- **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 6– 2021-2022

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. ILP – imaginative learning projects.						
Title	**ILP - Hola Mexico**	**ILP - Darwin's Delight**	**KRP - Frozen Kingdoms**	**ILP - A Child's War**	**ILP - Blood Heart**	**Look to the Future**
Main focus subject	**Music – Mexican Music**	**Science – Evolution and Inheritance**	**Geography – Polar Regions**	**History – Second World War**	**Science – Human Circulatory System**	**Geography – London English/Music – Performance PSHE – Transition Maths – Enterprise**
Companion Project(s)	**Science – How can we make red? What colour is a shadow?**	**Science – How have eyes evolved? Science - Why do birds have different beaks?**	**Art – Inuit**	**History – Bombardment of Hartlepool**	**Science – What's in blood? Science - What can your heart rate tell you?**	
The Write Stuff	**Holes (D) – Louis Sachar (Letter home, Persuasive Leaflet)** **The Raven – Edgar Allan Poe (Poetry)**	**Skellig – David Almond (setting description/Suspense narrative)** **Moth – Isabel Thomas (F) (Non-Fiction)**	**Shackleton's Journey – William Grill (Non-Fiction – Recount: diary entry)** **Brightstorm (Non – Fiction: Newspaper report) – Vashti Hardy**	**Letters to the Lighthouse – Emma Carroll (Non Fiction-Recount)**	**Pig Heart Boy – Malorie Blackman (persuasive speech, non-chronological report)** **Greta – Non Fiction (speech)**	**Hansel and Gretel (Narrative – traditional tale)**
Class Novel	**The Graveyard Book – Neil Gaiman (Narrative Mystery)**	**Varmints by Marc Craste**	Orphans of the Tide -Struan Murray	**The Valley of Lost Secrets – Lesley Parr**		

Art and Design	**Outcome – Following sketchpad work, create a sculpture based on Mayan art using the skills of modelling and carving.** **Look at the work of Frida Kahlo** Create innovative art that has personal, historic or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. A 3-D form is a sculpture made by carving, modelling, casting or constructing. Use colour palettes and characteristics of an artistic movement or artist in artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.	**Outcome - Observational drawing and painting of finches (evidence collected by Darwin)** Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Use the work of a significant printmaker to influence artwork. Printmakers create artwork by transferring paint,	Outcome – Create a print with at least two colours inspired by Innuit art.  Create innovative art that has personal, historic or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Adapt and refine artwork in light of constructive feedback and reflection. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the	Outcome – use the work of Paul Nash create a landscape painting (British WW2 landscape painter).  Create innovative art that has personal, historic or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Create art inspired by or giving an environmental message. Environmental art addresses social and political issues relating to natural and urban environments.	**Outcome – observation drawing of a figure with expression. Use abstraction to create a Sculpture.** **Use Pop art style – Worhol**  Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Create innovative art that has personal, historic or conceptual meaning. In conceptual art, the idea or concept behind a piece of art is	

		ink or other art materials from one surface to another. Use line and tone to draw perspective. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).	learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Use colour palettes and characteristics of an artistic movement or artist in artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Use the work of a significant printmaker to influence artwork. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.	Draw or paint detailed landscapes that include perspective. Perspective is the art of representing 3-D objects on a 2-D surface.	more important than the look of the final piece. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. A 3-D form is a sculpture made by carving, modelling, casting or constructing.	
Computing	Communication Skills: Complete a web search, refine my search, compare results, describe how search engines select results, recognise the role of web crawlers, explain	3D Modelling Skills: Create and manipulate 3D digit objects. Discuss similarities and differences between 2D and 3D shapes. Explain why 3D objects might	**Web page creation** Skills: Explore a website, discuss the different types of media, suggest media to include on a page, draw a web page layout that suits purpose. Say why copyright-free images should	**Introduction to spreadsheets** Skills: Explain the relevance of data headings. Answer questions from an existing data set, ask simple relevant questions which can be answered using	**Programming A-variables in games** Skills: Identify examples of information that is variable. Identify the variables that can hold	**Programming B-sensing** Skills: Create a program to run on a controllable device. Explain that selection can control the flow of a

