
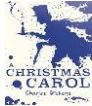


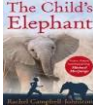





Autumn	Spring	Summer
 <p>Street Child by Berlie Doherty</p>  <p>A Christmas Carol by Charles Dickens</p>	 <p>The Lost Whale by Hannah Gold</p>  <p>Cloud Busting by Malorie Blackman</p>	 <p>The Child's Elephant By Rachel Campbell-Johnston</p>  <p>Wolves in the Walls by Neil Gaiman</p>
<p><b>Recounts</b> Write a recount from the perspective of a workhouse boy Use an appropriate chatty tone for a diary entry Vary sentence structures, lengths and types for effect with use of fronted adverbials Ensure cohesion between sentences and paragraphs.</p>	<p><b>Discussion texts</b> Write a discussion text about a school proposal Maintain impartiality and ensure vocabulary remains formal Use key connectives, generalisations and evidence to structure points Use of the subjective: Many headteachers request that the school...</p>	<p><b>Take One Book: The Child's Elephant</b> Write a series of non-fiction texts based on extract from The Child's Elephant: A diary entry recount focusing on a different perspective A newspaper report educating the reader about poaching A persuasive letter arguing that urgent action is needed against poaching An information text about elephants to be displayed outside a zoo enclosure</p>
<p><b>Take One Book: Street Child</b> <b>Write a persuasive letter</b> Ensure a clear structure with developed points and use of elaboration Establish appropriate, informal voice Persuasive features: dare to disagree, emotive language, rhetorical questions Passive voice for effect i.e. You are beaten everyday. <b>Narrative chapter based on Street Child</b> Use of dialogue to convey character and move the action forward Effective building of suspense through varied sentence structures and lengths, as well as repetition Viewpoint well controlled and precise.</p>	<p><b>Take One Book: Cloud Busting</b> Write a narrative based on a poem in Cloud Busting Experiment with sentence structures, using a wide range of clauses and conjunctions Create cohesion between sentences and paragraphs using a range of devices Use passive voice to victimise i.e. Davey was handed the sandwich Create suspense: use of pronouns, repetition for effect, Use figurative language to build atmosphere i.e. A scream cut through the deafening silence like a knife Use dialogue to move the action forward and convey character Use hyphens, semi-colons and colons.</p>	<p>Use layout devices such as heading, subheading and bullet points Adopt a wide range of devices to ensure cohesion Use a range of verb forms i.e. subjunctive voice, [erfect tense and passive voice Use the appropriate structures for formal and informal writing Use the full range of punctuation, including hyphens, semi-colons and colons.</p>
<p><b>Autobiographical writing</b> Write an autobiographical extract Distinguish between biography and autobiography Select the appropriate tone and formality Vary sentence length and topic, using complex noun phrases Use passive voice for effect (i.e. We were beaten) as well as the past/present perfect i.e. I <b>had</b> always <b>loved</b> dance.</p>	<p><b>Take One Book: Cloud Busting</b> Write a newspaper article based on events in Cloud Busting Ensure a formal, impersonal tone throughout Make use of emotive language and a range of verb forms for effect When quoting from eye-witnesses, make use of embedded subordinate clauses for economy.</p>	<p><b>Wolves in the Walls</b> Write a narrative from a range of different viewpoints. Ensure accurate use of linked paragraphs, using a range of devices to ensure cohesion Use a range of sentence structures and lengths to engage Use of dialogue to convey character and move the action forward.</p>
<p><b>Fiction from our Literary Heritage</b> Write a well-planned modern day version of A Christmas Carol Use paragraphs where needed, linking sentences and paragraphs together. Use a dialogue, action and description to convey scene Build suspense through varying sentence length and using repetition.</p>	<p><b>Narrative workshop</b> Write an extended adventure story based on a natural disaster Create convincing characters, revealing more about them as the plot unfolds Build suspense and empathy through varied sentence lengths and structures, using figurative language to create atmosphere Experiment with progressive verb forms and a non-linear plot</p>	<p><b>Summer Project: Water Aid</b> Produce marketing materials for their water aid stall, focusing on persuasive writing techniques.</p>



