

Year 5 Curriculum map 2021-22 (Subject to changes as needs arise)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cultural Capital
English	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	
Maths	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	
Science	Rocks and soils: <u>Knowledge:</u> ROCKS AND SOILS Formation and characteristics of metamorphic, igneous, and sedimentary rock The formation of soil: topsoil, subsoil, bedrock	Chemistry: solutions <u>Knowledge:</u> SOLUTIONS A solution is formed when a substance (the solute) is dissolved in another substance (the	Electricity Including Michael Faraday <u>Knowledge:</u> ELECTRICITY Through reading and observation, and <i>experiment</i> , examine the following:	Human body: Circulatory and respiratory systems Elizabeth Garrett-Anderson Florence Nightingale <u>Knowledge:</u> THE HUMAN BODY: CIRCULATORY AND RESPIRATORY SYSTEMS	→	Evolution of plants and animals Charles Darwin <u>Knowledge:</u> EVOLUTION Animals have offspring that are of the same kind but often offspring have different appearances Animals and plants have adapted to suit the	Natural history or science museums

		<p>solvent), such as when sugar or salt is dissolved in water; the dissolved substance is present in the solution even though you cannot see it. Concentration and saturation (as demonstrated through simple experiments with crystallisation)</p>	<p>Electricity as the charge of electrons Static electricity Electric current Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse) Closed circuit, open circuit, short circuit Conductors and insulators Electromagnets: how they work and common uses Using electricity safely</p>	<p>THE CIRCULATORY SYSTEM</p> <p>Heart: four chambers (atrium/atria or atriums [plural] and ventricle/ventricles), aorta Blood Red blood cells, white blood cells, platelets, haemoglobin, plasma, antibodies Blood vessels: arteries, veins, capillaries Blood pressure, pulse</p> <p>THE RESPIRATORY SYSTEM</p> <p>Process of taking in oxygen and getting rid of carbon dioxide Nose, throat, voice box, trachea (windpipe) Lungs, bronchi, bronchial tubes,</p>		<p>environment within which they live Adaptation may lead to evolution: Darwin's finches</p>	
--	--	---	--	---	--	--	--

				diaphragm, ribs, alveoli (air sacs) Smoking: damage to lung tissue, lung cancer			
Geography	<p>Spatial Sense Mountains of the world e.g. Himalayas + rocks</p> <p><u>Knowledge:</u></p> <p>SPATIAL SENSE</p> <p>Scale: measure distances using map scales.</p> <p>MOUNTAINS OF THE WORLD</p> <p>Children will learn the names of some of the world's mountain ranges. They will also become familiar with the terms peak meaning the highest point of a mountain and range meaning a</p>	<p>Australia (outback, cities, animals)</p> <p><u>Knowledge:</u></p> <p>Large cities: Canberra, Sydney, Adelaide, Melbourne, Brisbane, Cairns, Darwin, Perth, Alice Springs Important features: Ayers Rock, outback, Great Barrier Reef (world's largest coral reef), tropical rainforest, beaches Aboriginal people: traditional music and dance,</p>	<p>New Zealand and South Pacific Explorer James Cook (historical link)</p> <p><u>Knowledge:</u></p> <p>Large cities: Auckland, Christchurch Important features: Geysers in Rotorua on the North Island Māori people and culture: elaborate mythology, traditional dancing (see rugby and the haka below), History British explorer James Cook was the first to circumnavigate New Zealand</p>	<p>East of England (Hertfordshire, counties etc) – link to soils and farming</p> <p><u>Knowledge:</u></p> <p>Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo</p> <p>Fenland Drainage</p> <p><u>Knowledge:</u></p> <p>WEATHERING AND EROSION Physical and chemical weathering Weathering and erosion by water, wind and glaciers</p>	<p>Yorkshire and Humberside</p> <p><u>Knowledge:</u></p> <p>Peak District, N Yorkshire Moors, Yorkshire Dales, River Humber, port of Hull, coal, iron and steel works, City of York</p>	<p>Midlands</p> <p><u>Knowledge:</u></p> <p>Birmingham, Spaghetti Junction, Grand Union Canal, mining industry (much declined), Peak District, Sherwood Forest, The Trent, Rolls-Royce (engines) Nottingham, Derby, Bourneville; home of Cadbury's chocolate, Malvern Hills, farming</p>	<p>Traditional seaside town in the East of England – local geography exploration</p>