	that search results are ordered, suggest criteria that a search engine checks, explain the different ways people communicate, identify there are different ways of communicating over the internet, choose suitable methods of communication, decide when to and when not to share. Knowledge: Know how to search the internet, know how to refine searches, know how to use a search engine and an address bar. Know how search engines use web crawlers to create an index for the WW. Know about ranking web pages. Know about searchers, search engines, content creators, communication, and internet. Know the definition of communication, know different methods of internet communication, Vocabulary: Search, search engine, google, bing, yahoo, swisscows, duckduckgo, refine, RANKING, SEARCH ENGINE, OPTIMISATION, WEB CRAWLERS, content creator, selection, ranking, communication, internet, public, private, one way, two way, one to many, SMS, email, What's App, blog, You Tube, Twitter, BBC Newsround,	be represented on a computer. Select, move and delete a digital 3D shape. Identify how graphical objects can be modified, resize a 3D object, and change the colour of a 3D object. Rotate a 3D object, positon 3D objects, select and duplicate 3D objects, create 3D objects, group a digital 3D shape and a placeholder to create a hole in an object. Plan a 3D model, select 3D objects, and modify multiple 3D objects. Evaluate a model. Knowledge: Know how to create, select and move 3D objects in Tinkercad. Know how to view them from different angles. Know how to alter the colour of objects. Know how to rotate and position 3D objects. Know how to resize objects, design, Vocabulary: 2D, 3D, 3D object, 3D space, view., resize, colour, lift, rotate, position, select, duplicate, dimensions, placeholder, hole, group, ungroup, modify,	be used, describe what is meant by the term "fair use". Add content to web page, preview a web page, and evaluate a web page. Explain what a navigation path is. Make multiple web pages and link them using hyperlinks. Evaluate the user experience. Knowledge: Know that websites are written in HTML. Know the terms website, web page, and browser. Know how to make a webpage. Know how to use Google effectively. Vocabulary: Web page, website, logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google sites, breadcrumb trail, navigation, hyperlink, subpage, implication, external link, embed,	data, explain what an item of data is, apply an appropriate number format to a cell, construct a formula in a spreadsheet, identify that changing inputs, changes outputs, recognise data, create a formula that includes a range of cells, apply a formula to multiple cells, use a spreadsheet to answer questions, apply a formula to calculate the data, produce a graph, answer questions. Knowledge: To know why data headings are important. Know that data is organised in columns and rows. Know that data needs to be organised. Know how to input data, collect and enter data. Know that formulas can be used to produce calculated data. Know how to enter a formula. Vocabulary: Spreadsheet, data, data heading, data set, cells, columns, rows, object, spreadsheet application, format, common attribute, cell reference, calculate, range, duplicate, stigma, propose, question, data set, organised, formula, software, tools,	numbers or letter. Explain that a variable has a name and a value; recognise that a variable can be changed. Decide where to change a variable. Recognise the value of a variable. Identify ways in which a game can be improved. Extend a game using more variables. Share a game with others. Knowledge: Know what a variable is. Know how variables can be changed through the running of a programme. Know how to design a programme using the "levels of abstraction" approach. Vocabulary: Variable, change, name, value, value, set, change, design, event, algorithm, code, test, debug, improve, evaluate, share.	program. Update a variable with a user input. Use a conditional statement to compare a variable to a value. Design a project that uses inputs and outputs on a controllable device. Develop a program to use inputs and outputs on a controllable device. Knowledge: Know how to use variables in a programming environment. Know how to use a micro bit as an input, process, output device. Know how to create own programmes. Know how to find and fix bugs. Vocabulary: Selection, condition, variable, random, input, sensing, accelerometer, compass, direction, variable, navigation, micro bit, design, step counter, plan, create, code, test, debug
DT Skill	**Outcome – design and make food that is typically from Mexico (fruit drinks/aguas**	Choose the best materials for a task, showing an understanding of their		**Outcome – design and make a structure (lighthouse) with**	**Outcome – make, evaluate and modify a working stethoscope.**	

Knowledge	**frescas; savoury Mexican dishes such as chilli, tacos, refried beans, tortillas, guacamole, burritos; Mayan drinking chocolate; arroz con leche ice pops); design and make instruments that are often found in Mexican music (percussive/junk instruments, wind instruments)** Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. Design criteria should cover the intended use of the product, age range targeted and final appearance. Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Strength can be added to a framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes because they are more rigid. Frameworks can be further strengthened by adding an outer cover.	working characteristics. It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability.		**working electronic parts (light, buzzer, motor, etc)** Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses. Plan a healthy weekly diet, justifying why each meal contributes towards a balanced diet. Eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food that is high in fat, salt or sugar can still be eaten occasionally as part of a balanced diet. Explain how organic produce is grown. Organic produce is food that has been grown without the use of man-made fertilisers, pesticides, growth regulators or animal feed additives. Organic farmers use crop rotation, animal and plant manures, hand-weeding and biological pest control.	**Create a heart-healthy meal.** Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. Design criteria should cover the intended use of the product, age range targeted and final appearance. Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Strength can be added to a framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes because they are more	