## Spelling and Handwriting

# Year 6

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>

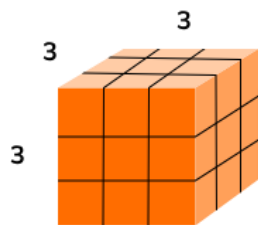
## Autumn

### PLACE VALUE

Numbers to 10,000,000, powers of 10  
Compare, round and order any integers  
Negative numbers

### ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

Add and subtract integers  
Common factors, multiples  
Rules of divisibility  
Primes to 100, square and cube numbers  
Multiply up to a 4-digit number by a 2-digit number  
Solve problems with multiplication and short division  
Introduction to long division  
Order of operations



$$3 \times 3 \times 3 = 3^3$$

$$\begin{array}{r} 11 \\ 3 \overline{) 339} \\ \underline{-3} \phantom{0} \\ 03 \\ \underline{-3} \\ 0 \end{array}$$

### FRACTIONS

Equivalent fractions and simplifying  
Compare and order (denominator and numerator)  
Add and subtract simple fractions and mixed numbers  
Multi-step problems  
Multiply and divide fractions by integers and fractions  
Fraction of an amount

$$3\frac{3}{4} - 1\frac{7}{8}$$

### CONVERTING UNITS

Metric measures  
Convert and calculate metric measures  
Miles and kilometres and imperial measures

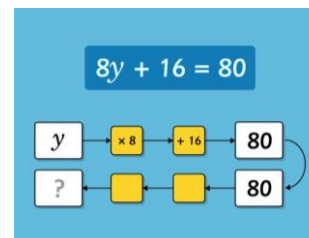
## Spring

### RATIO

Read and plot points in four quadrants  
Solve problems with coordinates  
Translations, reflections and proportion problems

### ALGEBRA

1 and 2 step function machines  
Form expressions  
Substitution  
Formulae  
Form equations  
Solve 1 and 2-step equations



### DECIMALS

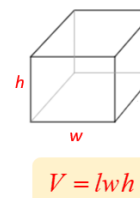
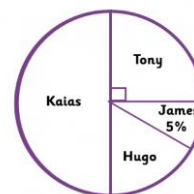
Place value within 1  
Place value – integers and decimals  
Round decimals  
Add and subtract decimals  
Multiply and divide by 10, 100 and 1,000

### FRACTIONS, DECIMALS AND PERCENTAGES

Decimal and fraction equivalents  
Fractions as division  
Understand percentages  
Equivalent fractions, decimals and percentages  
Order fractions, decimals and percentages  
Percentage of an amount – multi-step

### AREA, PERIMETER AND VOLUME

Area and perimeter of any triangle or parallelogram  
Volume of a cuboid



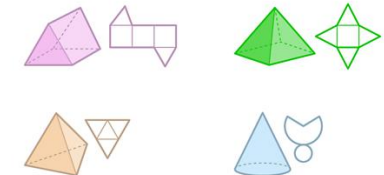
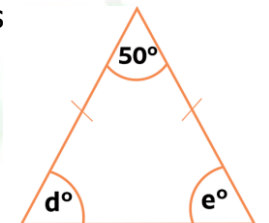
### STATISTICS

Line graphs  
Dual bar charts  
Read and interpret pie charts

## Summer

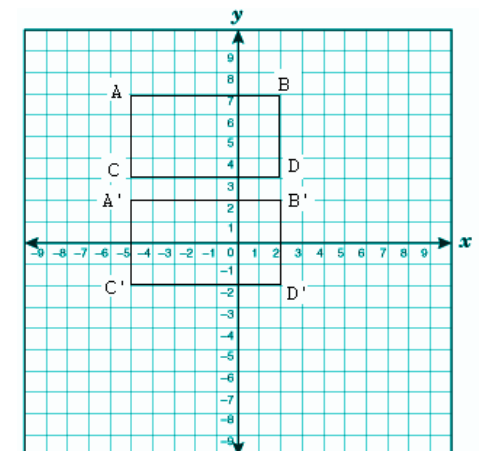
### SHAPE

Measure and classify angles  
Calculate angles  
Vertically opposite angles  
Angles in a triangle  
Angles in a triangle – special cases  
Angles in a triangle – missing angles  
Angles in a quadrilateral  
Angles in polygons  
Circles  
Draw shapes accurately  
Nets of 3-D shapes



### POSITION AND DIRECTION

The first quadrant  
Read and plot points in four quadrants  
Solve problems with coordinates  
Translations  
Reflections



## Autumn

### Living Things and Their Habitats

I can explain and give reasons for why an organism is alive.

