
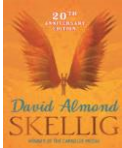
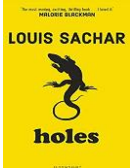

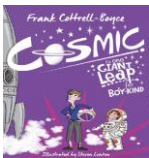
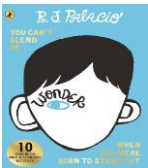




# English

# Year 5

Autumn	Spring	Summer
 <p>Viking Boy by Tony Bradman</p>  <p>Skellig by David Almond</p>	 <p>Holes by Louis Sachar</p>  <p>The Haunting of Aveline Jones by Phil Hickeys</p>	 <p>Cosmic: It's One Giant Leap by Frank Cottrell Bryce</p>  <p>Wonder by R.J. Palacio</p>
<p><b>Myths and Legends</b>            Create own Norse myth, inspired by Thor and the Giants            Experiment with different ways to open a story: dialogue, an important event            Organise into key paragraphs and link ideas across paragraphs using adverbials            Vary sentence lengths and structures using a wide range of subordinating conjunctions</p>	<p><b>Take One Book: Holes</b>            Plan and write a letter from the central character in Holes            Ensure points are clearly structured into paragraphs            Maintain the correct informal tone when letter writing            Use of complex noun phrases, with lots of adjectives            Plan, write and create a persuasive brochure based around Holes            Make use of emotive language to persuade            Use modal verbs i.e. will, might, should            Use modifiers to intensify: The <b>exceptionally</b> helpful staff            Use a range of persuasive features such as dare to disagree and rhetorical questions</p>	<p><b>Discussion texts</b>            Write a discussion text presenting both sides of an argument            Maintain impartiality and ensure vocabulary remains formal throughout (avoid first person)            Use key connectives to help structure the text i.e. Furthermore, On the other hand            Make use of generalisations i.e. Many people insist            Use succinct evidence to support points.</p>
<p><b>Explanation texts</b>            Write own explanation text            Ensure paragraphs are clearly structured, making use of connectives and topic sentences to ensure cohesion            Use causal conjunctions i.e. Consequently            Make use of relative clauses to add extra information</p>	<p><b>Take One Book: Holes: Newspaper Report</b>            Produce a newspaper style recount based on events in Holes            Maintain formality and impartiality            When introducing eye witness quotations, use relative clauses, which are correctly punctuated            Ensure cohesion through adverbials and use of pronouns</p>	<p><b>Science Fiction Stories</b>            Plan, write and produce a science fiction short story            Experiment with different ways to open a story            Organise narrative into clear linked sections            Vary sentence length and develop sentences using a range of subordinate clauses.</p>
<p><b>Plays: The Tempest by Shakespeare</b>            Produce a range of writing based around the play            Write from the perspective of a range of different characters            Use adventurous vocabulary to build descriptive writing            Establish the correct formality and remain impartial where required.</p>	<p><b>Suspense Stories</b>            Write an extract of a story which builds suspense effectively            Vary pace by altering sentence lengths            Include repetition for effect and use figurative language to build description            Trial using pronouns and the passive voice to hide who is carrying out the action (i.e. The door was opened.)            Use semi colons and colons for effect. He saw it before him: a ghost.</p>	<p><b>Non-chronological report texts</b>            Research, plan and write own report text            Make use of organisational devices such as subheadings            Use formal and technical vocabulary throughout            Use a brackets and dashes to show parenthesis            Use passive voice i.e. These creatures are often found...</p> <p><b>Take One Book: Wonder</b>            Produce a range of narrative writing based around Wonder            Re-write a familiar section of narrative from an alternative point of view            Consider using flashback            Vary sentence length and structures, using a range of subordinate clauses.</p>