	Select appropriate tools for a task and use them safely and precisely. Precision is important in producing a polished, finished product. Correct selection of tools and careful measurement can ensure the parts fit together correctly. Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others. Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process. Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it. Choose the best materials for a task, showing an understanding of their working characteristics. It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability. Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. Ingredients can usually be			Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use programming to control their products. Computer programs can control electrical circuits that include a variety of components, such as switches, lamps, buzzers and motors.	rigid. Frameworks can be further strengthened by adding an outer cover. Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others. Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process. Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it. Choose the best materials for a task, showing an understanding of their working characteristics. It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability. Follow a recipe that requires a variety of techniques and source the necessary	

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Geography Skill Knowledge	**Maps; Human and physical geography of Mexico** Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites. Identify the position and explain the significance of latitude, longitude, equator,	**Maps; Geographical similarities and differences; Islands of the world** Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Explain interconnections between two or more areas of the world. Geographical interconnections are the ways in which people and things are connected.	**Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism** Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Describe the distribution of natural resources in an area or country. Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.	**Human geography; Cities of the UK** Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. A geographical pattern is the arrangement of		

	Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.	Evaluate the extent to which climate and extreme weather affect how people live. Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. Describe the physical processes, including weather, that affect two different locations. Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites. Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies). Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Representing, analysing,	objects on the Earth's surface in relation to one another. Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.		

		Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.	concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. Explain how the presence of ice makes the polar oceans different to other oceans on Earth. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. Compare and describe physical features of polar landscapes. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice. Explain how climate change affects climate zones and biomes across the world. Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.			

			Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. Describe the climatic similarities and differences between two regions. Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. Name, locate and explain the distribution of significant industrial			

			regions around the world. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply). Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.			
Science Skill Knowledge	**<u>Light and shadows</u>** SKILLS Explain, using words, diagrams or a model, why shadows have the same shape as the objects that cast them and how shadows can be changed. KNOWLEDGE A shadow appears when an object blocks the passage of light. Apart from some distortion or fuzziness at the edges, shadows are the same shape as the object. The distortion or fuzziness depends on the position or type of light source. SKILLS Explain that, due to how light travels, we can see things because they give out or reflect light into the eye. KNOWLEDGE Light sources give out light. They can be natural or artificial. When light hits an object, it is absorbed, scattered, reflected or a combination of all three. Light from a source or reflected light enter the eye. Vertebrates, such as mammals, birds and reptiles, have	**<u>Evolution and inheritance; Living things and their habitats; Working scientifically</u>** SKILLS Describe some significant changes that have happened on Earth and the evidence, such as fossils, that support this. SKILLS Explain that, due to how light travels, we can see things because they give out or reflect light into the eye. KNOWLEDGE Light sources give out light. They can be natural or artificial. When light hits an object, it is absorbed, scattered, reflected or a combination of all three. Light from a source or reflected light enter the eye. Vertebrates, such as mammals, birds and reptiles, have a cornea and lens that refracts light that enters the eye and focuses it on the nerve tissue at the back of the eye, which is called the retina. Once light reaches the retina, it is	**<u>Classifying living things; Classification keys; Adaptation; Investigations</u>** SKILLS Investigate and identify good thermal insulators, describing their common features. KNOWLEDGE Heat energy is transferred in three different ways: conduction, convection and radiation. A material that allows heat energy to travel through it is a thermal conductor. Poor thermal conductors are known as thermal insulators. Insulation is important for the survival of many animals. Blubber is a layer of fat that acts as an insulator under the skin of some animals, such as walruses and whales. It is an adaptation that is essential for their survival. Animals with fur, such as polar bears and Arctic foxes, trap a layer of air close to their skin to insulate them from the cold. SKILL Use and construct classification systems to identify animals and plants from a range of habitats. KNOWLEDGE	**<u>Light; Electricity</u>** SKILL Explain the dangers of using lasers and ways to use them safely. KNOWLEDGE Lasers are intense beams of light and they should never be pointed at people's faces or aircraft. SKILL Explain, using words, diagrams or a model, why shadows have the same shape as the objects that cast them and how shadows can be changed. KNOWLEDGE A shadow appears when an object blocks the passage of light. Apart from some distortion or fuzziness at the edges, shadows are the same shape as the object. The distortion or fuzziness depends on the position or type of light source. SKILL	**<u>Circulatory system; Measuring heart rate; Lifestyle effects; Working scientifically</u>** SKILL Name and describe the purpose of the circulatory system and the functions of the heart, blood vessels and blood. KNOWLEDGE The circulatory system includes the heart, blood vessels and blood. The heart pumps blood through the blood vessels and around the body. There are three types of blood vessel: arteries, veins and capillaries. They each have a different-sized hole (lumen) and walls. The blood carries gases (oxygen and carbon dioxide), water and nutrients to where they are needed. The red blood cells carry oxygen and carbon dioxide around the body. The blood also contains white blood cells, which	