I can describe the main features of living organism and apply them to carry out classification.

I can describe the different types of microorganisms and how they function.

I can describe how microbes behave and impact humans.

I can make careful observations of microorganisms.

### Brunel Project

I can explain what makes a test fair.

I can describe and test the parts of a bridge.

I can carry out a fair test on strengthened beams.

I can carry out a fair test to develop a beam bridge.

I can complete a bridge building challenge.



## Spring

### Light

I understand what light is and where it comes from.

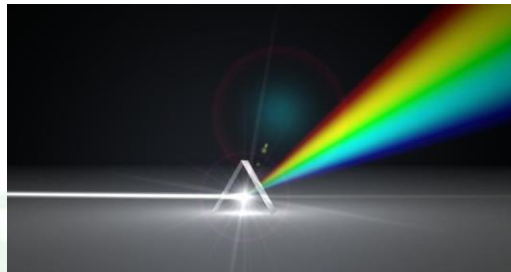
I can explain how light travels in a straight line.

I can explain how and why shadows change size.

I understand that light is reflected in different ways from surfaces.

I can explain how we see things

I can explain the spectrum of colour.



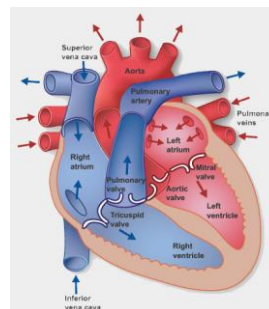
### Animals Including Humans

I can explain what the blood is made up of.

I can describe the structure of the heart.

I can name the structure of the heart.

I can explain the circulatory system.



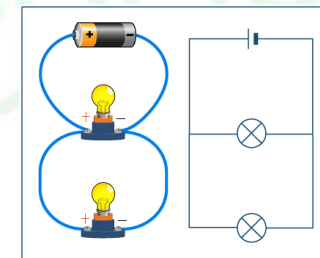
## Summer

### Electricity

I can use symbols when representing a simple circuit in a diagram.

I can use symbols when representing a simple circuit in a diagram.

I can apply my understanding of circuits and symbols.



### Evolution and Inheritance

What is a fossil and what do they tell us?

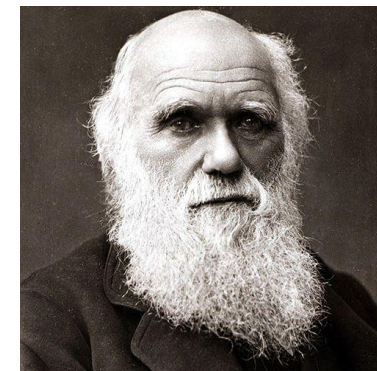
I can explain heredity.

I can explain inheritance

I can describe Darwin's theories.

I can investigate survival of the fittest.

I can explain why living things have changed over time.



## Autumn

### Project: Sketch portraits

I can practice sketching techniques.  
 I can select a monarch and sketch a portrait of my selected figure in pencil, using a Neoclassicist style inspired by the work of Angelica Kauffman and Jacques-Louis David.  
 I can complete my portrait using learned sketching techniques.  
 I can evaluate my experience and skills.



### Project: Create portraits using oil pastels and watercolours

I can experiment with oil pastel techniques and plan how to apply oil pastels in Impressionism style to my portrait copy.  
 I can use oil pastels to complete a portrait of a monarch in an Impressionistic style inspired by Helen McNicoll and Alfred Sisley.  
 I can experiment with watercolour techniques and plan how to apply watercolour in Neoclassical style to my original portrait.  
 I can use water colours to complete a portrait of monarch in a Neoclassical-inspired style.

