidently.</p>	<p><b>DO-</b> Set up a range of comparative and fair tests. Explain which variables need to be controlled and why. Make a series of accurate measurements adequate for the task independently and confidently. Suggest improvements to the test, giving reasons.</p>	<p><b>RECORD-</b> Record data and results of increasing complexity using – scientific diagrams and labels, classification keys, tables, bar graphs, line graphs Choose how best to present data. Confidently use the correct scientific language when appropriate.</p>		
<p><b>REVIEW-</b> Draw scientific, causal conclusions using the results of an enquiry to justify ideas. Explain the conclusion using scientific knowledge and understanding. Distinguish between opinion and facts. Use findings to make predictions and set up further enquiries. Begin to use abstract models to explain ideas.</p>	<p><b>IDENTIFY AND CLASSIFY-</b> Use keys and other information records to classify and describe living things, materials and other scientific phenomena. Develop own keys and other information records to classify and describe. Identify changes related to scientific phenomena.</p>	<p><b>RESEARCH-</b> Recognise which secondary source will be most useful to research. Carry out research independently.</p>		
<p><b>VOCANULARY-</b> Confidently use the correct scientific language when appropriate</p>				
Living things and their habitats	Animals, including humans	Evolution and inheritance	Light	Electricity
<ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</li> </ul>	<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they</li> </ul>	<ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> </ul>



## Knowledge organisers (including vocabulary)

Electricity	Evolution and inheritance	Light	Scientific investigations	Living things and their habitats	Animals including humans
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The knowledge organisers are as follows:

- Electricity Year 6:** Includes a table for components (cell, wire, bulb, switch, battery), a circuit diagram, and text explaining how to make a circuit work and the effects of adding more bulbs.
- Evolution and inheritance Year 6:** Features a table for types of evolution (directional, stabilising, disruptive), a diagram of a camel's evolution, and text about Charles Darwin's theory of natural selection.
- Light Year 6:** Contains a table for types of light (infrared, visible, ultraviolet), a diagram of light rays, and text about how light travels and is used in everyday life.
- Scientific Enquiries Year 6:** A poster detailing the scientific process, including a table for variables, a flowchart of the enquiry cycle, and a list of scientific skills.
- Living things and their habitats Year 6:** Includes a table for types of habitats (terrestrial, aquatic), a diagram of a food chain, and text about the needs of living things.
- Animals including humans Year 6:** Features a diagram of the human circulatory system, a table for types of animals, and text about the structure and function of the heart.

## Assessments

Electricity	Evolution and inheritance	Light	Scientific investigations	Living things and their habitats	Animals including humans
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The assessment worksheets are as follows:

- Electricity Year 6:** Contains questions about circuit components, a diagram of a circuit, and a table for recording observations.
- Evolution and inheritance Year 6:** Includes a table for types of evolution, a diagram of a camel, and questions about Darwin's theory.
- Light Year 6:** Features a diagram of light rays, a table for types of light, and questions about light's properties.
- Scientific Enquiries Year 6:** A worksheet detailing the scientific process, including a table for variables and a flowchart of the enquiry cycle.
- Living things and their habitats Year 6:** Includes a diagram of a food chain, a table for types of habitats, and questions about the needs of living things.
- Animals including humans Year 6:** Features a diagram of the human circulatory system, a table for types of animals, and questions about the structure and function of the heart.

Curriculum links					
Electricity	Evolution and inheritance	Light	Scientific investigations	Living things and their habitats	Animals including humans
Chair Swing DT topic.  Scientific investigations topic  Light topic	Animals including humans				
Previous electricity topic  Properties of materials topic	Animals studies in geography topics such as hot and cold places and rainforests  Animals including humans	Previous light topics  Electricity  Earth and Space  Silhouettes in art	To be determined by choice of investigations	Living things and their habitats  Evolution and inheritance	Animals including humans  PSHE learning around healthy lifestyles, drugs, exercise etc  PE learning around fitness  Food DT topics

**Supporting documents**



# ART & DESIGN

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”