	<p>connected group of mountains.</p> <p>The Alps The Himalayas The Andes and The Appalachian Mountains The Atlas Mountains</p> <p>HOW MOUNTAINS ARE FORMED Folded mountains, fault-block mountains, dome-shaped mountains</p>	<p>strong oral history, importance of ancestors, historic art including aboriginal rock engravings [cross-curricular connection with Year 4 Visual Arts] Unique animals: koala, kangaroo, platypus, emu, kookaburra bird British explorer James Cook was the first European to contact Australia (on eastern coastline) Australia used as a penal colony for British prisoners Gold rush in the 1850s and subsequent importance of mining</p>	<p>New Zealand as a member of the British Commonwealth First country in the world to grant all women the right to vote (1893) Sports Rugby: All Blacks rugby team, Māori participation in rugby and the national team's performance of the haka (traditional Māori challenge) before matches</p> <p>D. SOUTH PACIFIC ISLANDS</p> <p>James Cook as an explorer and a cartographer who was the first to map South Pacific Islands from New Zealand to Hawaii</p> <p>THE EARTH'S LAYERS</p>				
--	--	---	--	--	--	--	--

		<p>Australia became an independent country that was a dominion of the British Empire (1907)</p> <p>New architecture: Sydney harbour bridge and the Sydney Opera House are well-known modern architectural pieces</p>	<p>Crust, mantle, core (outer core and inner core)</p> <p>Movement of tectonic plates</p> <p>Earthquakes</p> <p>Faults, San Andreas fault</p> <p>Measuring intensity: seismograph and Richter scale</p> <p>Tsunamis</p> <p>Volcanoes</p> <p>Magma</p> <p>Lava and lava flow</p> <p>Active, dormant and extinct</p> <p>Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens</p> <p>Hot springs and geysers: (link to tectonic activity in New Zealand)</p>				
<u>History</u>	<p>British History -18th century Britain, James 1 and V1, party politics</p>	<p>British History continued... How did Britain gain an Empire?</p>	<p>World History American Revolution -provocations, declaration of</p>	<p>World History continued... Napoleon Bonaparte and the first French empire</p>	<p>Abolition of the slave trade</p> <p><u>Knowledge:</u></p>	<p>Industrial revolution</p> <p><u>Knowledge:</u> SOCIAL AND POLITICAL REFORM</p>	<p>Wisbech Museum</p>