## Spelling and Handwriting

# Year 5

Autumn	Spring	Summer
<p><b>Handwriting</b> Producing quality handwriting automatically with legibility and fluency maintained.</p>		
<p style="text-align: center;"><b>Spelling</b></p> <p>Revise Year 3 and 4 spelling patterns: The /i/ sound spelt as y (i.e. gym, pyramid) Words using the ou spelling (i.e. double, touch, young) Prefixes including dis-, non-, mis-, un-, de-, re-, sub-, super-, inter-, anti- and auto- The /sh/ and /k/ sound spelt as ch (i.e. machine, scheme) Apostrophes for contraction and possession The /g/ sound spelt as gue (tongue) and the /k/ sound spelt as que (cheque) Using the suffixes -ly and -ous Words ending in -tion, sion, -ssion and -cian Words ending in -sure and -ture Homophones and near homophones Words from the statutory word lists</p>	<p style="text-align: center;"><b>Spelling</b></p> <p>Revise different /ay/ spellings such as ei, eigh and ey Revise the /s/ sound spelt as sc Words containing the letter string 'ough' Words containing silent letters Homophones and near homophones Words from the statutory word lists</p>	<p style="text-align: center;"><b>Spelling</b></p> <p>Words using ie, spelt as ei after a c Words ending in -ible and -able (i.e. horrible, adorable) Words ending in -ibly and -ably (i.e. terribly, reliably) Words ending with -cious or -tious (i.e. vicious, ambitious) Using the suffixes -ate, -ise and -ify Homophones and near homophones Words from the statutory word lists</p>



## Autumn

### PLACE VALUE

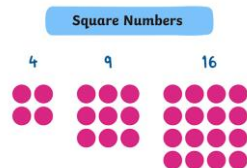
Roman numerals to 1,000  
 Numbers to 10,000/100,000  
 Powers of 10  
 10/100/1,000/10,000/100,000 more or less  
 Partition numbers to 1,000,000  
 Compare and order numbers to 100,000  
 Round to the nearest 10, 100, 1,000. 10,000 or 100,000

### ADDITION AND SUBTRACTION

Mental strategies  
 Add and subtract whole numbers with more than four digits  
 Round to check answers  
 Inverse operations (addition and subtraction)  
 Multi-step addition and subtraction problems

### MULTIPLICATION AND DIVISION

Multiples and common factors  
 Prime, square and cube  
 Multiply and divide by 10, 100 and 1,000



### FRACTIONS

Find fractions equivalent to a unit and non-unit fraction  
 Recognise equivalent fractions  
 Convert improper fractions to mixed numbers  
 Compare and order  
 Add and subtract fractions

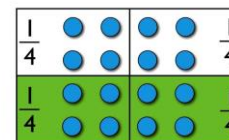
## Spring

### MULTIPLICATION AND DIVISION

Multiply a 4-digit number by a 2-digit number  
 Solve problems with multiplication  
 Short division  
 Divide a 4-digit number by a 1-digit number  
 Divide with remainders  
 Efficient division  
 Solve problems with multiplication and division

### FRACTIONS

Multiply a unit and a non-unit fraction by an integer  
 Multiply a mixed number by an integer  
 Calculate a fraction of a quantity and an amount  
 Use fractions as operators



$$\frac{2}{4} \text{ of } 16 = 8$$

### DECIMALS AND PERCENTAGES

Equivalent fractions and decimals  
 Order and compare decimals  
 Round to the nearest whole number  
 Percentages as fractions and decimals

### PERIMETER AND AREA

Perimeter of rectangles, rectilinear shapes and polygons  
 Estimate area

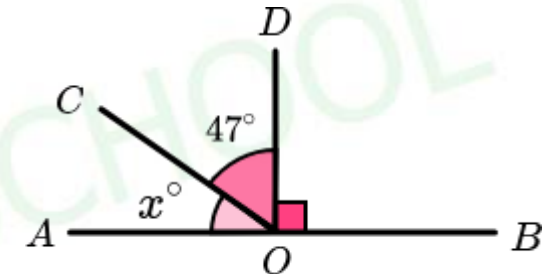
### STATISTICS

Draw, read and interpret line graphs  
 Read and interpret tables

## Summer

### SHAPE

Understand and use degrees  
 Estimate and classify and measure angles  
 Calculate angles around a point and on a straight line  
 3-D shapes



### POSITION AND DIRECTION

Read and plot coordinates  
 Translation with coordinates  
 Lines of symmetry  
 Reflection in horizontal and vertical lines