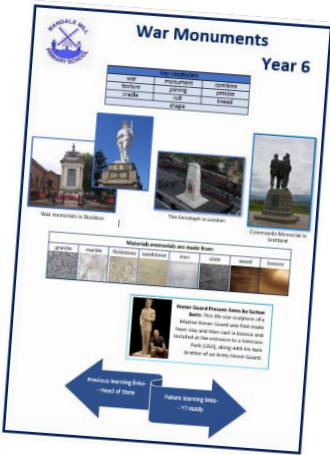
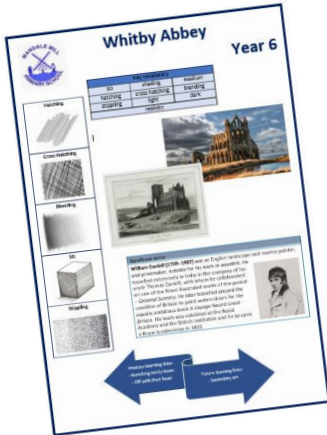
--MaryAnn F. Kohl

Skills and knowledge in Art for Year Six		
Drawing	Painting	
<ul style="list-style-type: none"> <li>• Select appropriate media and technique to achieve a specific outcome.</li> <li>• Develop their own style.</li> <li>• Draw for a sustained period of time.</li> <li>• Use tone in drawings to achieve depth.</li> <li>• Developing drawings with perspective and focal points.</li> <li>• Adapt drawings according to evaluations and discuss further development.</li> <li>• Study natural objects: a still life.</li> </ul>	<ul style="list-style-type: none"> <li>• Select colour to express feelings.</li> <li>• Discuss harmonious and contrasting colours and their placement on the colour wheel.</li> <li>• Work in a sustained and independent way, developing own styles.</li> <li>• Purposefully controlling the types of marks/brush strokes used to create desired effect.</li> <li>• Involve and use mixed media experimentation in their work: working on different surfaces.</li> </ul>	
Sculpture	Printing	Collage
<ul style="list-style-type: none"> <li>• Recognise sculptural forms in the environment and use these as inspiration for their own work.</li> <li>• Confidently carve, add shapes, texture and pattern including using joining with clay.</li> <li>• Use tools and equipment confidently, to mould and manipulate clay.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Skills may continue to develop through the use of ‘scrap booking’ in the sketch books.</li> </ul>




**Taught topics**

<p><b>Silhouettes</b></p>	<p><b>War monuments</b></p>	<p><b>Whitby Abbey</b></p>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use paint appropriately to create mood.</li> <li>• Artist study- Kara Walker</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use tools independently to carve and create shape.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use a range of pencils to sketch and shade.</li> <li>• Begin to explore ink for sketching.</li> <li>• Artist study- William Daniel</li> </ul>

**Knowledge Organisers (including vocabulary)**

<p><b>Silhouettes</b></p>	<p><b>War monuments</b></p>	<p><b>Whitby Abbey</b></p>
		

**Assessments**

<p><b>Silhouettes</b></p>	<p><b>War monuments</b></p>	<p><b>Whitby Abbey</b></p>
		

**Curriculum links**

Silhouettes	War monuments	Whitby Abbey
Light topic in science		
Work around colour mixing- watercolour, pop art, pastel work etc	<p>Previous clay topics (clay train, Greek pots, cartouches) and the joining techniques</p> <p>Previous clay topics and the use of tools</p> <p>Properties of materials work in science</p>	<p>Pencil skills that have been taught previously (sketching bears etc)</p> <p>Previous art topics where blending etc are taught- pastel and chalk topics</p> <p>Cave art topics- knowledge about using other tools for drawing</p>

