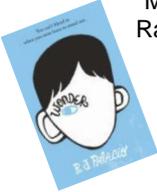
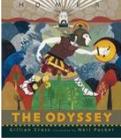
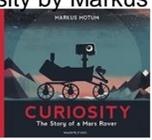
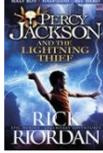
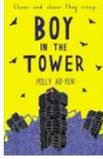
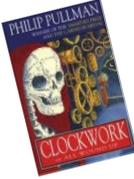
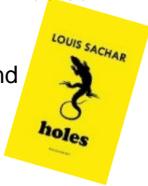


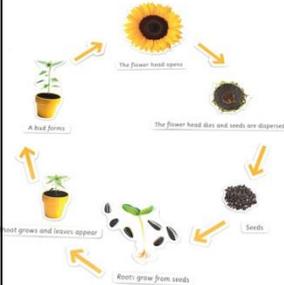


English Curriculum

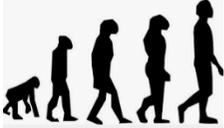
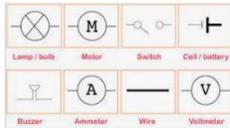
	UKS2	Autumn	Spring	Summer
Year A	Focus on Quality Literature	 <p>Malamander by Thomas Taylor Rain Player by David Wisniewski The Tyger by William Blake Wonder by RJ Palacio</p> 	<p>The Odyssey by Homer, retold by Gillian Cross Percy Jackson and the Lightning Thief by Rick Riordan Curiosity by Markus Motum</p>   	<p>Boy in the Tower by Polly Ho-Yen The Three Little Pigs Skellig by David Almond Street Child by Berlie Doherty</p>  
	Writing Focus	<p>Story Letter Journalistic writing Instructions Explanation Persuasive – one-sided argument Recount Poetry</p>	<p>Story Recount Persuasive – one-sided argument Poetry Non-chronological report Labels Journalistic writing Explanation</p>	<p>Story Journalistic writing Letter Non-chronological report Persuasive – one-sided Persuasive – balanced argument Recount Biography</p>
Year B	UKS2	Autumn	Spring	Summer
	Focus on Quality Literature	 <p>The Arrival by Shaun Tan Darwin's Dragons by Lindsay Galvin War Horse by Michael Morpurgo Anne Frank by Josephine Poole</p> 	<p>The House on Chicken Legs by Sophie Anderson Clockwork by Phillip Pullman Treason by Berlie Doherty Nevermoor by Jessica Townsend Holes by Louis Sachar</p>  	<p>Freedom Bird by Jerdine Nolen Macbeth by William Shakespeare The Nowhere Emporium by Ross Mackenzie Anglo-Saxon Boy by Tony Bradman</p> 
Writing Focus	<p>Story Letter List Playscript Non-chronological report Explanation Journalistic writing Recount Biography</p>	<p>Persuasive – one-sided argument Story Poetry Letter Non-chronological report</p>	<p>Story Recount Poetry Biography Persuasive – balanced argument Journalistic writing</p>	