### DECIMALS

Use known facts to add and subtract decimals  
 Efficient strategies for adding and subtracting decimals  
 Multiply and divide by 10, 100 and 1,000

### NEGATIVE NUMBERS

Understand negative numbers  
 Compare and order negative numbers  
 Find the difference

### CONVERTING UNITS

Convert units of length  
 Convert between metric and imperial units  
 Compare volume  
 Estimate volume and capacity

## Autumn

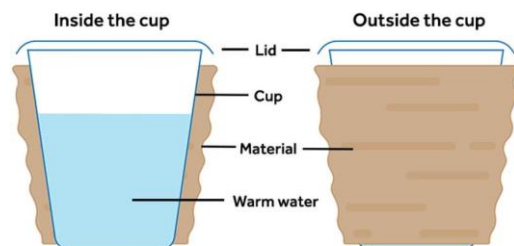
### Properties of Materials

I can group everyday materials based on their properties.

I can design an investigation to test the properties of materials.

I can design investigations that tests the thermal conductivity.

I can explain the properties of solids, liquids and gases.



### Materials: Reversible and Irreversible Reactions

I can design an investigation to test rates of dissolving

I can apply my understanding of how materials can be separated.

I can apply my understanding of how materials can be separated.

I can investigate and explain the term irreversible reaction.

I can review and improve my observations of irreversible reactions.

I can understand the terms; soluble, solute, solution and dissolve.

## Spring

### Earth and Space

I can describe the size and shape of the Earth, Sun and the Moon.

I can explain the movement of the Earth, Sun and the Moon.

I can explain the phases of the moon.

I can explore how craters are made.

I can name and describe the planets in the solar system.

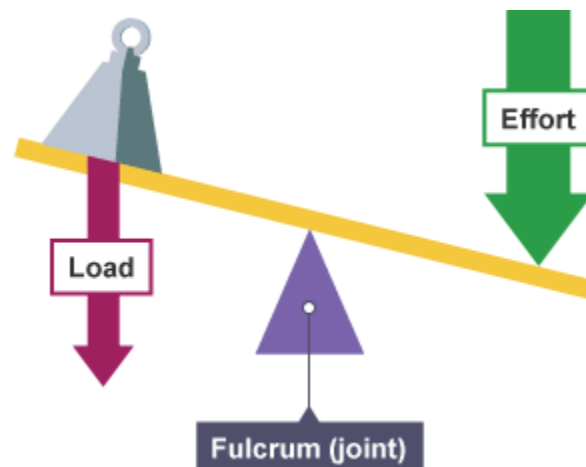
### Forces

I can explore how objects fall.

I can carry out a fair test to test how parachutes fall.

I understand how friction impacts the way objects move.

I can explain how simple machines help us.



## Summer

### Living Things: Plants

To understand the term life cycle and the seven features of living things.

I can explain the structure of a flower.

I can describe the stages in a plant lifecycle.

I can explain the difference between sexual and asexual reproduction.

I can describe the differences in the life cycles of animals.

### Animals Including Humans: Life Cycles

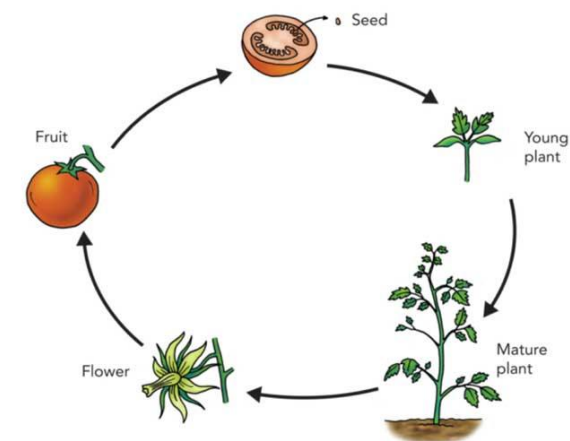
I can describe the stages of the human life cycle.

I can describe the stages of the human life cycle

I can describe the developmental stages of a human foetus.

I can describe the developmental of a baby and compare related data.

I know how plants and other animals reproduce.



## Autumn

### Project: Sketch a runestone

I can practice sketching using different pressure to create contrast and texture.