**Supporting documents**



# COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

—Maria Klawe

Skills and knowledge in computing			
Programming	Using Computers	Handling Data	Creating Media
<ul style="list-style-type: none"> <li>Plan a program which includes variable to produce a given outcome</li> <li>Test programs on an emulator</li> <li>Use a range of approaches to debug errors in increasingly complex programs to accomplish specific goals</li> <li>Define ‘variable’ as something that is changeable</li> <li>Explain that a variable has a name and a value</li> <li>Identify a variable in an existing program</li> <li>Use a variable in a conditional statement to control the flow of a program</li> <li>Program a microcontroller with selection and variables</li> <li>Solve problems using decomposition, tackling each part separately</li> </ul>	<ul style="list-style-type: none"> <li>Describe different ways people communicate online</li> <li>Choose a method of communication to suit a particular purpose</li> <li>Use of a range of search engines appropriate to finding information that is required</li> <li>Understand that search engines rank pages based on the number and quality of inbound links</li> </ul>	<ul style="list-style-type: none"> <li>Identify questions that can be answered using data</li> <li>Create a spreadsheet for a purpose</li> <li>Apply a formula that can be used to produce calculated data</li> <li>Recognise data can be calculated using different operations</li> <li>Evaluate results in comparison to the question asked</li> <li>Choose suitable ways to presents data such as a graph</li> </ul>	<p><b>TEXT-</b></p> <ul style="list-style-type: none"> <li>Recognise components of a webpage layout</li> <li>Create a webpage including text, images, hyperlinks and embedded content</li> <li>Understand the need for a navigation path</li> </ul> <p><b>IMAGES-</b></p> <ul style="list-style-type: none"> <li>Create 3D graphical objects on a computer</li> <li>Rotate and re-position</li> <li>a 3D space</li> <li>Modify multiple 3D objects</li> <li>Combine 3D objects to create desired effect</li> <li>Apply blank 3D objects as placeholders to create holes</li> </ul> <p><b>MULTIMEDIA-</b></p> <ul style="list-style-type: none"> <li>Use cross -curricular opportunities to consolidate previous learning from Year 1 – Year 5</li> </ul>


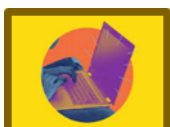
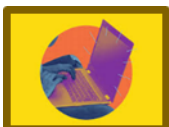
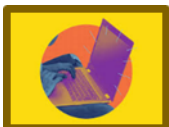
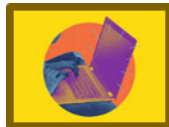
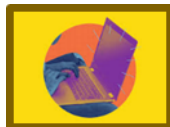
## Online Safety

- To use different passwords for a range of online services.
- To know what to do if my password is lost or stolen.
- To show I understand my responsibilities for the well-being of others in my online social group.
- To describe common systems that regulate age-related content (e.g. PEGI, BBFC and parental warnings) and describe their purpose.
- To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
- To explain the ways in which anyone can develop a positive online reputation.
- To define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online.
- To describe ways in which media can shape ideas about gender.
- To demonstrate the use of search tools to find and access online content which can be reused by others.

## Taught topics

Computing systems and networks	Creating media- Web page creation	Programming A	Data and information	Creating media- 3D modelling	Programming B
Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> Exploring how data is transferred by working collaboratively online.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>Webpage creation</b> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>Variables in games</b> Exploring variables when designing and coding a game.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>Introduction to spreadsheets</b> Answering questions by using spreadsheets to organise and calculate data.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>3D modelling</b> Planning, developing, and evaluating 3D computer models of physical objects</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• <b>Sensing movement</b> Designing and coding a project that captures inputs from a physical device.</li> </ul>

## Supporting documents

Computing systems and networks	Creating media- Web page creation	Programming A	Data and information	Creating media- 3D modelling	Programming B
					

General



Teacher guide

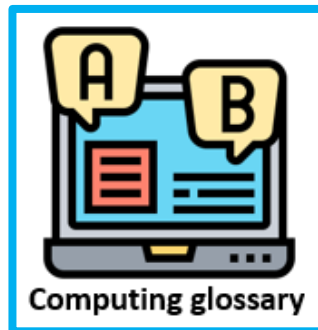


Teach Computing site



Curriculum map

Vocabulary



Computing glossary

# DESIGN AND TECHNOLOGY

“When you take technology and mix it with art, you always come up with something innovative.”