	a cornea and lens that refracts light that enters the eye and focuses it on the nerve tissue at the back of the eye, which is called the retina. Once light reaches the retina, it is transmitted to the brain via the optic nerve. SKILLS Identify that light travels in straight lines. KNOWLEDGE Light travels in straight lines.	transmitted to the brain via the optic nerve. SKILLS Identify that light travels in straight lines. KNOWLEDGE Light travels in straight lines. SKILLS Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences. KNOWLEDGE Scientists classify living organisms into broad groups according to their characteristics. Vertebrates are an example of a classification group. There are a number of ranks, or levels, within the biological classification system. The first rank is called a kingdom, the second a phylum, then class, order, family, genus and species. SKILLS Identify that living things produce offspring of the same kind, although the offspring are not identical to either parent. KNOWLEDGE Animals that sexually reproduce generate new offspring of the same kind by combining the genetic material of two individuals. Each offspring inherits two of every gene, one from the female parent and one from the male parent. SKILLS Describe how animals and plants can be bred to produce offspring with specific and desired	Classification keys help us identify living things based on their physical characteristics. SKILL Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences. KNOWLEDGE Scientists classify living organisms into broad groups according to their characteristics. Vertebrates are an example of a classification group. There are a number of ranks, or levels, within the biological classification system. The first rank is called a kingdom, the second a phylum, then class, order, family, genus and species. SKILL Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution. KNOWLEDGE An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations. SKILL Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution. KNOWLEDGE An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations. SKILL	Explain that, due to how light travels, we can see things because they give out or reflect light into the eye. KNOWLEDGE Light sources give out light. They can be natural or artificial. When light hits an object, it is absorbed, scattered, reflected or a combination of all three. Light from a source or reflected light enter the eye. Vertebrates, such as mammals, birds and reptiles, have a cornea and lens that refracts light that enters the eye and focuses it on the nerve tissue at the back of the eye, which is called the retina. Once light reaches the retina, it is transmitted to the brain via the optic nerve. SKILL Identify that light travels in straight lines. KNOWLEDGE Light travels in straight lines. SKILL Describe, using scientific language, phenomena associated with light (rainbows, colours on soap bubbles and refraction in a glass of water). KNOWLEDGE 'White' light is a term used to describe visible, ordinary daylight. White light can be split into a spectrum of colours (rainbow) by droplets of water or prisms. SKILL Explain how the brightness of a lamp or volume of a buzzer is affected by the number and voltage of cells used in a circuit. KNOWLEDGE	protect the body from infection. SKILL Explain the impact of positive and negative lifestyle choices on the body. KNOWLEDGE Lifestyle choices can have a positive (exercise and eating healthily) or negative (drugs, smoking and alcohol) impact on the body. SKILL Explain that the circulatory system in animals transports oxygen, water and nutrients around the body. KNOWLEDGE The role of the circulatory system is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed.	

		characteristics (selective breeding). KNOWLEDGE Animals and plants can be bred to produce offspring with specific and desired characteristics. This is called selective breeding. Examples include cows that produce large quantities of milk or crops that are disease-resistant. SKILLS Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution. KNOWLEDGE An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations. SKILLS Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution. KNOWLEDGE An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations. SKILLS	Research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system. KNOWLEDGE Living things are classified into groups, according to common observable characteristics and based on similarities and differences.	Voltage is measured in volts (V) and is a measure of the difference in electrical energy between two parts of a circuit. The bigger the voltage, the more electrons are pushed through the circuit. The more voltage flowing through a lamp, buzzer or motor, the brighter the lamp, the louder the buzzer and the faster the motor. SKILL Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components. KNOWLEDGE There are recognised symbols for different components of circuits. SKILL Describe, using diagrams, how light behaves when reflected off a mirror (plane, convex or concave) and when passing through a lens (concave or convex). KNOWLEDGE Mirrors and lenses are used in a range of everyday objects (telescopes, periscopes, cards and on roads). The human eye has a lens that bends and focuses light on the back of the eye (retina) so that we can see. SKILLS Compare and give reasons for variations in how components in electrical circuits function (brightness of lamps; volume of buzzers and function of on or off switches). KNOWLEDGE A circuit needs a power source, such as a battery or cell, with wires connected to both the		

		Research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system. KNOWLEDGE Living things are classified into groups, according to common observable characteristics and based on similarities and differences. SKILLS Compare the living things in two contrasting areas of a habitat (top vs bottom of a hill, full sun vs shade, exposed location vs sheltered location or well-trodden path vs unused area). KNOWLEDGE Environmental factors can affect the distribution of living things within a habitat. These factors include light (intensity and duration), weather, altitude, soil type and humans, such as when we mow or trample grass. SKILL Explain that living things have changed over time, using specific examples and evidence. KNOWLEDGE Scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time. Humans and apes share a common ancestry and evidence for this comes from fossil discoveries and genetic comparison.		positive and negative terminals. Other components include lamps, buzzers or motors, which an electric current passes through and affects a response, such as lighting a lamp or turning a motor. When a switch is open, it creates a gap and the current cannot travel around the circuit. When a switch is closed, it completes the circuit and allows a current to flow all the way around it.		
SCIENTIFIC ENQUIRY	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments					

