- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

Curriculum coverage - Year 5 – 2021-2022

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. ILP – imaginative learning projects.						
Title	**Pharaohs**	**Stargazers**	**Off With Her Head**	**Fire Damp and Davy lamps**	**Time Traveller**	**Sow, Grow and Farm KRP Allotments**
Main focus subject	History – Ancient Egypt	Science – solar system	History – The Tudors	History – local study	Art and Design	Geography – Agriculture and farming
KRP		Why do planets have craters? - companion project (days) Science How does the moon move? Science				Eat the seasons (DT)
The Write Stuff	**Write Stuff** Egypt Hatshepsut – Non Fiction biography Secrets of a Sun King – diary (Y4 non fiction new release)	**Write stuff** Mars Transmission – non-narrative Journal One Small Step – Taiko Studios narrative Adventure	**Write Stuff** The Highway Man - poetry Zoo – Anthony Browne (Narrative fantasy)	You wouldn't want to be a Victorian Miner – John Mallam (not Write Stuff) Pit Boy – Gordon Otterwell Fiction (not Write Stuff)	**Write Stuff** The Present – (Fiction Narrative Story) Jacob Frey Screen Use – (Non Fiction balanced argument	**Write Stuff** Plastic Pollution – (non-fiction Speech) The River – Valerie Bloom (Y4 Poetry unit) **Class Novel** The secret garden - Frances Hodgson Burnett
Class Novel	**Class Novel** The Time Travelling cat and the Egyptian Goddess Jullia JArman	**Class Novel** Cosmic (Frank Cottrell-Boyce)	**Class Novel** Treason -Berlie Doherty	**Class Novel** Candle Dark- Carole Anne Carr	**Class Novel** The Clockwork Crow – Catherine Fisher	

Subsidiary foci subjects					
Art and design	**Drawing** Outcome – Create own papyrus scroll using pencil and ink. **Skills** Make accurate sketches of hieroglyphics using a range of drawing materials (sketching pencils, black fineliners). Describe and discuss how different artists and cultures have used a range of visual elements in their work. Use ink and thin brushes to add colour **Knowledge** Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making. Visual elements include line, light, shape, colour, pattern, tone, space and form. **Vocabulary** Casting, collage, decoupage, marbling, origami, shape, colour, pattern, tone, space, form, traditional, preliminary, sketch.	**Drawing and printing** Outcome – create a marbelled print of a new planet Ludek Pesek Marbelling work **Skills** Use sketching pencils to accurately copy a range of planets. Use watercolours to correctly convey the colours of the planets. Create a design for a print using tracing paper. Use easiprint to create a two-colour print Add text or photographic samples to a print. Use marbelling ink to create effects.	**Drawing and sculpture** Outcome – Create a relief sculpture of a Tudor Rose **Skills** Create accurate preliminary sketches using sketching pencils. Create a page of sketchpad using copied pictures of Tudor portraits. Create a relief form using a range of tools, techniques and materials. Add text or photographic samples to a print. **Knowledge** Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Relief sculpture projects from a flat surface, such as stone. High		Outcome – Use torn paper, newspaper, labels to create a collage based on the work of one of the Expressionists of the early 20th century. Kandinsky **Skills** Compare and comment on the ideas, methods and approaches in their own and others' work. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Use a range of materials to create imaginative and fantasy landscapes. Describe and discuss how different artists and cultures have used a range of visual elements in their work. Investigate and develop artwork using the characteristics of an artistic movement. **Knowledge**	Observational drawing and painting of fruit and vegetable using thick paint the style of Paul Cezanne. Paul Cezanne **Skills** Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Mix and use tints and shades of colours using a range of different materials, including paint. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. **Knowledge** Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Review and revisit ideas and sketches to improve and develop ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.

Knowledge

Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.

Some artists use text or photographic images to add interest or meaning to a print.

Vocabulary
Artist, print, photographic, interest, meaning, image, model, trial pieces, explore, sculpture, technique.

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relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.

Some artists use text or photographic images to add interest or meaning to a print.

Vocabulary
Background, visibly, low-relief or bas-relief, surface, resemble, flat, text, tools, materials.

Artistic movements or artists that communicate feelings through portraiture include the Expressionists.

Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.

Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.

Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.

Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.

Visual elements include line, light, shape, colour, pattern, tone, space and form.

Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.

Vocabulary
Perspective, shade, ink wash, applied, refining, annotating, review, revisit, simple line drawings, tints, composition,

					Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. **Vocabulary** Realism, Pop Art, Renaissance, Abstract, horizontal, unusual, angles, imaginative, fantasy, landscape.	
computing	**Sharing Information** **Skills** Explain that computers are connected together to form systems. Explain that systems are built using a number of parts. Describe that a computer system features inputs, processes and outputs. Explain that computer systems communicate with other devices. Recognise the role of computer systems in our lives. Identify tasks that are managed by a computer system. Identify the human elements of a computer system. Explain the benefits of a given computer system. Recognise how information is transferred over the internet. Explain that networked digital devices have unique addresses. Explain that data is transferred over networks in packets. Explain that sharing information online lets people in different places work together. Recognise that connected digital devices can allow us to access shared files stored online.	**Vector Drawing** **Skills** Tools can be used to produce different outcomes. Vector drawings are made using shapes. Identify main drawing tools. Vector drawing tools are different from paper-based drawings. Create vector drawings by combining shapes. Identify the shapes used to make a vector drawing. Explain that each element added to a drawing is an object. Move, resize and rotate objects that have been duplicated. Use zoom tool to add detail. Explain alignment grids and resize handles to improve consistency. Modify objects to create different effects. Understand that vector drawings have layers. Add objects to create a new layer in the drawing. Identify front and back layers and change the order of the layers. Group objects.	**Video Editing** **Skills** Know and understand videos can include visual and audio media. Adding audio (speech and music) to a video. Plan a video project using a storyboard. Name digital devices that can record video and sound. Choose suitable digital devices for recording. Locate and identify the working features of a digital device that can record a video. Select suitable device, software and method to capture video. Safe handling and use of devices. List features of an effective video.	**Flat File Databases** **Skills** Create multiple questions about the same field, true, false, more than, less than. Explain how information can be recorded. Can order, sort and group data cards. Navigate a flat-file database to compare different views of information. Explain what a field and a record is in a database. Choose which field to sort data by to answer a given question. Explain how information can be grouped. Group information to answer questions. Combine grouping and sorting to answer more specific questions. Choose which field and value are required to answer to a given question. Outline how 'AND' and 'OR' can be used to refine data selection. Choose multiple criteria to answer a given question. Select an appropriate chart to visually compare data. Refine a chart by selecting a particular filter.	**Programming A – Selection in Physical Computing** **Skills** Build simple circuit to connect a micro controller to a computer. Programme a microcontroller to light an LED. Explain why an infinite loop is used. Connect more than one output device to a microcrontroller. Design sequences for given output devices. Decide which output devices to control with a count-controlled loop. Explain that a condition is something that can be either true or false. Experiment with a 'do until' loop. Program a micro controller to respond to an input. Explain that condition being met can start an action. Identify a condition and an action in the project. Use selection (if…then) to direct the flow of a program. Describe what the project will do. Create a detailed drawing of the project. Write an algorithm to control lights and a motor.	**Programming B – Selection in Quizzes** **Skills** Recall how conditions are used in selection. Identify and modify conditions in a program. Use selection in an infinite loop to check a condition. Identify the condition and outcomes in an if...the...else statement. Create a program with different outcomes using selection. Explain that program flow can branch according to a condition. Design the flow of a program which contains if..then…else Show a condition can direct program flow in one of two ways. Outline a given task. Use a design format to outline the project. Identify the outcome of user input in an algorithm. Implement the algorithm to create the first section of the program. Test and share the program with others. Identify ways the program could be improved. Identify what setup code is needed for the project. Extend the program further. **Knowledge** Know that conditions are statements that need to be met for a set of actions to be carried out.

Send information over the internet in different ways. Explain that the internet allows different media to be shared. Share project online. Suggest strategies to ensure successful group work. Can make thoughtful suggestions on my group's work. Compare working online with working offline. Evaluate different ways of working together. Identify different ways of working together online on the internet which can be public or private. Explain how the internet enables effective collaboration. **Knowledge** Parcel delivered to a convenient locker. Knowledge of barcodes, when a system recognises codes. Smart lockers/Amazon lockers. Digital systems are used in a wide range of public contexts (airports, departure boards). Understand puffin crossings (pedestrian) uses sensors to detect vehicles. Sensors provide input to the system. Online shopping can be ordered online using tablet or computer. Sending messages and information. Shared online space. Modify and create templates. Create and copy a presentation with a different name. Add simple text and images to slides.	Copy part of an object by duplicating it several times. Create a single object. Reuse a group of objects to develop drawing. Evaluate vector drawing. Evaluate alternatives, suggest improvements and apply what has already been learned. **Knowledge** Knowledge and understanding of digital painting. Desktop publishing to use digital images. Create images that can be used in desktop publishing documents. Tools within google drawings. Use the gradient fill tool. Know how to access previous work. **Vocabulary** Vector, drawing tools, shapes, object, icons, toolbar, move, resize, colour, rotate, duplicate, copy, organise, zoom, select, rotate, object, alignment grid, handles, consistency, modify, layers, front, back, order, copy, paste, group, ungroup, duplicate, vector drawing, reuse, improvement, evaluate, alternatives. **Knowledge**	Record a video that demonstrates some of the features of an effective video. Explain why lighting and angle are important in creating an effective video. Store, retrieve and export recording to a computer. Improve a video by reshooting and editing using the correct tools. Recognise that the choices made will impact the quality of the final outcome. Evaluate video. **Knowledge** History of video and animation. Roles within a group – facilitator, recorde4r, summariser, presenter, timekeeper. Know how devices work – integrated microphones, microphones. Research suitable Youtuber. Know where to locate video files, where to save and retrieve files. Import video files to the computer.	Explain the benefits of using a computer to create graphs. Ask questions that will need more than one field to answer. Refine a search in a real-world context. Present my findings to a group. **Knowledge** Create a paper-based database. Use the term 'attribute'. Explain the terms 'record' and 'field', in relation to a database. Know how to carry out a flight search using expedia and the ability to screenshot flight details from a web browser. **Vocabulary** Databases, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation,	Use a selection to produce an intended outcome. Test and debug project. **Knowledge** Repetition Know how to connect a crumble controller to a battery box, sparkle and a computer. Write programs using crumble programming software, to turn LEDs known as sparkles on and off and set them to different colours. Connect sparkles to crumble controllers and write programs. Write programs. Use count-controlled loops in programs. To connect a push switch. Know the difference between how switches are used in simple circuits and programmed circuits. Understand the conditions in programs. Test ideas for the algorithm. Design plans, models and electric circuits. **Vocabulary** Microcontroller, crumble controller, components, LED, sparkle, crocodile clips, connect, battery box, repetition, infinite loop, output devices, motor, count-controlled loop, switch, condition, true, false, input, selection, action, task, design, algorithm, program, debug, evaluate	Understand that selection is a programming construct that makes use of conditions to decide which set of actions to follow. Know the blocks available in Scratch to allow conditions to be used in programs, including those that use selection. Identify the conditions that are used in a program and the effect that meeting these conditions will have. Know that repetition needs to be used in selection where the condition needs to be repeatedly checked, and without this, the actions will not be carried out when the condition is true. Know that selection can be represented by the structure if… then… else… Set of actions to be carried out when the condition is false, as when the condition is true. Represent the form of selection in algorithms, and identify which outcome will be selected and why. Construct a program using scratch using if… then… else… Know that selection I the structure if… then… else can be used to control the flow of actions in programs. Understand that and algorithm with a branching structure can be used to represent selection if… then… else structure. Know when using the ask () and wait command block, an infinite loop is not required. Know how to test whether selection has been used properly. Identify the outcomes that should be carried out for correct and incorrect answers. **Vocabulary** Selection, condition, true, false, controlled-loop, outcomes, conditional statements, algorithm, program, debug, question, task, design, input, implement, test, run, set-up, share, evaluate, constructive