	<p><u>Knowledge:</u></p> <p>18TH CENTURY BRITAIN The Act of Union in 1707 created Great Britain, a new nation, but it did not yet create 'Britons'. Students will be encouraged to think about the nature and formation of national identity, and identities in general. Explanations of how this period sees the development of political institutions that are still familiar today.</p> <p>JAMES I AND VI HAD BEEN ATTEMPTING TO FORM A FULL POLITICAL UNION, BUT FAILED</p> <p>In Scotland, opinion over union was divided</p>	<p><u>Knowledge:</u></p> <p>Global trade Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live British merchants exchanged British-made goods for new exotic luxuries British ports including Liverpool, Glasgow and Bristol became rich The Seven Years War Britain went to war with France, battles were fought in trading colonies around the world</p>	<p>independence, revolution, French revolution</p> <p><u>Knowledge:</u></p> <p>Connecting the American Revolution to the ideas of 'liberty'. The American Revolution will be used to discuss ideas such as representation and democracy. Explanations of the wider impact of the Revolution in Britain and across Europe, particularly in France. Also raise and discuss issues about the nature and formation of national identity.</p> <p>PROVOCATIONS British taxes, 'No taxation without representation' Boston Tea Party</p>	<p><u>Knowledge:</u></p> <p>FRENCH REVOLUTION</p> <p>The French Revolution can be seen as a watershed moment in the history of the western world, undermining traditional aristocratic and monarchical hierarchies.</p> <p>Louis XVI and Marie Antoinette at Versailles Division between rich and poor Marie Antoinette "Let them eat cake!" Only the poor working people paid taxes Debts from funding the American War of Independence led to a rise in taxes</p>	<p>ABOLITION OF THE SLAVE TRADE</p> <p>Explanations of the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the Americas. Students will be encouraged to think about the personal and psychologically damaging effects of slavery, as well as the reasons why people opposed abolitionism.</p> <p>ABOLITION OF SLAVERY IN THE BRITISH EMPIRE Slaves transported from Africa to plantations in the Americas Conditions on slave ships</p>	<p>SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION Wide and evident gap between rich and poor</p> <p>POLITICAL REFORM</p> <p>Battle of Peterloo The 1832 Great Reform Act</p> <p>SOCIAL REFORM</p> <p>Social reforms after the 1832 Great Reform Act 1833 Factory Act; minimum age to work; limited hours for children; 1847 Factory Act (the 'Ten Hours Act') 1834 Poor Law reform; workhouses and 'less eligibility' Health problems Cholera epidemics Public Health Act 1848; general and local boards of health</p>	<p>Gressenhall workhouse</p>
--	---	--	---	---	--	--	------------------------------



	<p>The Act of Union, 1707 The creation of Great Britain was one of necessity, with mutual hostility and mistrust on both sides Great Britain into an international power; global empire.</p> <p>DEVELOPMENT OF PARTY POLITICS; PARLIAMENT MORE IMPORTANT AFTER THE BILL OF RIGHTS</p> <p>Anne becomes Queen (1702) after the death of William III Accession of George I in 1714; House of Hanover Decline of monarchical power and influence Robert Walpole came to the fore in Parliament [Builds on</p>	<p>East India Company Rule Britannia</p> <p>THE ROYAL NAVY</p> <p>Impressment; forcing men to serve in the Royal Navy Life of a sailor; diet, scurvy, punishments</p>	<p>THE DECLARATION OF INDEPENDENCE</p> <p>Declaration of Independence; adopted July 4, 1776 The proposition that 'All men are created equal' The responsibility of government to protect the 'unalienable rights' of the people Natural rights: 'Life, liberty, and the pursuit of happiness' The 'right of the people... to institute new government'</p> <p>THE REVOLUTION</p> <p>The French enter the war in support of the Americans British surrender at York Town</p>	<p>14th July 1789 people of Paris stormed a prison called the Bastille and released its prisoners Revolution began followed by a reign of terror King and Queen beheaded and France becomes a republic (a nation ruled without a monarch)</p> <p>NAPOLEON BONAPARTE AND THE FIRST FRENCH EMPIRE</p> <p>Napoleon as military genius In 1804 he made himself 'Emperor' of France Planned invasion of England Horatio Nelson, admiral in the Royal</p>	<p>Beginning of movement for the abolition of slavery William Wilberforce Olandah Equiano 1807 Bill for the Abolition of the Slave Trade 1833 Slavery abolished throughout the British Empire</p>	<p>Improving sanitary conditions; London sewerage system</p> <p>POPULAR REFORM</p> <p>Chartism (six points)</p> <p>National Elementary Education Act, 1870; state education provision until age 12</p>	
--	--	--	---	--	---	---	--