I can learn about Viking runes and their function, recording and sketching key features.

I can create a runestone using a Viking legend to record information.

I can evaluate my experience and skills.



### Project: Carve an image onto a rubber stamp

I can design the main image of an illuminated manuscript page.

I can carve the main image of my rubber relief stamp.

I can use my rubber stamp to relief print my manuscript image.

I can finish my manuscript page and evaluate my experience and skills.



## Spring

### Project: Create recycled art

I can learn about modern and contemporary sculpture by Noble and Webster, Munez and Duchamp.

I can plan and design a recycled/upcycled/repurposed art piece using digital media.

I can create a recycled/upcycled/repurposed art piece using my artist statement.

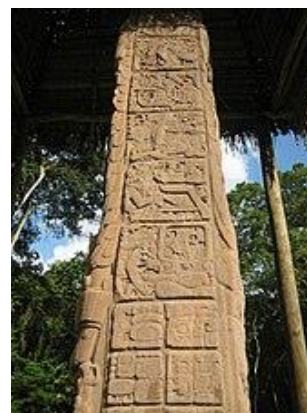


### Project: Create a stela using clay

I can analyse the imagery recorded in Maya stela and plan my own.

I can create and carve my Maya stela using clay.

I can evaluate my experience and skills.



## Summer

### Project: Experiment with watercolours

I can learn about primary, secondary, and tertiary colours, complementary and analogous colours, and hues, tints, tones, and shades.

I can experiment with creating hues, tints, tones, and shades with watercolour.

I can select a landscape image from Bolivia or Peru and use it to plan my watercolour painting.



### Project: Paint landscapes using watercolours

I understand how to implement various aspects of the Colour Theory into watercolour techniques.

I know the difference between a hue, tint, tone, and shade.

I can create my watercolour landscape painting. I can evaluate my experience and skills.





## Autumn

### Programming – Selection in Quizzes

I can explain how selection is used in computer programs.

I can relate that a conditional statement connects a condition to an outcome.

I can explain how selection directs the flow of a program.

I can design a program that uses selection.

I can create a program that uses selection.

I can evaluate my program.



## Spring

### Computer networks – Sharing Information

I can explain that computers can be connected together to form systems.

I can identify how to use a search engine.

I can describe how search engines select results.

### Data and Information – Flat File Databases

I can use a form to record information.

I can compare paper and computer-based databases.

I can apply my knowledge of a database to ask and answer real-world questions.

Surname	First Names	Title	Age	Gender	Boarded	Class	Survivor (S) or Victim (V)
Allen	Elisabeth Walton	Miss	29.000	Female	Southampton	1st	S
Allison	Hudson Joshua Creighton	Mr	30.000	Male	Southampton	1st	V
Allison	Hudson Trevor	Master	0.920	Male	Southampton	1st	S

## Summer

### Creating Media – Desktop Publishing

I can recognise how text and images convey information.

I can recognise that text and layout can be edited.

I can choose appropriate page settings.

I can add content to a document.

I can consider how different layouts can suit different purpose.

I can explain the benefits of desktop publishing.



## Autumn

### Electrical Systems and Mechanical Systems

**Project:** Design and build a Mars Rover  
**Designing**

Generate innovative ideas by carrying out research.

Develop a simple design specification to guide their thinking.

Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

### Making

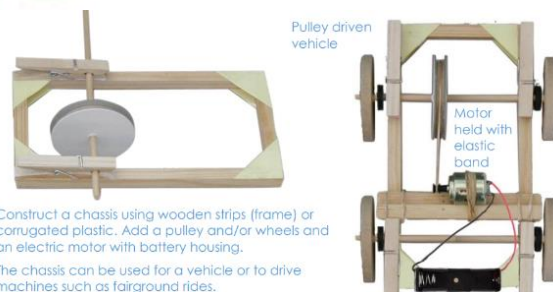
Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans.

Select from and use a range of tools and equipment to make products.

### Evaluating

Compare the final product to the original design specification and test products with intended user and critically evaluate the quality.

Consider the views of others to improve their work.



## Spring

### Textiles

**Project:** Design and create a t-shirt for the school PE kit

### Designing

Generate innovative ideas through research.

Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes.

Design purposeful, functional products.

### Making

Produce detailed lists of equipment and fabrics.

Select from and use a range of tools and equipment, including CAD, to make products.

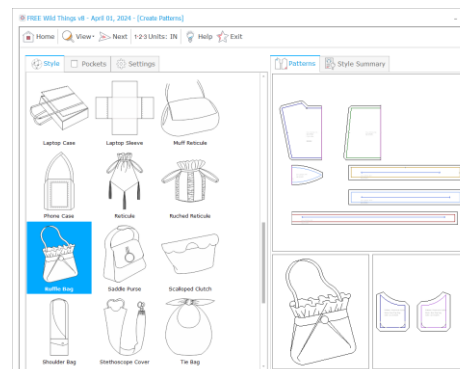
### Evaluating

Investigate and analyse textile products linked to their final product.

Compare the final product to the original design specification.

Test products and critically evaluate the quality.

Consider the views of others to improve their work.



## Summer

### Frame Structures

**Project:** Design and build a bridge to cross the Amazon.

### Designing

Carry out research into user needs and existing products.

Develop a simple design specification to guide the development of their ideas and products.

Generate, develop and model innovative ideas.

### Making

Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.

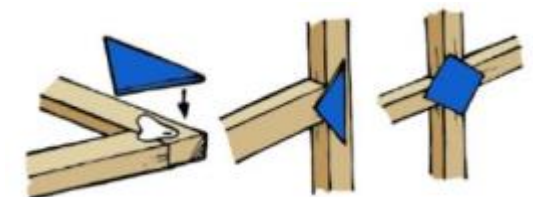
Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.

Use finishing and decorative techniques suitable for the product they are designing and making.

### Evaluating

Investigate and evaluate a range of existing frame structures.

Critically evaluate their products against their design specification.





## History and Geography

# Year 5

### Autumn

#### History: Let the Battle Commence

I can explain who Alfred the Great was.

I can explain the events of the Viking raid in Lindisfarne.

I can explain the Viking Great Army invasion of the Anglo-Saxons in 871.

I can use sources to explore the Viking's trade.

I can use sources to explore the Viking's society and culture.

I can use sources to explore the Viking's jewellery and clothes.

I can debate whether the Vikings were raiders or settlers.

I can discuss who Edward the Confessor was.

I can sequence the events of The Battle of Stamford Bridge and The Battle of Hastings.



### Spring

#### Geography: Global Impact

I can label the Arctic and the Antarctic on a map of the World.

I can discuss the distribution of energy sources across the world.

I can list 3 ways that humans are impacting our environment.

I can debate changes humans could make to protect the environment from climate change.

I can complete fieldwork in the local area to highlight the impact of humans (e.g. litter, increase car use, reduction in green areas, increased housing).

#### History: The Mysterious Maya

I can give the location of and year the Maya were identified.

I can explore the Maya's use of cacao beans for food and currency.

I can explore the Maya calendar and compare it to the Gregorian calendar.

I can describe the developments in Maya farming (including raised fields, terrace farming and slash and burn farming).

I can investigate the religion of the Maya.

I can give the reasons as to why the Maya went into hiding

I can compare the culture and religion of the Maya and Anglo-Saxons using a range of sources.

### Summer

#### Geography: Amazon Explorers

I can locate and name 5 countries on a map of South America (Brazil, Argentina, Peru, Bolivia, Venezuela).

I can identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere and the Tropics of Cancer and Capricorn.

I can identify and label the 6 different biomes across the world (tundra, grassland, woodland, savannah, desert, rainforest).

I can identify and describe the biomes and vegetation belts in South America.

I can describe 6 features of a river (mouth, source, main channel, meander, tributary, oxbow lakes).

I can explain modern day uses of the Amazon River.

I can compare the Amazon River and the River Thames (human and physical elements).

I can use maps, photographs and other sources to identify the human and physical features of a region in South America (e.g. the Amazon rainforest).

I can compare the human and physical features of a region in the UK (Holmer Green and London), a region in Europe (Greece) and a region in South America (the Amazon Rainforest).