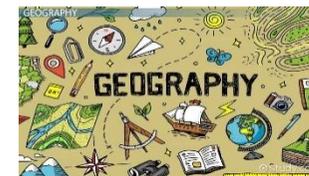


Science Curriculum

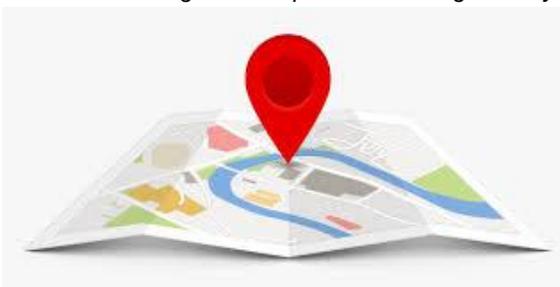
	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<p>Knowledge Progression</p>	<p>Materials Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal). Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>Animals including humans Describe the changes as humans develop to old age.</p> 	<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> 	<p>Earth and space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> 	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Changing materials Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets. Know that some materials will dissolve in liquid to form a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate 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 action of acid on bicarbonate of soda.</p>
	<p>Topic</p>	<p>Music festival materials <i>The annual Spring Music Festival launches in just over 2 months and you have been selected to form the 'materials committee'. Do you know your thermal insulators from your thermal conductors? Can you find the best materials for take-out bags and drinks bottles? You will need to carry out an impressive array of tests to identify which materials are up to the job for a variety of festival needs. Roll your festival sleeves up... you're going to need to get your hands dirty!</i></p>	<p>Growing up and growing old <i>One of the big publishing houses in the UK has approached you to write a children's non-fiction book about the human lifecycle. Can you research and collate information on growth, development, puberty and old age, and present it in a sensitive and logical way that is suited to children aged 8-12? Are you up for the challenge of creating a visually appealing and marketable book that will fly off the shelves? You have 6 weeks until the deadline...</i></p>	<p>It's the circle of life <i>You have been commissioned to create an inspirational and informative collection of scientific illustrations on the theme of animal and plant life cycles. Develop your mastery of key art skills as you create accurate and eye catching illustrations that tell the life cycle story of a range of nature's wonders. Select your best work to be entered into the 'Excellence in Scientific Illustration' awards. Along the way hone your skills as a natural scientist and top off your work with an audience with David Attenborough, Jane Goodall and their natural scientist colleagues.</i></p>	<p>To infinity and beyond <i>Prof Brian Cox is in the process of commissioning a new series of Stargazing programmes aimed at young children and he's hoping you are willing to help him out. He needs three episodes that cover the planets and solar system; night and day; and the lunar month. You will need to come up with a title for each episode and include practical and clear explanations and demonstrations of the science behind each phenomenon. Are you up for the challenge and do you have what it takes to be a Space Presenter?</i></p>	<p>May the forces be with you <i>A rare and valuable meteorite has just landed on Earth and the Natural History Museum is sending in a recovery team to retrieve it. As the remote part of this retrieval team you need to overcome an array of challenges that will require you to put your knowledge and understanding of forces into action. May the forces be with you.</i></p>	<p>Changes of materials <i>The Science Museum wants to expand its Science Kitchen education resource to include more exciting materials investigations. You have been selected to devise and write the materials to be included. You will need to carry out a range of investigations into the changes that occur to certain materials when they are heated, cooled and mixed with other materials to ensure your content is accurate and inspiring. Get your lab coats on - it's going to get messy!</i></p> 



	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	<p>Knowledge Progression</p>	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Living things and their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> 	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Consolidation</p> <p>Revision of all topics covered this year as well as looking at working scientifically objectives.</p>
	<p>Topic</p>	<p>Survival of the fittest</p> <p>Can you succeed in the Game of Survival? Take part in a series of challenges and see if you can accrue enough points to make it onto the Game of Survival leaders' board. You will need to have your evolutionary wits about you and a keen eye for</p>  <p>the survival of the fittest.</p>	<p>Pump it: the circulatory system</p> <p>The link between the arts and science has always been a complex one, but you are going to create an exhibition of art work that not only reflects the beautiful complexity of the human body but also acts as an accurate and informative presentation of the complex systems that help make us human. You will need to exhibit your art for others to see and learn from.</p>	<p>Classified information</p> <p>Take part in classification training, gaining credits along the way to gain your Classification Connoisseur qualification. Discover Linnaeus' system and identify a range of living things. Your challenge culminates in designing your own new creatures that fit within the classification system.</p>	<p>Theatre lighting technicians</p> <p>A crime has been committed and the UK Crime Lab needs a team to analyse its evidence against six suspects. They need a team with mathematical prowess and a scientific line of attack. Could you be the team to tackle the mystery of the West Hollow High School laptop thief?</p>	<p>It's electrifying</p> <p>Dare you enter the Dragons' Den and market your very own inventive festive lights decoration? Use motors, switches, bulbs and buzzers to make your product the stand-out choice of the dragons.</p> 	<p>The Science of Sport</p> <p>There is a lot more to sport than meets the eye and it is your job to explore the science behind it. Investigate and explore the grounds, the kit, the people, the physics and night time matches... and even reflect on your own sporting prowess in this revision block that can be taught across a half term, or in the form of a science week.</p>