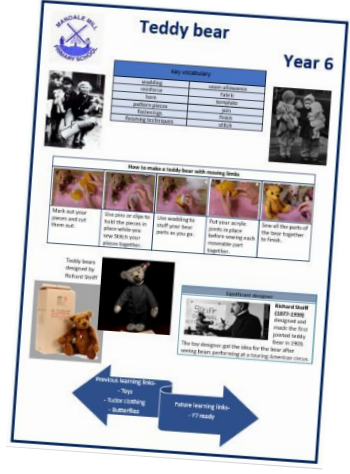

— Robert Rodríguez

Skills and knowledge		
Explore		
<ul style="list-style-type: none"> <li>• Research and evaluate existing products.</li> <li>• Consider user and purpose.</li> <li>• Understand how key people have influenced design.</li> </ul>		
Design	Make	Evaluate
<ul style="list-style-type: none"> <li>• List tools needed before starting the activity.</li> <li>• Plan the sequence of work e.g. using a storyboard.</li> <li>• Record ideas using annotated diagrams.</li> <li>• Use models, kits and drawings to help formulate design ideas.</li> <li>• Combine modelling and drawing to refine ideas.</li> <li>• Devise step by step plans which can be read / followed by someone else.</li> <li>• Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li> <li>• Sketch and model alternative ideas.</li> <li>• Decide which design idea to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Make prototypes.</li> <li>• Develop one idea in depth.</li> <li>• Use researched information to inform decisions.</li> <li>• Produce detailed lists of ingredients / components / materials and tools.</li> <li>• Select from and use a wide range of tools.</li> <li>• Select from and use a wide range of materials.</li> <li>• Use appropriate finishing techniques for the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine their product</li> <li>• review and rework/improve</li> <li>• Identify the strengths and weaknesses of their design ideas.</li> <li>• Give a report using correct technical vocabulary.</li> <li>• Consider and explain how the finished product could be</li> <li>• improved related to design criteria.</li> <li>• Discuss how well the</li> <li>• finished product meets the</li> </ul>




## Taught topics

Fusion Food	Teddy bear	Chair swing
Pupils should be taught: <ul style="list-style-type: none"> <li>Where food comes from.</li> <li>Distinctive elements of cooking and flavour in different cultures (cultures within class make-up to be used).</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Use a range of stitches to join fabric, hiding the seams.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>Use electronics to make a moving structure.</li> </ul>

## Knowledge organisers (including vocabulary)

Fusion Food	Teddy bear	Chair swing
		

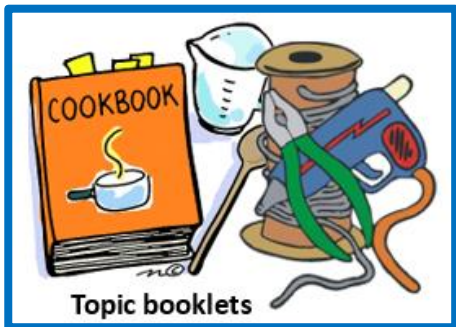
## Assessments

Fusion Food	Teddy bear	Chair swing
		

**Curriculum links**

Fusion Food	Teddy bear	Seaside peer
<p>Rationing learning in WWII topic</p> <p>Healthy eating learning in animals including humans in science</p>	<p>Moving parts within a Swing Chair</p>	
<p>Where food comes from geography topic</p> <p>Food topics previously taught- knife skills, oven safety etc</p> <p>Science topics around reversible and irreversible reactions</p> <p>Science topics around plants</p>	<p>Toys topic within history- knowledge of the first teddy bear</p> <p>Sewing skills from African textile, sheep and Tudor clothing topics</p> <p>Properties of materials knowledge from science</p>	<p>Knowledge of electrical circuits from science</p> <p>Joining techniques- earthquake proof buildings.</p> <p>Glue gun knowledge- catapults</p> <p>Forces knowledge from science</p>