History Skill Knowledge	**A NON-European society that provides contrasts with British history - Mayan civilisation c.AD 900** Use abstract terms to express historical ideas and information. Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.	**Significant individuals – Charles Darwin** Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe some of the significant achievements of mankind and explain why they are important. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities,	**Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic** Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe some of the significant achievements of mankind and explain why they are important. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Second World War** Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Describe and explain the significance of a leader or monarch. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.		

		governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Articulate the significance of a historical person, event, discovery or invention in British history. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.	last 5000 years and can still be seen in society today. Present a detailed historical narrative about a significant global event. Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.	Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe some of the significant achievements of mankind and explain why they are important. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which		

		Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	Articulate the significance of a historical person, event, discovery or invention in British history. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Describe the growth of the British economy and the ways in which its growth impacted on British life. The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.	have influenced the world over the last 5000 years and can still be seen in society today. Present an in-depth study of a local town or city, suggesting how to source the required information. Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Present a detailed historical narrative about a significant global event. Historical		

				narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.		
Historical enquiry	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Articulate the significance of a historical person, event, discovery or invention in British history. Ask perceptive questions to evaluate an artefact or historical source. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.					
Music Skill Knowledge	**Ukulele** **Mexican music; Musical notation** Use gesture and expression to create a finished, polished performance. Gestures in music include eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. For example, nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as dramatico (in a dramatic, exaggerated style), legato (smoothly and connected), tranquillo (quiet and peaceful) and cantabile (in a singing or flowing style). Take the lead in instrumental or singing performances and	**Ukulele**	**Ukulele**	**Ukulele**	**Ukulele** **Listening, performing and composing** Use gesture and expression to create a finished, polished performance. Gestures in music include eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. For example, nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as dramatico (in a dramatic, exaggerated style), legato (smoothly and connected), tranquillo	**Ukulele** **Pulse; Raps** Play and create pieces of music with a clear understanding of pulse and rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves. Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs. A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part,

	provide suggestions to others. Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs. Play and create pieces of music with a clear understanding of pulse and rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves. Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs. A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*. Use features of musical notation when composing. Features of musical notation				(quiet and peaceful) and cantabile (in a singing or flowing style). Take the lead in instrumental or singing performances and provide suggestions to others. Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs. Play and create pieces of music with a clear understanding of pulse and rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves. Compose and perform a group score using a wide variety of timbres, textures, rhythms and	notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*. Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. A motif in music is a short musical idea that is repeated and developed throughout a piece.

	include staves, time signatures, bar lines, notes, rests and dynamic markings. Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. A motif in music is a short musical idea that is repeated and developed throughout a piece. Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary. Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance.				motifs. A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*. Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. A motif in music is a short musical idea that is repeated and developed throughout a piece. Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary. Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance.	

					Describe the lives and music of famous classical composers. The Classical era was approximately between the years 1750 and 1825. Composers like Joseph Haydn and Wolfgang Amadeus Mozart composed music in different genres and styles, such as the symphony, concerto, suite and opera. Classical orchestras were larger in size and pieces of music had sweeping melodies, homophonic accompaniment (where all parts move together rather than independently) and a clear structure.	
Music Listening and Singing	**Singing** Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Good repertoire for this age group includes: Trad. South Africa: Siyahamba; Junior Voiceworks 1: Calypso; Sing Up: Touch the Sky; Sing Up: Dona Nobis Pacem; Sing Up: We are the Champions; British National Anthem – God Save the Queen; Sing Up: We Go Together; Trad. Ghana: Senwa de Dende; Sing Up: Be the Change; Sing Up: One Moment, One People; Sing Up: There's a Power in the Music **Listening** The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.					