	How to work together and which approaches suit online working. Scratch 3 – see and remix buttons. View and change other people's work. Save and create accounts on scratch platform. Understand copyright. **Vocabulary** System, connection, digital, input, process, output, protocol, address, packet, chat, explore, slide deck, explore, reuse, remix, collaboration		**Vocabulary** Video, audio, recording, storyboard, script, soundtrack, dialogue, capture, zoom, storage, digital, tape, AV (audiovisual), save, videographer, video techniques, pan, tilt, angle, lighting, setting, Youtuber, content, light, sound, camera angle, colour, export computer, Microsoft moviemaker, split, trip/clip, edit, titles, end credits, timeline, transitions, retake/reshoot, special effects, title screen, constructive feedback.			
DT	<mark>Structure: DT- design and build pyramids from construction materials.</mark> **Skills** Explain how the design of a product has been influenced by the culture or society in which it was designed or made.	<mark>DT – mechanism: materials - design, make and evaluate a "space rocket" that uses propulsion.</mark> **Skills** Explain how the design of a product has been influenced by the culture or society in which it was designed or made.	.		<mark>DESIGN AND MAKE: A DEVICE THAT INCORPORATES A SERIES CIRCUIT.</mark> EG: GAME WHERE YOU MOVE A HOOK ALONG A WIRE AND AN ALARM SOUNDS. **Skills** Select and combine materials with precision. Build a framework using a range of materials to support mechanisms.	<mark>DT –</mark> Cooking: Use a range of cooking techniques: eg: soup, salad, dressing, omelette, **Skills** Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. Evaluate meals and consider if they contribute towards a balanced diet.

	Name and select increasingly appropriate tools for a task and use them safely. Select and combine materials with precision. **Knowledge** Culture is the language, inventions, ideas and art of a group of people. A society is all the people in a community or group. Culture affects the design of some products. There are many rules for using tools safely and these may vary depending on the tools being used. For example, someone using a chisel should chip or cut with the cutting edge pointing away from their body. All tools should be cleaned and put away after use, and should not be used if they are loose or cracked. Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques. **Vocabulary** beneficial, technique, preparation, precision. Strengthening, stiffening and reinforcing.	Explain the functionality and purpose of safety features on a range of products. Use mechanical systems in their products, such as pneumatics and hydraulics. Name and select increasingly appropriate tools for a task and use them safely. Test and evaluate products against a detailed design specification and make adaptations as they develop the product. Select and combine materials with precision. **Knowledge** Culture is the language, inventions, ideas and art of a group of people. A society is all the people in a community or group. Culture affects the design of some products. For example, knives and forks are used in the western world, whereas chopsticks are used mainly in China and Japan. The design of products needs to take into account the culture of the target audience. For example, colours might mean very different things in different cultures. Safety features are often incorporated into products that might cause harm. Some			**Knowledge** To know how to make a working electrical system. Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques. Many new designs and inventions influenced society. For example, labour-saving devices in the home reduced the amount of housework, which was traditionally done by women. This enabled them to have jobs. **Vocabulary** Invention, influenced, frameworks, various, method, significant, designer.	Describe what seasonality means and explain some of the reasons why it is beneficial. **Knowledge** Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. Savoury dishes usually have a salty or spicy flavour rather than a sweet one. A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions. Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper. A focus group is a small group of people whose reactions and opinions about a product are taken and studied. Evaluations can be made by asking product users a selection of questions to obtain data on how the product has met its design criteria. **Vocabulary** Flavour, criteria, selection, value, growers, proportions, function, nutrients, dishes, spicy, product.

| | | examples include the child-safety caps on medicine bottles, seatbelts in cars, covers for electrical sockets and finger guards on doors.