**Supporting documents**



# GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."


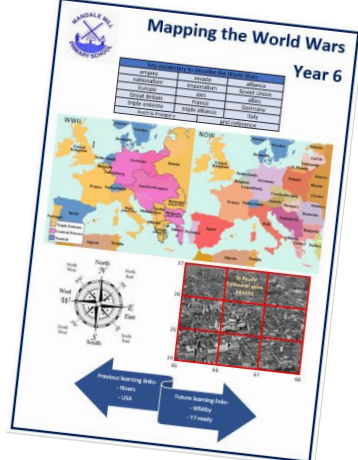

--Barack Obama




Skills and knowledge in Geography	
Location and Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities with accuracy.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a contrasting coastal locality- Whitby.</li> </ul>	<ul style="list-style-type: none"> <li>Economic activity &amp; Trade Links Study economic activity including trade links, and the distribution of natural resources including energy and food</li> <li>Human Settlement Study types of human settlement and movement of people between settlements</li> </ul>
Geographical Skills and Fieldwork	
<ul style="list-style-type: none"> <li>To build six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> <li>Children to draw maps including 6 figure references, symbols and a key.</li> <li>Children to draw maps of oceans, seas and routes showing population movement (including 6 figure references, symbols and a key).</li> <li>Use fieldwork to observe, measure and record the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Whitby).</li> </ul>	

**Taught topics**

Human Movement	Mapping the World Wars	Whitby
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Push and pull factors for migration.</li> <li>• Different types of migration (forced and chosen).</li> <li>• Migration examples in human history-                             <ul style="list-style-type: none"> <li>○ 'First' migration by modern humans over 60,000 years ago.</li> <li>○ Migration from Europe to America in 1800's.</li> <li>○ Migration in Great Britain during the Industrial Revolution.</li> <li>○ Migration due to war (WWI&amp;II as well as modern and current war).</li> </ul> </li> <li>• Effects of migration.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use 6 figure grid references to locate areas of a battle field.</li> <li>• Consolidated learning about compass skills and extend to 8-point compass.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Aspects of coastal erosion.</li> <li>• Human and physical features of the coast.</li> <li>• Use of OS maps including symbols.</li> <li>• Consolidate 6 figure grid references to locate areas of the coast.</li> <li>• Consolidated learning about compass skills to 8-point compass.</li> </ul>

**Knowledge organisers (including vocabulary)**

Human Movement	Mapping the World Wars	Whitby
 <p>A knowledge organiser for 'Human Movement' for Year 6. It includes a table of push and pull factors, a diagram of migration types (internal, forced, voluntary), and a section on the effects of migration. It also features a 'Pupils learning this' section with 'I can' statements and a 'Pupils learning this' section with 'I can' statements.</p>	 <p>A knowledge organiser for 'Mapping the World Wars' for Year 6. It features a map of Europe during WWI and WWII, a compass rose, and a 6-figure grid reference system. It includes a 'Pupils learning this' section with 'I can' statements.</p>	 <p>A knowledge organiser for 'Whitby' for Year 6. It includes a map of Whitby, a table of physical features, and a section on coastal erosion. It also features a 'Pupils learning this' section with 'I can' statements.</p>

Assessments		
Human Movement	Mapping the World Wars	Whitby
 <p>Human Movement Year 6 assessment sheet. It includes a world map, a table for comparing migration types, and a section for explaining the Industrial Revolution's impact on migration.</p>	 <p>Mapping the World Wars Year 6 assessment sheet. It features a map of Europe, a list of countries (Germany, France, Poland, Italy, Netherlands, UK), and a section for labeling historical sites like St Paul's Cathedral and the Royal Albert Hall.</p>	 <p>Whitby Year 6 assessment sheet. It includes a map of Whitby, a section for labeling physical features, and a section for describing the town's features and history.</p>
Curriculum links		
Human Movement	Mapping the World Wars	Whitby
<p>Learning within WWII topic- evacuation, movement of Jewish populations in Europe etc</p>	<p>Mapping knowledge within Whitby topic</p>	
<p>Learning within Maafa- Windrush, slavery</p> <p>Learning from extreme earth topic around people moving due to natural disasters</p> <p>Learning from trains topic around work and transport options</p> <p>Learning from topics such as Romans and Vikings and the human movement involved in these periods</p> <p>Place knowledge from previous geography topics</p>	<p>Mapping knowledge from previous topics- rivers, mountains etc</p> <p>Place knowledge from previous topics (France, USA etc) and country placement associated with this.</p> <p>Maths knowledge around co-ordinates</p> <p>Compass knowledge from previous geography topics</p> <p>Maths knowledge about position, direction and movement</p>	<p>Previous seaside topics- Redcar, Seaton Carew and Saltburn</p> <p>Rivers topic and the learning around rivers meeting the sea</p> <p>Extreme earth topic and learning about natural disasters such as floods</p> <p>Mapping knowledge from previous geography topics including mapping the world wars</p> <p>Forces topic with science</p>