	Year 1 History and Geography] Appointed First lord of the Treasury by George I in 1721. Referred to as the 'Prime Minister'		Creation of the USA with George Washington as President	Navy led the attack on Napoleon's navy Napoleon defeated at the Battle of Trafalgar (off the Spanish Coast at Cape Trafalgar) Death of Nelson Napoleon invades Spain Battle of Waterloo Napoleon sent into exile on the island of St Helena in the middle of the Atlantic Ocean where he dies seven years later			
<u>Visual arts and DT</u>	Language of Art: Style, colour theory, Rococo vs modernism Gainsborough <u>Knowledge</u> Understand the meaning of 'style' as a noun and, in the context of art, as a term to refer to how	Language of Art: Modernism and abstract art Bauhaus design DMEA Chair Models <u>Knowledge:</u> Understand differences between Rococo	Print and print making: Mono-printing Albrecht Durer <u>Knowledge:</u> Understand that printmaking is an indirect art form, where the artist usually creates a design on a block or plate (or wood,	Print and print making Fenland printmaking Artists like Rubens and Hogarth realised they could use this to spread their images to a wider audience, not least because paper prints were	Art of Africa Textiles: Freedom Quilt <u>Knowledge:</u> Spiritual purposes and significance of many African works of art, such as masks used in ceremonies. Recognise cultural	Industrial revolution potteries (link to Midlands industries) Wedgewood ceramics Functional Ceramic Piece <u>Knowledge:</u> Handbuilt to mass produced: how the pottery industry grew	West Norfolk Artists Association visits PEACH NNOS Art gallery visit linked to African Art SCVA

	<p>something looks. Practice applying the term style to contrasting works of art already known to students. comparing two works, for example: Stubbs's Whistlejacket [from Year 3 - Form] (often described as smooth in style since no brushstrokes are visible and the colours have been carefully blended) Munch's The Scream [from Year 4 - Design] (which can be described as rough or broad in style as the brushstrokes are evident and the paint appears to have been hastily applied and the colours are unmixed)</p> <p>Gainsborough landscape In the</p>	<p>and modern styles. Know that the Modernist Movement is made up of many groups. MMOMA production.</p> <p>Understand the differences between modern and Rococo style furniture. Know how to use safely and effectively. DMEA tasks – make a chair.</p>	<p>plastic or metal), or even on a screen of silk, and this is transferred to a support— usually paper— after a pressing with ink. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design. Understand that printmaking is an indirect art form, where the artist usually creates a design on a block or plate (or wood, plastic or metal), or even on a screen of silk, and this is transferred to a support—usually paper—after a pressing with ink.</p>	<p>generally cheap and comparatively quick to produce. Find out about some of the various printmaking techniques, ranging from mono-printing, engraving, etching, screen-printing to lithography and brass rubbing.</p> <p>Recognise as products of printmaking (prints), and discuss:</p> <p>Albrecht Dürer, The Rhinoceros (woodcut) 1515 (British Museum, London) Paulus Pontius after Rubens, Self-Portrait (of Rubens), 1630 (British Museum, London) William Hogarth, Industry and Idleness Plate 1: The Fellow 'Prentices at</p>	<p>changes that are reflected in artwork. For instance, West Africa influenced by Portugese slave traders in the materials and techniques used, as well as in what was depicted in the art. Become familiar with examples of art from specific regions and peoples in Africa e.g British Museum Antelope headdresses of Mali Ivory carvings from Ibe and Benin Bronze sculptures and panels from Benin</p> <p><u>Textiles – freedom quilts</u></p> <p>Designs from traditional fabrics: Kente Cloth, Barkcloth, patterns and symbols.</p>	<p>during industrial revolution.</p> <p>Recap different techniques: slap work, coil , pinchpot, thrown.</p> <p>Examine different types of clay and their uses: stoneware, terracotta, china clay- porcelain.</p> <p>Wedgewood 'creamware', potter to her majesty Queen Charlotte. Trent and Mersey Canal (completed 1777). Pioneering throwing wheels</p> <p>Functional Clay piece:</p> <p>Inspired by Wedgewood design/ colour/ shapes.</p> <p>Cup and saucer: coil and slab techniques. Firing process.</p>	
--	---	---	--	---	--	---	--