Pneumatic systems use energy that is stored in compressed air to do work, such as inflating a balloon to open a model monster's mouth. These effects can be achieved using syringes and plastic tubing. Hydraulic mechanisms work in a similar way, but instead of air, the system is filled with a liquid, usually water. It is important that the system is air or watertight.

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There are many rules for using tools safely and these may vary depending on the tools being used. For example, someone using a chisel should chip or cut with the cutting edge pointing away from their body. All tools should be cleaned and put away after use, and should not be used if they are loose or cracked.

Testing a product against the design criteria will highlight anything that needs improvement or redesign. Changes are often made to a design during manufacture.

Materials should be cut and combined with precision. For example, pieces of fabric | | | |
|---|---|---|---|---|---|

		could be cut with sharp scissors and sewn together using a variety of stitching techniques. **Vocabulary** hydraulic, redesign, mechanism, culture,				
Geography	**Human and physical geography** **Skills** learn about Cairo and Luxor as types of settlements. Learn about economic activity including trade links in Cairo and Luxor. Learn about the distribution of natural resources by the Nile Learn about the climate zone of the desert. Knowledge		**Identifying locations and time zone differences.** **Skills** Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). **Knowledge** The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15			**Human and physical geography:** **Skills** Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Describe in detail the different types of agricultural land use in the UK. Explain how the climate affects land use. Describe how soil fertility, drainage and climate affect agricultural land use. Summarise geographical data to draw conclusions. Construct or carry out a geographical enquiry by gathering and analysing a range of sources. Explain how the topography and soil type affect the location of different agricultural regions. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. Identify some of the problems of farming in a developing country and report on ways in which these can be supported. **Knowledge** Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places

| | | | degrees to the east is another hour later. | | | together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. |
| | | | **Vocabulary**

Hemisphere. Geography - Mapping UK, grid references, farming in UK, potato farming jersey, climate zones, N/S. America, citrus farming California, coffee Peru, how far has food travelled? | | | Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.

Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.

Soil fertility, drainage and climate influence the placement and success of agricultural land.

Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.

A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.

The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical |

| | | | | | | slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.

The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.

Relative location is where something is found in comparison with other features.

Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.

Vocabulary
Fertility, location, population, continents, physical and human features, comparison, biomes, erosion, evidence, conclusions, migration, hydrology, precipitation, demographics, economic, statistics, agriculture. |
|---|---|---|---|---|---|---|
| Scientific enquiry statements that go throughout | Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Take increasingly accurate measurements in standard units, using a range of chosen equipment. Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. | | | | | |
| science | | Earth and Space skills Use the idea of Earth's rotation to explain day and night, and the Sun's apparent movement across the sky. | | Properties and changes of materials **Skills** Compare and group everyday materials by their properties, including hardness, solubility, | Forces skills Compare and describe, using a range of toys, models and natural objects, the effects of | Living things and their habitats **Skills** Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird. |

	Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. Describe or model the movement of the Moon relative to Earth. Describe the Sun, Earth and Moon as approximately spherical bodies and use this knowledge to understand the phases of the Moon and eclipses. **Forces** Explain that objects fall to Earth due to the force of gravity. Mechanisms, such as levers, pulleys and gears, give us a mechanical advantage. A mechanical advantage is a measurement of how much a simple machine multiplies the force that we put in. The bigger the mechanical advantage, the less force we need to apply. **Knowledge** As Earth orbits the Sun, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due	transparency, conductivity (electrical and thermal) and magnetism. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrating that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the actions of acid on bicarbonate of soda. Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent. **Knowledge** Very hot and very cold materials can burn skin. Heating materials should be done safely.	water resistance, air resistance and friction. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identity the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Knowledge** The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams. A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. An observation involves looking closely at objects, materials and	Describe the life processes of reproduction in some plants and animals. Describe the changes as humans develop to old age. **Knowledge** Humans reproduce sexually, which involves two parents (one female and one male) and produces offspring that are different from the parents. Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Puberty is the period during which adolescents reach sexual maturity and become capable of reproduction. It causes physical and emotional changes. The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams. A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. Humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Puberty is the transition between childhood and adulthood. **Vocabulary**