Geography

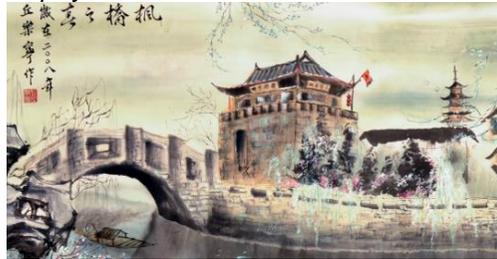
	UKS2	Autumn	Spring	Summer
	<p>Knowledge Progression</p>	<p>The UK and a Contrasting Locality</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Where in the World?</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Earth Explorers – Naming and Knowing Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 
Year A	<p>Topic</p>	<p>Raging Rivers</p> <p><i>We will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.</i></p> 	<p>Geographical Skills</p> <p><i>Do you have what it takes to become a legendary geography guru? Take on this set of exciting and sometimes mysterious challenges to see if you can become a world-wide geography whizz and Olympic map champion. You may even save your school from being flattened for an intergalactic supermarket along the way!</i></p> 	<p>Trade and Economics</p> <p><i>Find out about how goods and services are traded around the world. We will explore the UK's trade links today and in the past, finding out about goods imported and exported and methods of transport used. Through a more detailed look at one of the UK's trade partners, we will learn about the benefits of trading internationally as well as the risks to area. We will also learn about fair trade and why it is important in a global market.</i></p>  



	UKS2	Autumn	Spring	Summer
Year B	Topic	<p>The UK</p> <p><i>Learn about the fascinating country we live in. We will learn all about how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers, coastlines and much more.</i></p> 	<p>South America</p> <p><i>Join us on a voyage of discovery to South America as we learn about the countries, culture and geography of this fascinating continent. We will learn about the climate, the geographical features, the industries and the people of South America through a range of fun activities, giving us an insight into how life in South America is different to life here in the UK.</i></p> 	<p>Enough for Everyone – Energy and the Environment</p> <p><i>We will think about the needs of a settlement, and the needs of the planet as a whole. We will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, we will have the chance to consider how our actions impact on others around the world, and to think about the changes that we could make to try to ensure that natural resources are shared so there is enough for everyone.</i></p>



History

	UKS2	Autumn	Spring	Summer
	<p>Knowledge Progression</p>	<p>The Shaping of Britain and Changes within Living Memory</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>From Ancient Greece to Ancient Rome and Significant Events and People in History</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Early Civilisations and Events Beyond Living Memory</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>
Year A	<p>Topic</p>	<p>The Maya Civilisation</p> <p><i>We will learn all about the ancient Maya civilisation. We will learn who the ancient Maya people were and where and when they lived. In addition to this, we will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. We will also learn about the Maya number and writing system and have the opportunity to read and write Maya numbers and write using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. We will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. We will also find out about the significance of corn and chocolate, and have a go at becoming Pok-ta-pok players!</i></p> 	<p>Who Let the Gods Out? A Study of The Ancient Greeks</p> <p><i>We will learn about who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. We learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. We will also compare and contrast the modern day Olympics with the Ancient Greek events. We also find out about events from the Battle of Marathon and the Trojan War. In addition to this they learn about Ancient Greek religion, research information about a variety of Greek gods and write their own Greek myth.</i></p> 	<p>The Shang Dynasty</p> <p><i>The Shang Dynasty of ancient China is a fascinating and pivotal era in Chinese history, full of innovation and advances, which we will bring to life in the classroom. We will find out what the Bronze Age was like in China, consulting ancient history books and archaeological finds to compare evidence and draw conclusions about a wide range of features, meaning that we will not only improve our historical knowledge but also our historical enquiry skills.</i></p> 

		UKS2	Autumn	Spring	Summer 1
Year B	Topic		<p>WWII</p> <p>We will learn all about World War II. Pupils will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, we will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, we will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.</p>	<p>Rich and Poor Tudors</p> <p>We will compare the very different lives of rich and poor people in Tudor times and study the differences in lifestyles and living conditions. We will start by thinking about what life would have been like in Tudor times, before looking in more detail at aspects such as housing, food, entertainment, crime and punishment for both rich and poor Tudors.</p>	<p>Vikings vs Anglo-Saxons</p> <p>Join us on a fascinating journey of back in time as we find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. We will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. Along the way, we will also find out what life was like for everyday people living in Anglo-Saxon and Viking Britain, exploring things such as Viking runes and Anglo-Saxon stories like Beowulf.</p>
					