## Autumn

### School

I recognise words explaining how I get to school.

I can describe how I get to school and ask how others get to school

I can recognise the names of rooms in a school.

I can name some rooms in a school.

I can recognise some words to identify items in my pencil case.

I can name some items in my pencil case.

I can name some subjects that I study.

### Vocabulary:

a pied, en bus, en voiture, en train, en bateau, en avion, a vélo, la salle de classe, la cours, la grande salle, la cuisine, la bibliothèque, le parking, les toilettes, la salle d'informatique, le terrain de sport, un crayon, une gomme, une règle, un stylo, une calculatrice, un feutre, un baton de colle, un crayon du couleur, un taille-crayons, des ciseaux, les mathématiques, l'anglais, le francais, l'histoire, le dessin, le sport, les sciences, l'informatique, l'espagnol, la musique

### Questions:

Comment vas-tu a l'école?

Qu'est-ce que c'est?

Qu'est-ce qu'il y a dans ta trousse?

Quelle est ta matière preferee?

## Spring

### The Playground

I can recognise some words to describe some playground equipment.

I can name some playground equipment.

I can recognise some phrases to describe some playground activities.

I can name some playground activities.

I can ask what someone likes to do in the playground.

I can say what I like to do in the playground

### Vocabulary:

un ballon, un vélo, une corde à sauter, une trottinette, une bascule, une balançoire, un toboggan, un tourniquet, jouer a chat, jouer a la balle, jouer a foot, jouer a la theque, sauter a la corde, faire la course, jouer a cache-cache,

### Questions

Qu'est-ce que c'est? Qu'est-ce que tu aimes faire dans la cour?



## Summer

### Sport and hobbies

I can recognise some words which refer to hobbies.

I can name some hobbies.

I can ask someone if they like a certain hobby

I can talk about hobbies I like and dislike.

I can name some sports

I can ask someone which sports they play.

### Vocabulary

le sport, la musique, la natation, le cyclisme, la lecture, les jeux video, j'adore, je déteste, le sport, le foot, le tennis de table, le rugby, le cricket, le basket

### Questions:

Tu aimes.?

Tu joues a quelle sport?





## Music

# Year 5

### Autumn

#### Listening and Singing

I can compare western classical tradition and film songs.

I can compare popular music from different genres.

I can perform as part of an ensemble within my phase for the Christmas concert

I can sing in an ensemble.

I can sing partner songs.

I can sing three-part rounds.



### Spring

#### Instrumental Performance

I can hold the cornet and create a sound by buzzing

I play a C on the cornet.

I can play an D on the cornet

I can play a E on the cornet

I can play a F,G on the cornet

I can play a piece of music on the cornet with a variety of notes in a small group

I can read musical notation including semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

I can read time signatures.

I can read and play short rhythmic phrases.



### Summer

#### Composition

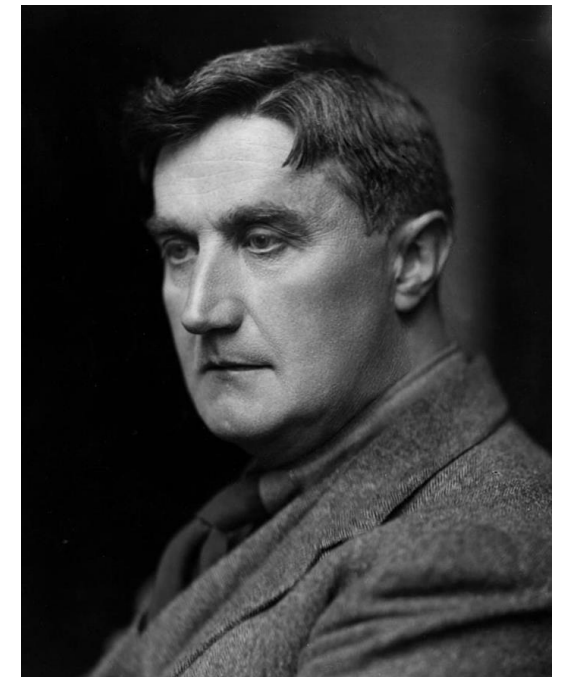
I can compose a piece of music in a group

I can edit and improve our group composition

I can perform a piece of music as a group.