		to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time. The Solar System is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365 days) is the length of time it takes for Earth to complete a full orbit. The Moon orbits Earth, completing a full orbit every month (28 days). The Sun, Earth, Moon and the planets in our solar system are roughly spherical. All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses it into the most compact shape – a sphere. Gravity is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all		Reversible changes include heating, cooling, melting, dissolving and evaporating. Irreversible changes include burning, rusting, decaying and chemical reactions. Materials can be grouped according to their basic physical properties. Properties include hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. Some materials (solutes) will dissolve in liquid (solvents) to form a solution. The solute can be recovered by evaporating off the solvent by heating. A material's properties dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan. Some mixtures can be separated by filtering, sieving and evaporating. Sieving can be used to separate large solids from liquids and some solids from other solids. Filtering can be used to separate small solids from liquids. Evaporating can be used to separate dissolved solids from liquids. **Vocabulary** Solid, liquid, gas, evaporate, evaporation, filtering, filtration, dissolving, dissolved, mixture.	living things. Accurate observations can be made Friction, air resistance and water resistance are forces that oppose motion and slow down moving objects. These forces can be useful, such as bike brakes and parachutes, but sometimes we need to minimise their effects, such as streamlining boats and planes to move through water or air more easily, and using lubricants and ball bearings between two surfaces to reduce friction. **Vocabulary** Pulleys, assist, lubricants, ball bearings, friction, air resistance, oppose motion, forces,	Puberty, senior citizen, childhood, adulthood, infant, toddler, child, adolescent, prediction, classification, diagrams, offspring, variables, physical and emotional changes. they reproduce. Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal). **Vocabulary** life cycle, mammals, amphibians, arable, asexual, reproduce, stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal. Dissolve, cause, effect..

| | | objects on Earth, making dropped objects fall to the ground.

The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected.

Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.

Specialised equipment is used to take measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C), and measuring tapes (millimetres, centimetres, metres).

A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding.

An observation involves looking closely at objects, materials and living things. Accurate observations can be made repeatedly or at regular | | thermal conductor, property, solution, solute, magnetism, reversible, irreversible | | |
|---|---|---|---|---|---|

| | | intervals to identify changes over time.

A material's properties dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan.

Vocabulary
Evaporating, filtering, sieving, mixtures, contents, data logger, standard units, burning, cooling mixing materials, observation, solids, liquids, dissolving, thermal conductor, thermometer, gravity, gravitational pull, full orbit, mass, rotates, shadow. | | | |
|---|---|---|---|---|---|
| history | Learn about the achievements of the Ancient Egyptians – an overview of where and when they appeared and an in-depth study

Skills
Study a feature of a past civilisation or society.

Describe the significance, impact and legacy of power in ancient civilisations.

Explain how everyday life in an ancient civilisation changed or continued during different periods.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation | | Learn about an aspect in British history that extends pupils' chronological knowledge beyond 1066 – The Tudors

Skills

Articulate and organise important information and detailed historical accounts using topic related vocabulary.

Compare and contrast an aspect of history across | Learn about a local history study

A study over time tracing how several aspects of national history are reflected in the locality – mining, the first railways, industrialisation.

Skills
Use a range of historical sources or artefacts to build a picture of a historical event or person – Humphrey Davy

Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

Frame historically valid questions about continuity and | | |

or society (people, culture, art, politics, hierarchy). Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments. Compare and contrast an aspect of history across two or more periods studied. Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Sequence and make connections between periods of world history on a timeline. **Knowledge** Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and		two or more periods studied. Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Frame historically valid questions about continuity and change and construct informed responses. Create an in-depth study of an aspect of British history beyond 1066. **Knowledge** Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Aspects of history that can be	change and construct informed responses. Create an in-depth study of an aspect of British history beyond 1066. Knowledge Aspects of British history and related sites that may have local significance and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Key aspects of British history include the; improvements in technology.		

adopted a country's culture and language. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.		compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and			

	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. **Vocabulary**		become bigger, better or more important, or decline and become smaller, worse or less important. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Vocabulary Oppress, advisor, exploration, continuity, concept, beliefs, injustice, abbey, annulment, convent, convicted, treason, monastery, reign.			

	afterlife, ancient Egypt, archaeologist, , craftsperson, culture, curse, desert, embalming, excavation, farmer, Giza, god, goddess, hierarchy, hieroglyphics, Ma'at, Nile, noble, peasant, pharaoh, priest, pyramid, ritual, Roman, scribe, soldier, spirit, temple, tomb, vizier.				
music				**composing** Create more complex tunes, thinking about their audience; Add lyrics to a composition; Compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics. **Notation** Recognise crotchets, quavers, semibreves, crotchets (rest) and quaver rest; Recognise notes on a treble clef staff; Understand that notes are positioned differently on a bass clef; Read, and play form, music notation; Record their own compositions using music notation. Vocabulary sing diction in tune tempo pitch expression solo genre characteristics	Performing Perform with accuracy and expression, showing an understanding of the context of the music Use correct technique to play instruments with improved confidence and accuracy.	

			composer artist performer		

Music suggestions.	Singing all through the year
	  a. **Sing** with good **diction**;
	  b. Sing **in tune**;
	  c. Sing a song with two or more parts, showing confidence at being able to maintain **tempo** and **pitch**;
	
	Good repertoire for this age group includes:
	• Trad. Ireland: Danny Boy
	• Kodály: Rocky Mountain
	• Kodály: My Paddle
	• High Low Chickalo
	• Ally Ally O
	• Trad. Caribbean: Four White Horses
	• Trad. Uganda: Dipidu
	• Are You Ready?
	• Row, Row, Row your Boat
	
	Listening
	Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.
	Children can:
	find the beat in a piece of music;
	explain the tempo, dynamics, metre, timbre, and duration of a piece of music;
	recognise orchestral instruments and describe their effect in a piece of music.
	Recognise a range of music genres (including from around the world) and describe their characteristics;
	Name a variety of composers and artists associated with different genre of music;
	Recognise instruments being played in a piece of music;
	Express their opinion about pieces of music using appropriate musical vocabulary;
	Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.				