Art

	UKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>Portraits</p> <p>Pupils will learn to create sketch books to record their observations and use them to review and revisit ideas. They will also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Pupils will learn about great artists, architects and designers in history. Pupils will expand their knowledge by looking at a range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p>	<p>Sculpture</p> <p>Children use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Children will: plan and design a sculpture; use tools and materials to carve, add shape, texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding.</p> <p>Pupils will expand their knowledge by looking at the range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p>	<p>Landscapes</p> <p>Pupils will learn to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>They will also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Pupils will learn about great artists, architects and designers in history. Pupils will expand their knowledge by looking at a range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p>
Year A	Topic	<p>Roy Lichtenstein and Pop art</p> <p><i>From research into the work of pop-artists, including Roy Lichtenstein, we will produce a composition, which shows an understanding of pop-art styles, subject matter and techniques. The composition will reflect the culture, life style and issues from present day popular culture.</i></p> 	<p>Ancient Greek Pottery</p> <p><i>We will be focusing on research of Ancient Greek pottery, practising clay skills such as gouging and scraping, designing our own pot and finally finishing with creating a Greek pot.</i></p> 	<p>Monet and Impressionism</p> <p><i>We will explore Impressionism, find out about Monet's life and some of most famous works of art, as well as putting our own creative spin on these Impressionist masterpieces through a variety of Monet art activities, such as recreating his famous 'Haystacks' series.</i></p> 
	UKS2	Autumn	Spring	Summer
Year B	Topic	 <p>In Flanders Fields</p> <p><i>Explore the work of the artists officially commissioned to record the first world war, with a focus on Paul Nash's paintings. We will discover how art was used as a propaganda tool in the form of posters, and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, we will create our own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.</i></p>	<p>Edgar Degas, Little Dancer</p> <p><i>We will learn all about French artist, Edgar Degas. We will follow his artistic process to create sculptures of figures in action using a range of materials.</i></p> 	<p>Cityscapes</p> <p><i>We will be exposed to cities around the world and how their skylines can be re-created using art! We will learn new art techniques and will discover ways to combine these techniques to create our own original pieces of art work.</i></p> 



Design Technology

	UKS2	Autumn	Spring	Summer
	Knowledge Progression	<p>Pupils will learn to (as part of the 'design' process) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, and to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</p> <p>They will also learn to (as part of the 'make' process) select from and use a wider range of tools and equipment to perform practical tasks accurately; and to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Pupils will learn to (as part of the 'evaluate' process) investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, and to understand how key events and individuals in design and technology have helped shape the world.</p> <p>To develop their technical knowledge, pupils will: apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products; understand and use electrical systems in their products; and to apply their understanding of computing to programme, monitor and control their products.</p>	<p>Pupils will learn to: understand and apply the principles of a healthy and varied diet; cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet; become competent in a range of cooking techniques, including using utensils and electrical equipment; and to understand the source, seasonality and characteristics of a broad range of ingredients</p>
Year A	Topic	<p>Felt Phone Cases</p> <p><i>We will learn how to write our own design criteria. We will design products with the user in mind, thinking about aesthetics and functionality. Annotated designs will be used to communicate ideas as well as step by step plans. We will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch. Finally, when we have made our felt phone cases, children will learn how to write a detailed evaluation.</i></p> 	<p>Marbulous Structures</p> <p><i>Develop your understanding of more complex, free-standing structures and how they can be strengthened and reinforced. We will gain knowledge and understanding about how to join and shape materials. We will then apply these skills, using an iterative design process, to create our marble runs. Finally, we will test and evaluate our marble runs against design criteria.</i></p> 	<p>Global Food</p> <p><i>Take the chance to discover the exciting and diverse choice of food available around the world. We learn where in the world a variety of ingredients flourish and put them into the correct food groups. We will then learn some cooking techniques and skills when making some traditional dishes from different countries.</i></p> 
	UKS2	Autumn	Spring	Summer 1
Year B	Topic	<p>Fashion and Textiles</p> <p><i>We will learn how cotton cloth is manufactured, then go on to look at how textiles like this are used to make clothes and other items. As they learn about the design and manufacturing processes of the fashion industry, they'll also develop their own skills designing and making a fashionable product of their own: a hand-stitched drawstring bag.</i></p> 	<p>Bird House Builders</p> <p><i>Explore common birds in the United Kingdom and what they need for a safe home. We will learn about bird houses and why they are constructed for birds in our environment. We will get the chance to research common birds and design a bird house suitable for a bird to nest in. Investigate some challenging skills such as drawing 3-D diagrams and exploded diagrams, reading and measuring dimensions, planning and designing products to suit requirements, using woodwork skills and tools to construct a product, and evaluating and promoting a finished product.</i></p>	<p>Super Seasonal Cooking</p> <p><i>We will learn about the importance of buying seasonal food. We will learn where, when and how a variety of ingredients are grown, reared, caught and processed. We will then sample some seasonal food before designing our own balanced seasonal meal. We will cook with the seasonal ingredients, following our own recipes and using a wide range of preparation and cooking techniques. Finally, we will evaluate our product against our design criteria. We will learn appropriate hygiene rules for handling meat and fish and safe preparation skills.</i></p>