Title	Composer	Period
1812 Overture	**Tchaikovsky**	**Romantic**
Connect It[6]	**Anna Meredith**	**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
English Folk Song Suite[6]	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
For the Beauty of the Earth	Rutter	20th Century
This Little Babe from *A Ceremony of Carols*	Britten	20th Century
Night Ferry	Anna Clyne	21st Century
Jai Ho from *Slumdog Millionaire*	A. R. Rahman	21st Century

Style	Title	Artist(s)
90s RnB	**Say My Name**	**Destiny's Child**
Blues	Runaway Blues	Ma Rainey
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
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis

Country*	Tradition	Title	Artist/Composer
Middle East	**Folk**	**Sprinting Gazelle**	**Reem Kelani**
England	**Folk**	**Sea Shanties**	**Various**
Poland	**Folk**	**Mazurkas Op. 24**	**Chopin**
Argentina	**Tango**	**Libertango**	**Piazzolla**
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
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo

PE

Football

Skills – I can

Demonstrate skill and close control.
Pass the ball and move into space.
Combine skills to allow my team to retain possession.
Dribble at different tempos.
Identify which shooting technique to use to be successful
Keep the ball moving when running at an opponent.
Communicate well with my teammates.
I can defend thoughtfully, slowing attackers down and not overcommitting too soon.
Combine skills to create a goal scoring opportunity
Make the most of having and extra player/s on my team.
Cooperate, communicate and collaborate with others to achieve shared goals
Officiate if given the chance
Play competitive games and control my emotions.

Gymnastics – Counter balance and counter tension

Skills – I can

Hold controlled balances on a variety of points and patches on a given number of body parts
Create a sequence of moves in unison with a partner.
Evaluate the work of others.
Hold a range of symmetrical and asymmetrical counter balances.
I can work at different levels with weight on a variety of points and patches.
Create a sequence of moves in unison with a partner.
Hold a range of symmetrical and asymmetrical counter balances
Roll as part of a balancing and rolling sequence
Challenge myself to improve.
Hold a range of symmetrical and asymmetrical balances

Dance – The Haka

Skills – I can

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.

Netball

Skills – I can

Send a netball in a variety of ways.
Receive a ball and already know what I want to do with it.
Pass accurately and using a variety of passes.
Anticipate the play and release the ball quickly and efficiently.
Shoot with good technique
Land and pivot to pass the ball.
Shoulder pass accurately and with force
Create space for myself.
Apply some tactics we have decided on as a team.
Play by the rules.

Knowledge – I know

How to signal for a pass
That I need to move to new space after passing.

Athletics

Skills – I can

Change pace and run at different tempos
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.

OAA

Skills – I can

Use non-verbal communication to solve problems
Work as part of a team.
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 quickly and effectively against the clock.
Work with a partner/group to find a

	Knowledge – I know To move to space after passing To anticipate that the ball might come to me at any moment. How to get free from a defender. To dribble with the ball close to me and my head up. To run at pace when trying to dribble past a defender. When defending how to make it harder for the attacker. The skills required to be able to defend well against an opponent. What an overload, overlap and underlap are The importance of concentration and discipline when defending. The rules of the game To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.	counter balances with a partner Use my own body weight in opposition to the apparatus. Link skills to perform actions and sequences. Perform a sequence in canon at different levels. Link asymmetrical counter tension balances and counter balances using transitional moves. Evaluate the work of others using correct technical language. Work in a group. Perform asymmetrical counter balances in a sequence, using canon or unison. Use the apparatus and/or pupils when balancing. Enjoy competing and challenging yourself to improve. **Knowledge – I know** How to link skills to perform actions and sequences of movement. Technical language associated with gymnastics. What counter balancing is. How to perform in unison. How to links skills to perform actions and sequences of movement Technical language associated with gymnastics What counter balancing is What push and pull forces are.	How to translate images into actions to communicate meaning. How to use chance 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.	How to disguise my passes That when I get sideways on to receive a ball it opens up the court. What the terms,'landing foot, pivot and stepping',mean. The rules around shooting. Position myself to take rebounds from missed shots Participate purposefully in a netball match. The school games values that I need to display - passion, self-belief, respect, honesty, determination and teamwork. What infringements look like and how to restart games after infringements.	**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.	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.

		How to use a range of dynamics to make my sequence aesthetically pleasing. How to peer assess. A range of pathways. What counter tension is How to use a range of dynamics to make my sequence aesthetically pleasing. What the difference between counter tension and counter balance is. How to perform effectively in canon. What the difference between counter tension and counter balance is. How to links skills to perform actions and sequences of movement. How to use a combination of canon and unison in a group sequence.				
RE	**<u>Why do we use rituals today?</u>** **Demonstrating understating of the significance of religious rituals including symbols & practices today:** **<u>Skills</u>** Raise and explore questions relating to the study of rituals (eg Do rituals matter today?), expressing their opinions,	**<u>What do the gospels tell us about the birth of Jesus?</u>** **Demonstrating understanding of the importance of the gospels, what they tell us about the birth of Jesus its impact on worship, values & daily living:** **<u>Skills</u>**	**<u>How and why do people care about the environment?</u>** **Demonstrating understanding of the importance of how different religions care for the environment and how that affects values & daily living. Including Christians who have a duty to do what they can to ensure they are environmentally responsible:** Introduction of how Christian, Buddhist and Muslim values	**<u>Why are Good Friday and Easter Day the most important days for Christians?</u>** **Demonstrating understating of the significance of the Good Friday, Easter Sunday including Christian symbols & practices today:** **<u>Skills</u>**	**<u>So, what do we now know about Christianity?</u>** **Consolidate and build upon their prior learning about why Jesus is fundamental to Christian belief. They summarise Christian beliefs, authority, expressions of belief and the impact this belief has upon people's lives. The children then reflect upon the impact of non-religious beliefs and how this affects how people live their lives eg. believing in yourself leading to high aspirations and success.** **STATUTORY BRIDGING UNIT** **<u>Skills</u>**	