I can compare different musical tradition pieces.

Model Music Curriculum Special Study - *Vaughan Williams's English Folk Song Suite*



## Autumn

### Swimming

Begin to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  
 To develop push and glides, any kick action on front and back with or without support aids.  
 To develop entry and exit, travel further, float and submerge.  
 Perform safe self-rescue in different water-based situations.  
 Continue to develop a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  
 To show breath control.  
 Introduction to deeper water.  
 Treading water  
 Swim competently, confidently and proficiently over a distance of at least 25 metres



### Gymnastics

Create, practise and refine longer, more complex sequences including 6-8 actions for a performance, including mirroring, matching, canon & synchronisation.  
 Include changes in level, direction and speed.  
 Choose actions, body shapes and balances from a wider range of ideas.  
 Adapt their performance to the demands of a task, using their previous knowledge..  
 Practise and refine their own work.  
 Show clear individual movements.  
 Understand the need for warming up and working on body strength, tone and flexibility.  
 Lead small groups in warm-up activities.

## Spring

### Handball

I can develop throwing and catching skills.  
 I can develop passing and shooting skills.  
 I can move with and without the ball including dribbling.  
 I can develop overall skills in a small sided game.



### Football

I can refine my dribbling technique, using set targets, or beating defenders.  
 I can pass a ball to a team mate accurately, using a variety of different parts of the foot.  
 I can use a range of ways of controlling the ball when receiving a pass from a team mate.  
 I can exploit the space around me and keep possession of the ball in a team game scenario.  
 I can defend a player successfully to intercept and stop attacks.  
 I can use a range of turns effectively to create space and change direction.  
 I can use all my skills in a team game situation.

### Dance

Create longer, challenging dance phrases.  
 Select appropriate movement material to express ideas/thoughts/feelings.  
 Demonstrate strong movements throughout a dance sequence.  
 Combine flexibility, techniques and movements to create a fluent sequence.  
 Move appropriately and with the required style.

## Summer

### Athletics

Use correct technique to run at speed.  
 Develop the ability to run for distance.  
 Identify and apply techniques when running a relay.  
 Jump accurately from a standing position and from a run up.  
 Explore different footwork patterns for jumping.  
 Understand which technique is most effective when jumping for distance.  
 Throw a variety of objects with one hand.  
 Throw with accuracy and power.  
 Learn how to use skills to improve the distance of a pull throw.

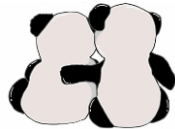
### Cricket

Understand the rules of cricket and use them fairly.  
 Throw and catch a ball accurately over increasing distances.  
 Throw a ball over and develop fielding skills.  
 To begin to bowl overarm with accuracy.  
 Hold the bat correctly and bat with accuracy using a range of strokes on both sides.  
 Begin to use directional batting as a tactic and tactical fielding.  
 Understand tactics by starting to vary how they respond in a game of Kwik-cricket.

### Tennis

Develop the underarm serve.  
 Develop footwork and return of serve.  
 Rehearse and develop skills using forehand and backhand shots.  
 Recover after a shot and use strategies to gain an advantage.  
 Develop the serve and recognising the 5 basic ways to win a point.  
 Control the ball to develop a cooperative rally.

## Autumn



### Respectful Relationships – Caring Friendships

#### Skills developed and knowledge obtained:

I understand my feelings and explain how they have changed over time. I can explain who I am and identify how racism and equality has an effect on other people.  
 I can explain how to challenge stereotypes.  
 I can identify how I should treat people.  
 I know why bullying is wrong.  
 I can name the different types of bullying and how to not be a bystander.

### Families and People Who Care for Me and Understanding my Online Relationships

#### Skills developed and knowledge obtained:

I can identify what my digital footprint is and how to keep it secure.  
 I can discuss how data is kept and shared online.  
 I can critically evaluate my online behaviours.  
 I can identify cyberbullying and know how to be a good digital citizen.  
 I know how to keep myself and other people safe.  
 I know that our families are all different.