Western Classical Tradition and Film

Title	Composer	Period
English Folk Song Suite[5]	**Vaughan Williams**	**20th Century**
Symphonic Variations on an African Air	**Coleridge-Taylor**	**20th Century**
This Little Babe from *Ceremony of Carols*	**Britten**	**20th Century**
Jai Ho from *Slumdog Millionaire*	A.R. Rahman	21st Century
O Euchari	Hildegard	Early
Hallelujah from *Messiah*	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from *The Planets*	Holst	20th Century
Bolero	Ravel	20th Century
For the Beauty of the Earth	Rutter	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
90s Singer/Songwriter	Play Dead	Björk
80s Synth/Pop	Smalltown Boy	Bronski Beat
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country*	Tradition	Title	Artist/Composer
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band

	Other curriculum areas					
PE	Basketball Skills – I can	Gymnastics – Matching, mirroring and contrast Skills – I can	Dance – British Values Skills – I can	Athletics Skills – I can Change pace and run at different tempos.	Swimming/OAA OAA Skills – I can Use non-verbal communication to solve problems	Rounders Skills – I Can Catch with soft hands Throw accurately into space.

I can control a basketball using both hands and protect the ball under pressure I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. I can use different skills such as varying speed and direction to get past defenders. I can mark a player or an area of the court to limit opportunities for the opposition. I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball. I can dribble, pass and shoot the basketball using correct the correct technique to play in a game. **Knowledge – I know** I know how to use my body to protect the ball. I know how to create space to receive a pass. I know how to defend against an attacking player. I know what the difference between man v man defence and zone defence and understand the benefits of both styles. I know how to work as a team to create shooting opportunities. I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game.	Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact. Control an Arabesque. Contrast my partner's moves so that we work at different levels and in different pathways. Perform a sequence, mirroring a partner's symmetrical and asymmetrical shapes. Perform a sequence with a partner, which moves from matching moves to contrasting. Work as a group to demonstrate fluent routines involving mirroring and contrasts. Perform elements of unison and canon in a group routine. **Knowledge – I know** Some interesting ways of transition from one move to another. How to perform an Arabesque. To use gymnastic terminology in my feedback. ow to mirror in unison with my partner. The importance of timing and how to ensure I work in synchrony with my partner. How to communicate and negotiate .to agree a sequence as a group. How to perform effectively in canon.	Develop a motif demonstrating some agility, balance, coordination and precision. Creatively change static actions into travelling movements Show different levels, pathways and directions when I travel. Communicate effectively with a partner. Communicate effectively within a group. Communicate effectively within a group Improve our ideas. Evaluate the work of other's using simple technical language. **Knowledge – I know** How to contribute key words to a theme related mind map. How to translate words/ideas into actions and combine together. How to translate theme related actions into creative travelling movements. How to use chance	Sustain my pace over longer distances. Throw with accuracy and power using the pull technique. Throw after a run up. Throw with greater force and over longer distances. Throw with greater control, accuracy and efficiency. Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jumping. Combine sprinting with hurdling. Transfer a relay baton efficiently as part of a team. **Knowledge – I know** How to control my running over middle distance. How running a bend differs from running a straight. To get sideways on when throwing. How to throw safely as part of a group. To use my non-throwing arm to help me throw. How to throw a shot using,'clean palm, dirty neck' technique How to generate power from the thighs. How to approach the bar from an arced run up when high jumping The technique, 'same, different, both' for triple jump. My take off foot and lead leg How to hurdle efficiently. How to position myself to receive a baton.	Work with a partner to navigate successfully across and through obstacles whilst blindfolded Give clear instructions Stay focused. Think creatively to find solutions to challenges Work together in a small group to solve problems. Navigate my way around using a map Demonstrate teamwork and a good level of communication to complete a group task. Work as part of a team Work quickly and effectively against the clock Work with a partner/group to find a number of controls using a map. Identify the location of a number of controls which relate to specific letters of the alphabet Communicate positively with the other members of my team. **Knowledge – I Know** The importance of having a plan before I undertake a challenge. How to keep a partner safe Where I need to position myself to give clear instructions and keep my partner safe. That I need to contribute to a plan even if it is only through good listening. How to use a simple map to navigate myself around The importance of communication and negotiation when working as part of a team. What ordnance survey symbols mean. How to motivate other members of my team How to use a map	Bowl accurately at a consistent height Ground field consistently well. Catch and throw quickly from backstop Strike with some accuracy into a given area. Back up fellow fielders in the outfield Communicate with my fellow batsmen/women when between bases. Throw with real accuracy and under pressure Play a full game in a small group taking on different roles within the team. Adapt my game according to the direct opponent/situation. **Knowledge – I can** To try and catch the ball in line with my nose. What ground fielding techniques to use and can choose the right one for the circumstance. To have a high back lift when batting. How to motivate and support my teammate in the field. The rules of rounders. Rules when batting and running between bases. That fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary The importance of great communication when playing rounders. That I should adjust my position in the field for certain batsmen/women