	giving sound reasons and appreciating some other should different views (Critical Thinking). Christianity: Describe how symbolic objects and actions are used to express belief through introduction to Eucharist, death and resurrection of Jesus and its meaning for Christians. Islam: Recall what happens during salah (ritual prayer), submission to God Judaism: Describe how beliefs and feelings are expressed through the practices of Pesach. **Knowledge** Show knowledge and understanding of what a ritual is and why rituals can be important today. Show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (salah), the Jewish Pesach meal. Show similarities and differences between the religions studied in	Identify similarities and differences between Matthew and Luke's account of the birth of Jesus. Compare the events in the two Gospel accounts, suggesting reasons for the differences. Suggest why the Gospel is 'good news'. Identify what the 'good news' in each Gospel is using evidence from the text. Discuss whether the differences in the accounts are important. **Knowledge** Know that there are four Gospels: Matthew, Mark, Luke and John Understand that people experience and recall the same events in different ways. Know that the events of the nativity are recorded as historical by the writers. Understand that the Gospel accounts reveal 'good news'	will affect views on the environment (Impact of Belief). Knowledge and Understanding of Religion Pupils will understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world. They will consider the impact these have for differing individuals and communities. **Skills** Describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam. Ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound(*) reasons to support these views and give reasons to support opposing views. Reflect on their own feelings and values in relation to care for the natural world. **Knowledge** Demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation	Recall the events of Good Friday. Discuss what happened on Easter Sunday. Describe a number of Good Friday and Easter Sunday celebrations across a range of Christian settings. Explain that Jesus' resurrection means that death isn't the end and discuss how this is reflected in Christian worship. Explain why certain things might happen at a Christian funeral. **Knowledge** In detail know the events of Good Friday. Know in detail the events of Easter Sunday. Know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). Know the sequence of these appearances; to the women at the Tomb, The road to Emmaus and to	Recapping Christianity: BELIEF: The Trinity, Jesus, concept of forgiveness AUTHORITY: importance of the Bible for Christians EXPERESSIONS OF BELIEF: different types of Christian worship, objects used in worship IMPACT OF BELIEF: how Christians are for others OR living in a Christian monastic community. **Knowledge** Demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts. Demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness). Demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus). Demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols.) Demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others). **Vocabulary** Belief The Trinity Jesus forgiveness

	relation to ritual, meaning and significance. Show detailed knowledge of how the concepts connect (Belief, Authority, Expressions and Impact of Belief) in relation to ritual to form a framework for understanding religion. NB. This unit focuses specifically on ritual and this theme is exemplified through the religions Christianity, Islam and Judaism. It is not necessary for pupils to have a lot of background knowledge of these religions (they will be core religions at KS3) but to learn specifically about Eucharist, salah and Pesach as key significant rituals and expressions of worship within these religions. **Vocabulary** Christian Eucharist Muslim prayer salah	Know that there are similarities and differences between the two birth accounts in Matthew and Luke. **Vocabulary** Gospel – good news Matthew / Luke Bethlehem / Egypt / Nazareth / Judah Magi Nativity prophecy **Authority, Impact of Belief** **Resources:** **Christianity resources/photographs outside staffroom.**	to care of the natural world by humans. Show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others. **Vocabulary** Christian Buddhist Muslim values environment Religion Christianity Buddhism Islam natural world impact individuals communities **Authority, Impact of Belief** **Resources:** **https://www.unep.org/news-and-stories/story/how-all-religious-faiths-advocate-environmental-protection** **UNICEF - Website**	the disciples on the beach. Know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. **Vocabulary** Good Friday Crucifixion Easter Sunday Tomb Resurrection **Belief, Authority, Expressions of Belief** **Resources:** **Christianity resources/photographs outside staffroom**	Bible Christians Christian worship objects Christians