	<p>style of Mr. and Mrs. Andrews : colour mixing and application in Rococo Style.</p>		<p>Printmaking can be a positive (relief), negative (intaglio) or stencil process. Appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design. Illuminated letters based on Gutenberg Bible</p>	<p>their Looms, Plate 12: The Industrious 'Prentice Lord Mayor of London, 1747 (Tate Britain, London) Henri de Toulouse-Lautrec, Troupe de Mlle Églantine, 1896 (colour lithograph), (V&A, London) <u>DT test French foods to create a French Banquet</u> <u>e.g. Crepes Croque Monsieur</u></p>	<p>How traditional designs influenced quilts. Legend of 'Freedom Quilt'. Hidden symbols . Patchwork and stitches.</p>		
<p>Music</p> <p>*= song</p>	<p>Rock Anthems</p> <p>Queen, Deep purple, Status Quo, Chuck Berry, The Beatles.</p> <p><u>Knowledge/Skills</u></p> <p>Know songs from the genre of rock and discuss key features of the genre: e.g.</p>		<p>Hip Hop</p> <p>Will Smith, De La Soul, Fugees, The Sugarhill Gane, MC Hammer, Run DMC</p> <p><u>Knowledge/Skills</u></p> <p>Know songs from the genre of Hip Hop and the style indicators: loops,</p>		<p>Jazz</p> <p>Stan Getz, Ben Webster, Ian, Gray, Woody Herman</p> <p><u>Knowledge/Skills</u></p> <p>Know songs and style indicators of Bossa Nova and Swing</p>		

	<p>backbeat, texture, dynamics, riff, hook. Know the structure of a song: eg intro, verse, chorus, bridge. Key terms - Pulse, rhythm and pitch Sing a song in unison Perform a melody or accompaniment part on the recorders Improvise using G, A and B. Compose a simple melody using simple rhythms and notes.</p>		<p>samples, decks, scratching, drums, bass, synthesizer, rapper Sign and Rap in Unison Play instrumental parts with the song using notation. Compose a simple melody</p>		<p>Know the structure of the Three Note . Bossa Nova and Five Note Swing: e.g. syncopation, , riff, hook, solo Play instrument parts by ear and using notation.</p>	
MFL	<p>Unit 1/2 recap – how are you, name, numbers, colours and classroom instructions</p> <p>Unit 5 La Famille Lesson 1 Members of your family Lesson 2 The alphabet</p>	<p>Unit 5 continued La Famille Lesson 3 Household items Lesson 4 Prepositions</p> <p>Unit 6 Bon anniversaire! Lesson 1 Snacks Lesson 2 Opinions about food</p>	<p>Unit 6 continued Bon anniversaire! Lesson 4 Months of the year Lesson 5 Dates and birthdays</p> <p>Unit 5/6 test</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 7 Encore! Lesson 1/2 revision of people descriptions Lesson 3 Nationalities Lesson 4 Giving characteristics</p>	<p>Unit 8 Quelle heure est-il? Lesson 1/2 Leisure activities Lesson 3 Telling the time Lesson 4 Times of activities</p> <p>Unit 7/8 test</p> <p>See Rigolo Scheme of work Mapping Grid</p>	Language day

	See Rigolo Scheme of work Mapping Grid	Lesson 3 Numbers to 30 See Rigolo Scheme of work Mapping Grid		See Rigolo Scheme of work Mapping Grid		
Computing	<p>Computer systems and networks</p> <p><u>Knowledge:</u></p> <p>Pupils will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Pupils will also take</p>		<p>Programming</p> <p><u>Knowledge:</u></p> <p>Pupils will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output</p>		<p>Creating media – Video editing</p> <p><u>Knowledge:</u></p> <p>Pupils will be given the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions</p>	