			choreography to create a sequence. How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts. How to recognise good timing, execution and performance skills.			
RE	**What do Muslims believe about God?** **Why is Mohammed important to Muslims?** **Why do Muslims go to the mosque?** Demonstrating understanding of some beliefs and practices and the impact of these for individuals and communities: **Skills** Discuss what Muslims believe about God.	**What are the themes of Christmas?** Demonstrating understating of the significance of the Christmas story, Christian symbols & practices today: **Skills** Discuss the events of the Christmas story. Discuss Christmas decorations/symbols and how they are linked to the Christmas story. **Knowledge**	**What do Christians believe about God?** Demonstrating understanding of the importance of the Bible, its impact on worship, values & daily living: **Skills** Discuss links between Christian beliefs in God and	**Why is the Last Supper so important to Christians?** Demonstrating understanding of the Last Supper, its significance both at the time of Jesus & today: **Skills** Discuss what Christians remember about the Last Supper. Recall events leading up to the Last Supper. Discuss the events of The Last Supper. Recall how Christians celebrate Easter. **Knowledge**	**How do Muslims show their faith through actions?** Demonstrating understanding of beliefs & practices within Islam & how these beliefs make a difference to individual & communal life: **Skills** Discuss how Muslims show their faith through actions by: Recalling the six main beliefs of Islam. Discussing the Five Pillars of Islam. **Knowledge**	**What can we learn about our local faith communities?** Demonstrating understanding of different beliefs and practices in the local area and the impact of these beliefs and practices for individuals and communities: **Skills** Develop the capacity to form their own reasoned opinions. Develop the capacity to listen to differing points of view and see the world through the eyes of others. Reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious materials studied.

Recall the name Muslims use for God. Explain why Mohammed is important to Muslims. Recall how Muslims worship at the mosque. **Knowledge** Know that Muslims believe that there is only one God called Allah. Understand that Muslim's believe Allah is the only ruler of the universe. Know that the word 'Islam' means submission and obedience to Allah. Know that Muslims have a belief in the prophets and that Muhammad was the final prophet. Muhammad is so highly respected by Muslims that they will say "peace be upon him" after his name is spoken.	Understand the order of events in the Christmas story. Know Christians use lots of symbols at Christmas to help them remember why it is important to Christians. Know the symbolism of some Christian Christmas decorations. 1 . Advent Candles - the candles symbolize the number of weeks for advent. 2 . Angel Tree Toppers - the angel represents the role of angels in the birth of Jesus. 3 . Boughs of Holly - Christians believe that, the red berries represented the blood of Christ, and the pointy leaves the crown of thorns placed upon his head as he was crucified. 4 . Christmas Bells -	Biblical metaphor, symbols/oth er forms of Christian expression. Discuss how such beliefs have an impact on the lives of Christians. Suggest meanings for some of the ways in which beliefs about God are represented in art/symbolis m. **Knowledge** Know that Christians believe that there is one God, but He is three separate people: Father, Son	Know that The Last Supper is the final meal that Jesus shared with his apostles in Jerusalem before his crucifixion. Know that The Last Supper provides the scriptural basis for the Eucharist, also known as "Holy Communion" or "The Lord's Supper". **Vocabulary** Jesus Disciples Blood Body **Belief, Authority, Expressions of Belief, Impact of Belief** **Resources: Christianity resources/photograph s outside staffroom.**	Understand the **six main Muslim beliefs** 1. Belief in Allah as the one and only God. 2. Belief in angels. 3. Belief in the holy books. 4. Belief in the prophets and that Muhammad was the final prophet. 5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell). 6. Belief in predestination (the belief that Allah has already planned out what will happen) **Know about the Five Pillars of Islam:** **Shahadah:** Muslims say a declaration of faith. **Salah:** Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying. **Zakat:** Muslims must donate to charities.	Develop the ability to investigate and enquire independently, using a variety of sources. **Knowledge** Have knowledge of the diversity of religions and within the local area. Show understanding of similarities and differences between the religions. Know how people show they care for others. Know why people use ritual in their lives. <u>Vocabulary</u> **Authority, Expressions of Belief, Impact of Belief** **Resources: Invite a range of local faith leaders into school. Visit: Gurdwara Sikh Temple 23 Lorne St, Middlesbrough TS1 5QY Phone: 01642 250125 Sikh Gurudwara Sahib Louisa St, Darlington DL1 4ED 01325 250050 Nasir Mosque Hartlepool Address: 42 Brougham Terrace, Hartlepool TS24 8EY**