## Spring

### Physical and Mental Health and Fitness Healthy Eating and Mental Wellbeing

#### Skills developed and knowledge obtained:

I can develop skills to make my own choices about food.  
 I can explain how to make informed choices that contribute to a 'balanced lifestyle.'  
 I can explain a range of emotions.  
 I can explain who is responsible for my health and wellbeing and how to get advice and support if I need to.  
 I can identify the pros and cons of being online  
 I can understand how anti-social behaviour can affect wellbeing and handle, challenge or respond to it.



### Changing adolescent bodies.

#### Skills developed and knowledge obtained:

I can develop skills to make my own choices about food.  
 I can explain how to make informed choices that contribute to a 'balanced lifestyle.'  
 I can explain a range of emotions.  
 I can explain who is responsible for my health and wellbeing and how to get advice and support if I need to.  
 I can identify the pros and cons of being online  
 I can understand how anti-social behaviour can affect wellbeing and handle, challenge or respond to it.

## Summer

### Internet safety and harms

#### Skills developed and knowledge obtained:

Year 5 community project with a focus on money.  
 I can understand how what I do affects the community.  
 I can work as a class to democratically vote on a cause that is important to our community.  
 I can plan the structure of my project.  
 I can work as a group to think about how to finance my project.  
 I can think of ways of improving our community.  
 I can participate in my project.  
 I can evaluate the effectiveness of my project.

### Drugs, Alcohol and Tobacco and Basic First Aid

#### Skills developed and knowledge obtained:

I can identify how to manage risks to keep myself healthy.  
 I can make a 999 emergency call.  
 I can get support during an emergency.  
 I can give basic life support.  
 I can give support to somebody with a bite or sting  
 I can identify some of the risks associated with using drugs.



## Autumn

### Rites of Passage

**Enquiry question:** Why do religious and non-religious groups celebrate important moments in life?

**Pupil experience:**

I can identify the key milestones in my life and why they are important and I can discuss who or what I have a commitment to and how I show this.

**Religious/worldwide context:**

I can investigate the rites of passage observed by Christians and what beliefs about life are expressed in these rites of passage.

I can investigate the rites of passage observed by Muslims (birth, marriage and death) and what beliefs about life are expressed in these rites of passage.

I can investigate the rites of passage observed by Hindus (birth, marriage and death) and what beliefs about life are expressed in these rites of passage.

I can investigate the rites of passage observed by Humanists (birth, marriage and death) and what beliefs about life are expressed in these rites of passage.

**Universal human experience:**

I can reflect on how my own values are impacted by my rites of passage and consider the benefits and challenges commitment can bring to our lives.

## Spring

### Pilgrimage

**Enquiry question:** Why is pilgrimage important to some religious communities?

**Pupil experience:**

I can identify an important or meaningful journey I have been on and consider what was memorable about it and its influence on me.

**Religious/worldwide context:**

I can investigate the Christian pilgrimages to Lourdes and Canterbury Cathedral as well as the impact of this on the pilgrims.

I can investigate the Muslim pilgrimage to Mecca and the impact of this on the pilgrims.

I can investigate the pilgrimage to the River Ganges and the impact of this on the pilgrims.

**Universal human experience:**

I can consider the value pilgrimages have in the lives of believers and reflect on how going on a pilgrimage expresses and strengthens beliefs for pilgrims and communities.

I can consider whether there is a purpose to life and how we find this out.



## Summer

### Founders and Prophets

**Enquiry question:** How did the religions and worldwide views begin?

**Pupil experience:**

I can identify what it means to admire someone and the sort of people I admire and I can identify the qualities we look for in leaders.

**Religious/worldwide context:**

I can investigate Jesus as the founder of Christianity and synthesis why he is so significant, reflecting on how devotees show their devotion to Jesus.

I can investigate Prophet Muhammad (PBUH) as the founder of Islam and synthesis why he is so significant, reflecting on how devotees show their devotion to Prophet Muhammad (PBUH).

I can investigate the idea that Hinduism has no single founder.

I can investigate Buddha as the founder of Buddhism and explain why he is so significant.

**Universal human experience:**

I can reflect on whether these founders are good role models for us today and why, talking about why it is important for us to have good role models.