	Jew Jewish Pesach meal. **Belief, Authority, Expressions of Belief** **Resources:** **Mixed religious resources/photographs outside staffroom**								
PSHE	**Autumn- Relationships**			**Spring – Living in the wider world**			**Summer – Health and 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**
	Attraction to others; romantic relationships; civil partnership and marriage	**Recognising and managing pressure; consent in different situations**	**Expressing opinions and respecting other points of view, including discussing topical issues**	**Valuing diversity; challenging discrimination and stereotypes**	**Evaluating media sources; sharing things online**	**Influences and attitudes to money; money and financial risks**	**What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online**	**Human reproduction and birth; increasing independence; managing transitions**	**Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media**
	•what it means to be attracted to someone and different kinds of loving relationships •that people who love each other can be of any gender, ethnicity or faith •the difference between gender	•to compare the features of a healthy and unhealthy friendship •about the shared responsibility if someone is put under pressure to do	•about the link between values and behaviour and how to be a positive role model •how to discuss issues respectfully •how to listen to and respect other points of view	•what prejudice means •to differentiate between prejudice and discrimination •how to recognise acts of discrimination •strategies to safely respond to and challenge discrimination •how to recognise stereotypes in different contexts and the influence they have on	•about the benefits of safe internet use e.g. learning, connecting and communicating •how and why images online might be manipulated,	•about the role that money plays in people's lives, attitudes towards it and what influences decisions about money •about value for money and how to judge if something is value for money	•that mental health is just as important as physical health and that both need looking after •to recognise that anyone can be affected by mental ill-health	to recognise some of the changes as they grow up e.g. increasing independence •about what being more independent might be like,	•how to protect personal information online •to identify potential risks of personal information

	identity and sexual orientation and everyone's right to be loved •about the qualities of healthy relationships that help individuals flourish •ways in which couples show their love and commitment to one another, including those who are not married or who live apart •what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults •that people have the right to choose whom they marry or whether to get married •that to force anyone into marriage is illegal •how and where to report forced marriage or ask for help if they are worried	something dangerous and something goes wrong •strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' •how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable •how to get advice and report concerns about personal safety, including online •what consent means and how to seek and give/not give permission in different situations	•how to constructively challenge points of view they disagree with •ways to participate effectively in discussions online and manage conflict or disagreements	attitudes and understanding of different groups •how stereotypes are perpetuated and how to challenge this	altered, or faked •how to recognise when images might have been altered •why people choose to communicate through social media and some of the risks and challenges of doing so •that social media sites have age restrictions and regulations for use •the reasons why some media and online content is not appropriate for children •how online content can be designed to manipulate people's emotions and encourage them to read or share things •about sharing things online, including rules and laws relating to this	•how companies encourage customers to buy things and why it is important to be a critical consumer •how having or not having money can impact on a person's emotions, health and wellbeing •about common risks associated with money, including debt, fraud and gambling •how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk •how to get help if they are concerned about gambling or other financial risks	and that difficulties can be resolved with help and support •how negative experiences such as being bullied or feeling lonely can affect mental wellbeing •positive strategies for managing feelings •that there are situations when someone may experience mixed or conflicting feelings •how feelings can often be helpful, whilst recognising that they sometimes need to be overcome •to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available •identify where they and others can ask for help	including how it may feel •about the transition to secondary school and how this may affect their feelings •about how relationships may change as they grow up or move to secondary school •practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school •identify the links between love, committed relationships and conception •what sexual intercourse is, and how it can be one part of an intimate relationship	being misused •strategies for dealing with requests for personal information or images of themselves •to identify types of images that are appropriate to share with others and those which might not be appropriate •that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be •what to do if they take, share or come across an image which may upset, hurt or embarrass

					•how to recognise what is appropriate to share online •how to report inappropriate online content or contact		and support with mental wellbeing in and outside school •the importance of asking for support from a trusted adult •about the changes that may occur in life including death, and how these can cause conflicting feelings •that changes can mean people experience feelings of loss or grief •about the process of grieving and how grief can be expressed •about strategies that can help someone cope with the feelings associated with change or loss •to identify how to ask for help and support with loss, grief or other aspects of change •how balancing time online with	between consenting adults •how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb •that pregnancy can be prevented with contraception[2] •about the responsibilities of being a parent or carer and how having a baby changes someone's life	them or others •how to report the misuse of personal information or sharing of upsetting content/ images online •about the different age rating systems for social media, T.V, films, games and online gaming •why age restrictions are important and how they help people make safe decisions about what to watch, use or play •about the risks and effects of different drugs •about the laws relating to drugs common to

							other activities helps to maintain their health and wellbeing •strategies to manage time spent online and foster positive habits e.g. switching phone off at night •what to do and whom to tell if they are frightened or worried about something they have seen online		everyday life and illegal drugs •to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs •about the organisations where people can get help and support concerning drug use •how to ask for help if they have concerns about drug use •about mixed messages in the media relating to drug use and how they might influence opinions and decisions