Understand that he Muslim place of worship is called a mosque. Services are held in mosques every day. The most important service for Muslims is on a Friday. Muslims take off their shoes before going into the mosque and wash before they pray. Muslims pray kneeling on the floor on a prayer mat. The wall of the mosque which faces Mecca is called the qibla wall **Vocabulary** Allah Muhammad God Prophet Mecca Mosque Prayer Prayer mat. **Impact of Belief** **Resources:**	bells were used to announce any big moment, good or bad, which is why they were used for the birth of Christ. 5 . Christmas Candy Canes - the curved crook resemble a shepherd's staff. **Vocabulary** Christmas Decorations Symbols **Belief, Authority, Expressions of Belief** **Resources:** **Christianity resources/photographs outside staffroom**	and Holy Spirit. The Holy Spirit is sometimes known as the Holy Ghost Know that Christians believe in God as: creator, ruler, provider, just, loving. Know that this is shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. Begin to understand that Christians believe that god is the: creator God, loving God, powerful God.		**Sawm:** Muslims fast for one month during a time called Ramadan. **Hajj:** Muslims have to travel to Mecca once in their lifetime, if they can afford to. **Vocabulary** Islam Muslim Islam. Allah Five Pillars of Islam Prophet Mecca Hajj pilgrimage The Qur'an Ramadan **Belief, Authority, Expressions of Belief, Impact of Belief** **Resources:** **Islamic resources/photographs outside staffroom**	**Phone: 01429 234644** **MIDDLESBROUGH CENTRAL MASJID AND COMMUNITY CENTRE** **30 Southfield Road,** **Middlesbrough,** **Cleveland TS1 3EX** **email:** **borocentralmasjid@gmail.com** **St. Mary's Cathederal Middlesbrough** **Cathedral Dean: Mgr Gerard Robinson** **Address: Cathedral House, Dalby Way, Coulby Newham, MIDDLESBROUGH TS8 0TW.** **Telephone: 01642 597750** **Email:** **parish@middlesbroughrccathedral.org** **Vocabulary** Diversity Ritual Worship Belief practices

	Christianity resources/photographs outside staffroom **Visit Bede's World - Jarrow**		Understand how belief in God will affect Christians e.g. prayer. Begin to understand how Christian values will affect views on moral issues – e.g. environment **Vocabulary.** Trinity God Provider Potter Father Rock Shepherd Shield **Authority, Impact of Belief** **Resources: Christian Bibles**			

				outside staffroom.				
Relationships education	Autumn- Relationships			Spring – Living in the wider world			Summer – Health and Wellbeing		
Physical health and mental wellbeing	**Families and Friendships**	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and Work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	•what makes a healthy friendship and how they make people feel included •strategies to help someone feel included •about peer influence and how it can make people feel or behave •the impact of the need for peer approval in different situations, including online •strategies to manage peer influence and the need for peer approval e.g. exit	•to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations •how to ask for, give and not give permission for physical contact •how it feels in a person's mind and body when they are uncomfortabl e	•to recognise that everyone should be treated equally •why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •what discrimination means and different types of discrimination e.g. racism, sexism, homophobia •to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment	•about how resources are allocated and the effect this has on individuals, communities and the environment •the importance of protecting the environment and how everyday actions can either support or damage it •how to show compassion for the environment, animals and	•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research,	•to identify jobs that they might like to do in the future •about the role ambition can play in achieving a future career •how or why someone might choose a certain career •about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values	•how sleep contributes to a healthy lifestyle •healthy sleep strategies and how to maintain them •about the benefits of being outdoors and in the sun for physical and mental health •how to manage risk in relation to sun exposure, including skin damage and heat Stroke •how medicines can contribute to health and how allergies can be managed •that some diseases can be prevented by vaccinations and immunisations •that bacteria and viruses can affect health	•about personal identity and what contribute s to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislik es •that for some people their gender identity does not	•to identify when situations are becoming risky, unsafe or an emergency •to identify occasions where they can help take responsibility for their own safety •to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour •how to deal with common injuries using basic first aid techniques •how to respond in an emergency, including when and how to contact different emergency services •that female genital mutilation (FGM) is against British law[1] •what to do and whom to tell if they think they or someone they know might be at risk of FGM

strategies, assertive communication •that it is common for friendships to experience challenges •strategies to positively resolve disputes and reconcile differences in friendships •that friendships can change over time and the benefits of having new and different types of friends •how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable •when and how to seek support in relation to friendships.	•that it is never someone's fault if they have experienced unacceptable contact •how to respond to unwanted or unacceptable physical contact •that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about •whom to tell if they are concerned about unwanted physical contact	•the impact of discrimination on individuals, groups and wider society •ways to safely challenge discrimination •how to report discrimination online	other living things •about the way that money is spent and how it affects the environment •to express their own opinions about their responsibility towards the environment	news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information	•the importance of diversity and inclusion to promote people's career opportunities •about stereotyping in the workplace, its impact and how to challenge it •that there is a variety of routes into work e.g. college, apprenticeships, university, training	•how they can prevent the spread of bacteria and viruses with everyday hygiene routines •to recognise the shared responsibility of keeping a clean environment	correspond with their biological sex •how to recognise, respect and express their individuality and personal qualities •ways to boost their mood and improve emotional wellbeing •about the link between participating in interests, hobbies and community groups and mental wellbeing	