## Spring

### Project: Water photography

I can practice sketching techniques including hatching, cross-hatching, texture, stippling, and circling in charcoal.  
 I can analyse and discuss water photography and art by artists such as Rica Bando and Ray Collins and take a photograph of water with a dynamic and interesting focus, and edit the photograph in black and white to enhance the contrast.  
 I can draw my water photograph in charcoal and evaluate my experience and skills.

### Project: Paint a natural disaster picture using acrylics

I can design an abstract natural disaster picture inspired by Stephanie Peters.  
 I can sketch my picture onto canvas.  
 I can paint and evaluate my natural disaster piece using acrylic.



## Summer

### Project: Use digital media to create geometric patterns

I can recall aspects the Colour Theory including hue, tint, tone, shade, and learn how to create darker colours by mixing complementary hues together and analyse history of African textile art.  
 I can learn about and discuss African fabric artists including Yinka Shonibare and Thandiwe Wemuriu.  
 I can experiment with creating geometric patterns and figures using digital media and evaluate my experience and skills.



## Autumn

### Creating Media – 3D Modelling

I can use a computer to create and manipulate three-dimensional (3D) digital objects.

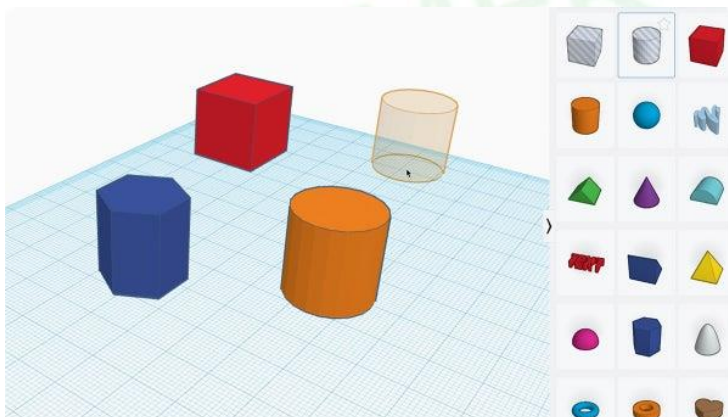
I can compare working digitally with 2D and 3D graphics.

I can construct a digital 3D model of a physical object.

I can identify that physical objects can be broken down into a collection of 3D shapes.

I can design a digital model by combining 3D objects.

I can develop and improve a digital 3D model.



## Spring

### Programming – Variables in Games

I can define a 'variable' as something that is changeable.

I can explain why a variable is used in a program.

I can choose how to improve a game by using variables.

I can design a project that builds on a given example.

I can use my design to create a project.

I can evaluate my project.



## Summer

### Data and Information – Spreadsheets

I can create a data set in a spreadsheet.

I can build a data set in a spreadsheet.

I can explain that formulas can be used to produce calculated data.

### Creating Media – Web pages

I can explain the importance of internet addresses.

I can recognise how data is transferred across the internet.

I can explain how sharing information online can help people to work together.





### Autumn

#### Food and CAD

**Project: Fairtrade Breakfast Bar**  
**Designing**

Generate innovative ideas through research and discussion to develop a design brief.

Use words, annotated sketches and information and communication technology to develop and communicate initial ideas.

#### **Making**

Write a step-by-step recipe, including a list of ingredients, equipment and utensils

Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.

Make, decorate and present the food product appropriately for the intended user and purpose.

#### **Evaluating**

Carry out sensory evaluations of a range of relevant products and ingredients.

Evaluate the final product with reference back to the design brief and design specification.

Understand how key chefs have influenced eating habits to promote varied and healthy diets.



### Spring

#### Frame Structures

**Project: Earthquake proof structure**

#### **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, through discussion, prototypes and annotated sketches.

#### **Making**

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

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, identifying strengths and areas for development, and carrying out appropriate tests.

Research key events and individuals relevant to frame structures.

### Summer

#### Frame structures and Mechanical systems

**Project: Design and build new playground equipment**

#### **Designing**

Generate innovative ideas by carrying out research and 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 and, if appropriate, allocate tasks within a team.

Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished.

#### **Evaluating**

Compare the final product to the original design specification.

Test products with the intended user, where safe and practical, and critically evaluate the quality.

Consider the views of others to improve their work.

Investigate famous manufacturing and engineering companies relevant to the project.