Supporting documents



# HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history	
Chronological understanding	
<ul style="list-style-type: none"> <li>• Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point</li> <li>• Use key timelines to demonstrate changes and developments. Use words and phrases for movements or times of change.</li> </ul>	
Historical Interpretations and Understanding	Organisation and communication
<ul style="list-style-type: none"> <li>• Selecting reliable sources (sometimes independently) of factual evidence to answer historical questions which justifies their selection.</li> <li>• Independently identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics.</li> <li>• Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.</li> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Begin to consider ways of checking the accuracy of sources.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> <li>• Bring knowledge gathering from several sources together in an account.</li> </ul>	<ul style="list-style-type: none"> <li>• Children at KS2 are not expected to construct their own historical arguments. Across the key stage, children are expected to deepen their historical knowledge through repeated exposure of the core concepts below and increasing substantive knowledge of the subject as the key stage progresses. This will be reflected in the children's historical writing.</li> <li>• The purpose of the writing should be primarily to communicate the substantive topic knowledge in a coherent and logical manner, with increasing detail and confidence as the key stage progresses.</li> <li>• Writing may be framed around key historical enquiry questions, underpinning units, linked to the second order concepts of:             <ul style="list-style-type: none"> <li>- Cause and consequence</li> <li>- Change and continuity</li> <li>- Similarity and difference</li> <li>- Historical significance</li> </ul> </li> <li>• However, key to this approach is that children have studied in depth the topic content and vocabulary to afford children with the key knowledge that they need in order to write successfully.</li> </ul>

## Taught topics

### Black history

### World War II

Pupils should be taught:

- Africa's past and present, and the development of the slave trade.
- Explore Britain's role in the transatlantic slave trade.
- Learn about the causes and consequences of the European colonisation of Africa.
- Consider worldwide communities that make up the African diaspora.

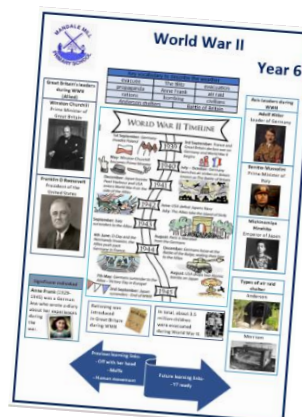
Pupils should be taught:

- How outcomes from WWI contributed to WWII.
- Changes in leadership.
- Allies and enemies.
- The significance of the Battle of Britain as a turning point.
- Everyday life in wartime- rationing, evacuation, air raids and shelters
- Changes in the role of women during war time.