PHSE

	UKS2	Core theme 1 – Health and wellbeing	Core theme 2 – Relationships	Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)
	<p>Knowledge Progression</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H16. what is meant by the term 'habit' and why habits can be hard to change H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R7. that their actions affect themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R11. to work collaboratively towards shared goals R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world L16. what is meant by enterprise and begin to develop enterprise skills L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>



	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Topic	<p>It's My Body – Health and Wellbeing</p> <p><i>Topics in this unit include: rights, consent and autonomy; healthy eating, exercise and sleep; personal and oral hygiene; the way we think and feel about our bodies; harmful substances; and making healthy choices.</i></p>	<p>Be Yourself – Relationships</p> <p><i>We will focus on the importance of recognising situations where you need to make positive choices in order to do the right thing. We will also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. Finally, we will look at how to be confident and how to manage uncomfortable feelings</i></p>	<p>Diverse Britain – Living in the Wider World</p> <p><i>Explore the structure and role of local and national government and how identities and communities work together. Celebrate the diversity and difference throughout the country and consider the importance of tolerance and human rights to our democratic society.</i></p>	<p>Aiming High – Health and Wellbeing</p> <p><i>Being able to create future goals, recognise achievements, overcome barriers, reject and challenge stereotypes, focus on future success and understand career options are all important for children's understanding of overall goals.</i></p>	<p>Team– Relationships</p> <p><i>Explore the importance of teamwork; communication by members of the team and the impact this has; caring for others within the team; the impact of unkind behaviour and shared responsibilities for the team to be successful together.</i></p>	<p>Money Matters – Living in the Wider World</p> <p><i>Explore what financial risk is, the effects it can have on emotional wellbeing, how our spending contributes to society, ethical spending and budgeting.</i></p>
Year B	Topic	<p>Growing Up – Health and Wellbeing</p> <p><i>This covers all objectives relating to puberty, growing and changing, different relationships, marriage and commitment, body image and human reproduction.</i></p>	<p>Safety First – Relationships</p> <p><i>Pupils will learn to recognise their growing independence and the responsibilities that come along with this in avoiding risks, hazards and danger, both at home and when out and about near roads, railways, water and around fireworks. They will also learn about the risk of being put under pressure to do things that might make them feel unsafe and how to avoid this pressure by saying no to dares and other types of pressure</i></p>	<p>One World – Living in the Wider World</p> <p><i>We explore the difficulties caused by environmental issues, such as global warming, non-renewable energy use and wasting water, and empower children to make choices that will have a positive effect on the earth.</i></p>	<p>VIPs – Health and Wellbeing</p> <p><i>Children will understand: who their loved ones are; how to think before they act; how to disagree and the importance of feeling able to disagree; being able to make decisions; when secrets are or are not appropriate and how to handle this; and healthy and unhealthy relationships.</i></p>	<p>Think Positive – Relationships</p> <p><i>Begin to understand the concept of the cognitive triangle, that thoughts are not facts, ways to face their feelings, choices and consequences their thoughts and actions have, ways to be present and feeling positive about goals and future achievements.</i></p>	<p>Digital Wellbeing – Living in the Wider World</p> <p><i>We will explore issues such as fake news, echo chambers, cyberbullying, harassment, trolling and social media. The positive and negative effects of the Internet and being aware of how to manage what we see online will also be discussed.</i></p>



RE

	UKS2	Autumn		Spring		Summer
	<p>Knowledge Progression</p> <p>Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity.</p> <p>The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.</p>					
Year A	<p>Topic</p> <p>Creation The universe and human life are God's good creation. Humans are made in the image of God. Links to other religions</p> <ul style="list-style-type: none"> Judaism Hinduism 	<p>Incarnation The New Testament presents Jesus as the answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. Links to other religions</p> <ul style="list-style-type: none"> Judaism Hinduism 	<p>Fall Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.</p>	<p>Salvation Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. Links to other religions</p> <ul style="list-style-type: none"> Islam 	<p>People of God The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, 1 who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a 'messiah' — a rescuer. Links to other religions</p> <ul style="list-style-type: none"> Judaism Islam 	
Year B	<p>Topic</p> <p>Understanding Christianity – God Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. Links to other religions</p> <ul style="list-style-type: none"> Judaism (Hanukah) Hinduism 	<p>Gospel Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God. Links to other religions</p> <ul style="list-style-type: none"> Islam 		<p>Kingdom of God This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</p>		