### Autumn

#### History: Monarchy Through Time

I can define the term monarchy.

I can explain the feudal system that was used in medieval Britain.

I can explain why King John was so unpopular and was forced to sign the Magna Carta.

I can name three implications of signing the Magna Carta.

I can identify reasons why Henry VIII chose to break away from the Roman Catholic Church as part of the English Reformation.

I can identify the significance of the English Reformation and how this changed the feudal system.

I can explain what caused the English Civil War.

I can identify what happened as a result of Charles' defeat in the English Civil War.

I can outline what caused the Glorious Revolution of 1688.

I can discuss the significance of the Glorious Revolution and the English Bill of Rights.

I can discuss the impact of the growth of the railways on Great Britain.

I can describe how living and working conditions changed during the Industrial Revolution.

I can explain how the British empire expanded during the Victorian times.

### Spring

#### Geography: Let's Get Ready to Rumble

I can label the tectonic plates on a world map.

I can explain how earthquakes are formed due to tectonic plates.

I can explain how a volcano is formed and how it erupts due to tectonic plates.

I can explain how mountain ranges are formed due to tectonic plates.

I can research an earthquake and volcanic eruption event and explain their impact on humans (Haiti earthquake 2010 and Mount St Helens eruption 1980).

#### Rye Through Time

##### Geography

I can find and use grid references and symbols on an OS map of High Wycombe

##### History

I can analyse different sources to gain an insight into Roman use of the Rye.

I can discuss how the River Wye became essential to life in 11th century Wycombe

I can identify events which led to the battle on the Rye during the English Civil War.

I can discuss events leading up to the Swing Riots of 1830.

I can explain how industrialisation began to affect the River Wye.

### Summer

#### Geography: African Adventures

I can label Africa on a map of the World.

I can name and label 5 African countries on a map of Africa (Democratic Republic of Congo, South Africa, Ghana, Ivory Coast and Tanzania).

I can label the vegetation belts across the world and give reasons for this pattern (linked to biomes and climates).

I can explain the changes in the distribution of food, minerals and water across Africa.

I can describe how trade has changed over time from the Slave trade to the global trade today.

I can describe what fairtrade is and its benefits.



## Autumn

### France and French Speaking Countries

I can name some parts of France.

I can ask where somewhere is in France.

I can say where somewhere is in France.

I can name some Francophone countries and recognise their flags.

I can ask if they speak French in a certain country.

I can say if they speak French in a certain country.

### Vocabulary:

Paris, Lyon, Bordeaux, Avignon, le nord de France, le sud, l'ouest, l'est, la France, la Canada, la Suisse, la Belgique, le Luxembourg, le Senegal, L'Algerie, la Cote d'Ivoire,

### Questions:

Où est Paris en France?

On parle français en...?



## Spring

### Paris and French food

I can recognise some tourist attractions in Paris.

I ask what tourist attractions there are in Paris.

I can say what tourist attractions there are in Paris.

I can recognise some French foods.

I can ask what food people eat in France.

I can say what food people eat in France.

### Vocabulary

la tour Eiffel, la Seine, un jardin, une galerie d'art, un parc d'attractions, la muse du Louvre, l'Arc de Triomphe, des cafes, des magasins, la quiche, la baguette, le camembert, les croque-monsieur, les croissants, les escargots, les cuisses de grenouille

### Questions:

Qu'est-ce qu'il y a à Paris? Qu'est-ce qu'on mange en France?



## Summer

### Family members

I can name some family members.

I can ask who someone is.

I can name and recognise some extended family members

I can name some extended family members

I can ask someone if they have brothers or sisters.

I can say how many brothers and sisters I have.

### Vocabulary:

ma mère, mon père, ma sœur, mon frère, ma grand-mère, mon grand-père, mes parents, mes grands-parents, ma famille, ma belle-mère, mon beau-père, ma cousine, mon cousin, ma tante, mon oncle, fille unique, fils unique, ma demi-sœur, mon demi-frère

### Questions

C'est qui?

Tu as des frères ou des sœurs?





## 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 syncopated rhythms.

I can sing three and four-part rounds (Calypso by Jan Holdstock).