## Knowledge organisers (including vocabulary)

### Black history

### World War II



## Assessments

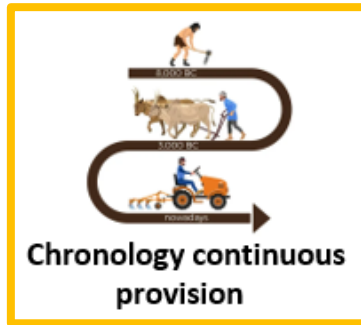
### Black history

### World War II



Curriculum links	
Black history	World War II
<p>Learning in 'Can people live anywhere?' topic about human movement</p> <p>Learning in WWII topic about persecution of certain groups</p> <p>Learning in WWII topic about black soldiers and them receiving medals, fighting for Great Britain etc</p>	
<p>Geography learning about hot places of the world and knowledge about Africa linked to this</p> <p>Mapping knowledge from geography linked to places, seas and oceans</p> <p>Previous history topics such as Egyptians and debating whether there was slavery during these periods</p> <p>Previous history topics about monarchy and the British Empire during Queen Victoria's reign</p> <p>Knowledge of the USA from previous geography topic</p> <p>Space exploration topic studied in history and Earth and space topic covered in Science</p> <p>Captain Cook history topic and knowledge around the indigenous aboriginal peoples</p>	<p>Knowledge from monarchy history topic around Kings, Queens, Prime Ministers and Presidents</p> <p>Learning during Maafa topic around persecution of certain groups</p> <p>Knowledge from previous geography topic around human movement and reasons for this (particularly war)</p> <p>Previous history topics (eg- Romans, Vikings, Battle of Hastings etc) and how armies were formed, trained and how battles were fought further back in history</p> <p>Knowledge around the history of transport and how that links with how WWII was fought</p> <p>Geography knowledge around the UK and it's capital cities including knowledge of landmarks</p>

Supporting documents



# LANGUAGES- FRENCH


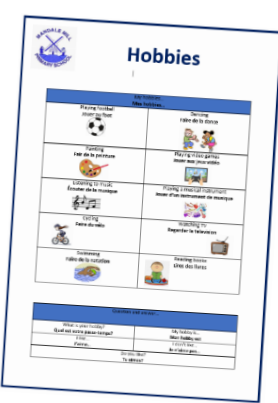

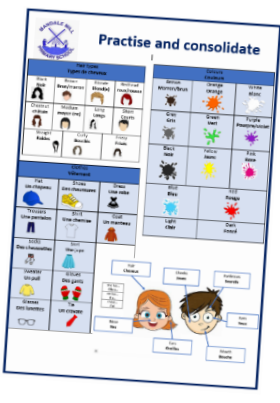
“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

--Flora Lewis

Skills and knowledge in languages	
Listening	Speaking and Pronunciation
Reading and Writing	Grammar
Intercultural Understanding	
See French curriculum document for full progression	

Taught topics			
Food	Hobbies	Actions	Describing people
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Different types of food</li> <li>• Question and answer: What is it? It is... They are ... Do you like? Yes I like... No, I don't like... What are you eating? I'm eating...</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• How to say a variety of hobbies.</li> <li>• Question and answer: What is your hobby? My hobby is... I like... I don't like...</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• How to say a variety of actions, I play... I do... I get... play... I do... I get...</li> <li>• Question and answer: Can you do this... How do you do this...</li> </ul>	<p>Pupils should be taught:</p> <p>This unit should be a recap of previous learning. By the end of the unit children should be able to describe people including their appearance and families.</p> <p>Using all of the units this term could they create a detailed character description?</p>

## Knowledge organisers (including vocabulary)

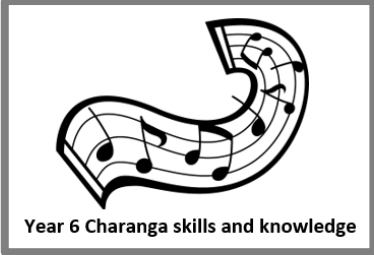






Food	Hobbies	Actions	Describing people
 <p><b>Food / La nourriture</b></p>	 <p><b>Hobbies</b></p>	 <p><b>Actions</b></p>	 <p><b>Practise and consolidate</b></p>

## Supporting documents










# MUSIC

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”  
--Plato

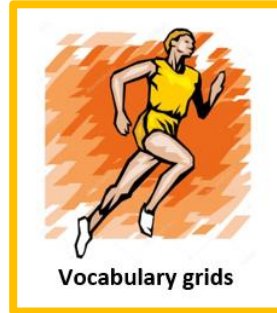
Skills and knowledge in music					
Listen and Appraise	Singing	Playing	Improvisation		
Composition			Performance		
 <p>Year 6 Charanga skills and knowledge</p>					
Taught topics					
Happy	Classroom Jazz 2	A New Year Carol	Recorders	You've got a friend	Music and Me
All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams.	All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.	All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.	Notes- B, A, G, C, G and D Tunes to learn the above.	All the learning in this unit is focused around one song: You've Got A Friend by Carole King.	Music and Me focuses on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now.
Supporting documents					
Happy	Classroom Jazz 2	A New Year Carol	Recorders	You've got a friend	Music and Me
					