I can sing three and four-part rounds with changing positions in the group

CALYPSO  
(canon) Jan HOLDSTOCK

The image shows a musical score for 'Calypso (canon)' by Jan Holdstock. It is written in 4/4 time and features three staves. The first staff contains the melody with lyrics: 'An-y time you need a ca - lyp - so, here is what you must do.' The second and third staves are empty, representing the other parts of the canon. A second system of staves follows, with lyrics: 'First of all you need a rhy - thm, so sahe a li - tle, shake a li - tle, An - y time you need a ca - lyp - so here is what\_ you must'.

## Spring

### Instrumental Performance and Composition - Doods

I can create a sound with a dood.

I can play a B on a dood.

I can play a A, on a dood.

I can play a G on a dood.

I can play a C, D on a dood.

I can compose a piece of music in a group.

I can edit and improve our group composition ready for performance  
Further develop the skills to read and perform pitch notation within an octave  
Read and play confidently from rhythm notation cards.

Read and play from notation a four-bar phrase, confidently identifying note names and durations.



## Summer

### Listening and Singing

Model Music Curriculum Case Study - *Connect It by Anna Meredith*

I can perform as part of an ensemble for my end of year performance.





PE

# Year 6

## Autumn

### Tag Rugby

I can use fakes and dodges to get past a defender.  
I can perform an accurate pass to a teammate when I am tagged.  
I can stay onside during tag rugby activities.  
I can pass with accuracy and continue to stay onside.  
I can demonstrate numerous tag rugby skills and be a good team player.  
To be an effective team member and demonstrate understanding of tag rugby rules.

### Dance

Perform with confidence, using a range of movement patterns.  
Demonstrate a strong imagination when creating own dance sequences and motifs.  
Demonstrate strong movements throughout a dance sequence.  
Combine flexibility, techniques and movements to create a fluent sequence.  
Move appropriately and with the required style.

### Hockey

Use speed, changing of direction and Indian dribbling to advance towards team's goal.  
Use a range of passes knowing which one depending on the distance of the pass.  
Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).  
now when to defend and what defence skills could be used.  
Seize an opportunity to score, sometimes quite quickly.  
Develop skills in a team game format.



## Spring

### Fitness

To use the correct technique in a variety of circuit type exercises.  
To understand the core muscles of the body and their importance, as well as using correct technique aimed at strengthening those muscles.  
To understand the core muscles of the arms and legs and their importance, as well as using correct technique aimed at strengthening those muscles.  
To use the correct technique in a variety of circuit exercises and improve on previous results.  
To understand the importance of cardiovascular training.  
To use the correct technique in a variety of circuit exercises and improve on previous results.

### Gymnastics

Create, practise and refine longer, more complex sequences including 8-10 actions for a performance.  
Choose actions, body shapes and balances from previous knowledge and ideas.  
Use contrasting actions, shapes, balances and dynamics.  
Easily adapt sequences from one situation to another.  
Adapt their performance to the demands of a task, using their previous knowledge.  
Show clear individual movements and transfer smoothly from one movement to another.  
Understand the need for warming up and working on body strength, tone and flexibility.  
Lead small groups in warm-up activities.

### Volleyball

Introduction to digging and serving.  
Introduction to setting and spiking.  
Developing the dig, spike and defence.  
Progression court awareness and attacking play.  
Rehearse and practise skills in game formats.

## Summer

### Netball

I can perform a variety of passes within a game situation with precision and control.  
I can perform correct footwork within a game situation by moving into space to receive the ball.  
I can perform a variety of dodges to move into a space and receive a ball.  
I can demonstrate how to defend and mark another player in a possession-based game.  
I can shoot into a goal and attempt to get the rebound if the shot is missed.  
I can use my learnt skills and play games in different positions successfully.

### Athletics

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

### Tennis

I can show balance when using the ball on the racquet.  
I can demonstrate correct footwork when moving around the court.  
I can move to hit a ball with balance and control.  
I can vary the speed and height of my shots.

### Cricket

To bowl a ball accurately towards a target  
To strike a ball with a cricket bat with control and accuracy.  
To develop reactions when catching and fielding.