# PHYSICAL EDUCATION

Sports do not build character. They reveal it.  
--John Wooden

Skills and knowledge in physical education		
Dance	Field games	Net and wall games
Outdoors and adventurous activities	Striking and fielding	Target games
Athletics	Gymnastics	Invasion games
Life skills- health and safety		Life skills- citizenship
 <p>Progression documents</p>		
Taught topics		
Autumn One	Spring One	Summer One
Pupils should be taught: <b>Dance</b> 	Pupils should be taught: <b>Tennis</b> 	Pupils should be taught: <b>Cricket/rounders</b> 
Autumn Two	Spring Two	Summer Two
Pupils should be taught: <b>Gymnastics</b> 	Pupils should be taught: <b>Football</b> 	Pupils should be taught: <b>Athletics</b> 

## Supporting documents






# PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> <li>• Take responsibility for a range of tasks, in a range of scenarios, with growing independence</li> <li>• Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth.</li> </ul>	<ul style="list-style-type: none"> <li>• Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the changes involved in puberty and about human reproduction.</li> <li>• State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how information is presented differently in the media and online.</li> <li>• Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 'secret' should be shared.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them.</li> <li>• Respond appropriately to a wide range of feelings and emotions in themselves and others.</li> </ul>

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> <li>• Give quality, constructive feedback and support to benefit themselves and others when working collaboratively</li> <li>• Consider reasons why someone may want to bully another person and suggest ways to support them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how different types of rights need to be protected, supported and balanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion.</li> <li>• Explain how they can make a positive contribution to society, now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about a range of jobs, and explain how they will develop skills to work in the future.</li> <li>• Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals.</li> <li>• Develop self-organising and time management skills.</li> </ul>

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> <li>• Shared Responsibilities</li> <li>• Communities</li> <li>• Media literacy &amp; digital resilience</li> <li>• Economic wellbeing: Money</li> <li>• Economic wellbeing: Aspirations, work &amp; career</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Families and close positive relationships</li> <li>• Friendships</li> <li>• Managing hurtful behaviour and bullying</li> <li>• Safe relationships</li> <li>• Respecting self and others</li> <li>• Respecting self and others</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• Healthy Lifestyles (physical wellbeing)</li> <li>• Mental Health</li> <li>• Ourselves, growing and changing</li> <li>• Keeping Safe</li> <li>• Drugs, alcohol and tobacco</li> </ul>
Supporting documents		
 <p>Detailed long-term plan</p>	 <p>PSHE and RSE policy</p>	 <p>Yasmin and Tom resource Username- Mandala</p>

# RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”

-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"> <li>Outline religious and/or non religious beliefs, such as life after death.</li> <li>Describe and make connections between examples of religious creativity.</li> <li>Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.</li> <li>Make connections between the key functions of a religious building and the beliefs of the religious community.</li> <li>Make connections between beliefs and behaviour in different religions.</li> </ul>	<ul style="list-style-type: none"> <li>Offer interpretations of key parables and say what they might mean for people about how to live.</li> <li>Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>Explain some similarities and differences between beliefs about life after death.</li> <li>Explain some reasons why groups of people have different ideas about an afterlife.</li> <li>Show an understanding of the value of sacred buildings and art.</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>Outline the challenges of belonging to a religious community in Britain today.</li> <li>Consider similarities and differences between beliefs and behaviour in different faith.</li> </ul>	<ul style="list-style-type: none"> <li>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</li> </ul>

**Taught topics**

<p>Why are the gospel accounts different?</p>	<p>Is faith always the same? What does art tell us?</p>	<p>Why is Jesus' death seen as a victory?</p>	<p>From life to death: What role does religion play?</p>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• The concept of Christian history.</li> <li>• The concept of The Gospels.</li> <li>• The concept of incarnation.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• The concept of art and expression.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• The concept of salvation.</li> <li>• The concept of incarnation.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• The concept of belonging.</li> </ul>

**Currently under review.  
New scheme coming!**

**Supporting documents**