## Autumn

**Respectful relationships including Online**



**Skills developed and knowledge obtained:**

- I can discuss my feelings and explain how the feelings of others might be different.
- I can explain the importance of being respectful
- I know why bullying is wrong and why people might choose to bully others.
- I can identify how racism and inequality has a long-lasting effect on others.
- I know how to get help if I feel uncomfortable.
- I can explain what a stereotype is and how the media use stereotypes.



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

**Skills developed and knowledge obtained:**

- I can explain how friendships change over time.
- I can explain why making friends online can be dangerous.
- I can explain how to communicate with my friends online and the pros and cons of this.
- I can explain how to manage conflict within my friendship group.
- I can explain that all families are different and why this is a positive thing.
- I can explain how to keep myself and other people safe and where to get help.

## Spring

**Physical and Mental Health and Fitness, Healthy Eating, Mental Wellbeing.**

**Skills developed and knowledge obtained:**

- I can identify how things positively or negatively affect my health and wellbeing.
- I can explain how social media distort reality.
- I can further describe the range and intensity of my feelings and how to manage complex and conflicting emotions.



**Changing adolescent bodies.**

**Skills developed and knowledge obtained:**

- I can identify the changes that happen at puberty.
- Change in females during puberty including: menstruation, other physical changes, emotional changes.
- Discuss sexual organs and how they link to sexual intercourse
- Change in males during puberty including: physical changes, emotional changes.
- Keeping themselves clean during puberty and beyond.
- I can identify whose job it is to keep me safe.

## Summer

**Internet Safety and Harms and Money Skills developed and knowledge obtained:**

- I can share information securely.
- I can tell the difference between fake and real information.
- I can set secure passwords.
- I can be kind online.
- I can get help online when I need it.
- I can identify how to create a budget.
- I can identify what to do if I ever go over budget..
- I can identify ways to make money.



**Drugs, alcohol and tobacco Health prevention Basic first aid**

**Skills developed and knowledge obtained:**

- I can identify how to help somebody who is having an asthma attack.
- I can give basic life support.
- I can support somebody that is bleeding.
- I can support somebody who is choking.
- I can make an emergency phone call.
- I can give somebody with a head injury support.
- I can identify the risks associated with using drugs.



## Autumn

### Diversity

**Enquiry question:** Why don't all members of a religious or non-religious community believe and live in the same way?

### Pupil experience:

I can explore how I am similar to and different from other people around me, reflecting on whether it matters that people have different views, beliefs and religions.

I can identify what a worldview is and explore where we get our world view from.

### Religious/worldwide context:

I can investigate the different views, beliefs and traditions within Christianity (Catholic, Anglican, Methodist, Baptist and Quaker).

I can investigate the different views, beliefs and traditions within Islam (Shia and Sunni Muslims).

I can investigate the different views, beliefs and traditions within Hinduism (Vaishnavism, Shaivism and Shaktism).

### Universal human experience:

I can reflect on how difference might enhance the life of a community.



## Spring

### Ethics

**Enquiry question:** What do religious and non-religious worldviews teach about 'the good life'?

### Pupil experience:

I can identify who and what influences how I live my life and reflect on how important my behaviour is, identifying my personal code of conduct.

### Religious/worldwide context:

I can investigate the Christian teachings about how we should live our lives and what is right and wrong.

I can investigate the Muslim teachings about how we should live our lives and what is right and wrong.

I can investigate the Hindu teachings about how we should live our lives and what is right and wrong.

I can investigate the Humanism teachings about how we should live our lives and what is right and wrong.

### Universal human experience:

I can discuss how relevant to modern life religious teachings about how we should live are and reflect on how humans live well together.

## Summer

### Creation and Environment

**Enquiry question:** How does what we believe influence the way we should treat the world?

### Pupil experience:

I can explore what I think caused the universe and reflect on whether the universe has a purpose or is just there.

### Religious/worldwide context:

I can investigate the Christian views about how the universe and life came about.

I can investigate the Muslim views about how the universe and life came about.

I can investigate the Hindu views about how the universe and life came about.

I can investigate the scientific view about how the universe and life came about.

I can reflect on how people's beliefs influence people's treatment of the world.

### Universal human experience:

I can discuss whether humanity can work together to improve the natural world and consider what is stopping us.