	<p>part in a collaborative online project with other class members and develop their skills in working together online.</p>		<p>devices- LEDs and motors) through the application of their existing programming knowledge. Pupils are introduced to conditions as a means of controlling the flow of actions and explore how these can be used in algorithms and programs through the use of an input device (push switch). They make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure) and write algorithms and programs that utilise this concept. To conclude the unit, pupils design and make a working</p>		<p>and by working in small groups to investigate the use of devices and software. Pupils are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children have the opportunity to reflect on and assess their progress in creating a video.</p>		
--	---	--	---	--	---	--	--

			model of a fairground carousel that will incorporate their understanding of how the microcontroller and its components are connected and how selection can be used to control the operation of the model. Throughout this unit, pupils apply the stages of programming design.				
PE	<p>Cardio Drumming</p> <p><u>Knowledge:</u> Read and follow symbols for movements in a sequence. Build stamina and fitness. Move to music with co-ordination. Design own sequences of movements.</p>	<p>Dance</p> <p><u>Knowledge:</u> Learn different dance styles, explaining the patterns and forms of the dance Actions are controlled and express emotions Show expression in their dances</p>	<p>Gymnastics</p> <p><u>Knowledge:</u> Perform a range of gymnastic floor routines with consistency, fluency and clarity of movement Show body tension and extension and good weight transference when performing</p>	<p>Racket skills</p> <p><u>Knowledge:</u> Develop the skills of forehand or backhand when playing racket games, showing control when hitting Show an understanding of the rules and how this can be</p>	<p>Athletics</p> <p><u>Knowledge:</u> Choose the best pace for running over a variety of distances Use a range of throws accurately to hit a target over a range of distances Combine running and jumping in</p>	<p>OAA/Rounders</p> <p><u>Knowledge:</u> Use maps and compasses to orientate themselves Adjusts plans and actions depending on changing situations Able to work in a group to plan actions to solve a problem</p>	PE taster days

	<p>Ball skills</p> <p><u>Knowledge:</u></p> <p>Carefully select and use a variety of techniques to pass Develop consistency in their skills of running, passing, stopping, changing direction through practise and repetition of the skills Choose, use and vary simple tactics for attacking and defending (e.g. positioning) Develop sportsmanship play and work well in a team.</p>	<p>and sensitivity to music. Use appropriate dance terminology to describe a dance. Suggest ways to develop their technique and composition</p>	<p>Can demonstrate varied body management exercises from step 2-3</p>	<p>developed to create new mini games.</p>	<p>athletic activities (long jump)</p>		
<u>RE</u>	<p>Judaism</p> <p><u>Knowledge:</u></p> <p>Describe and make connections</p>	<p>Christianity- Is the Christmas story true?</p> <p><u>Knowledge:</u></p>	<p>Sikhism- Are Sikh stories important today?</p> <p><u>Knowledge:</u></p>	<p>Did God intend Jesus to be crucified and if so was Jesus aware of this? What is the best way for a Christian</p>	<p>What is the best way for a Sikh to show commitment to God?</p> <p><u>Knowledge:</u></p>		<p>Visitor from Sikh community</p>

	<p>between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>to show commitment to God?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their</p>		
--	--	---	--	---	--	--	--

		<p>beliefs and teachings that arise from them in different communities.</p>		<p>beliefs and teachings that arise from them in different communities.</p>	<p>meanings and significance to individuals and communities. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Discuss and apply their own and others' ideas about</p>		
--	--	---	--	---	---	--	--

					ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		
RSHE	<p>Asking for Help</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Pupils have Consider how to Manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p>	<p>My beliefs</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>	<p>My relationships</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>My rights and responsibilities Y4 and 5 objectives</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves;</p>	<p>My body Y4 and 5 objectives</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty;</p>	<p>My body Year Y4 and Y5 objectives</p> <p>Skill Builders</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can anticipate how their body may change as they approach and move through puberty.</p>	

	<p>My Feelings –</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can anticipate how their emotions may change as they approach and move through puberty.</p>			<p>Have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p>			
<p><u>Local history and geography</u></p>				<p>East of England (Hertfordshire, counties etc)</p> <p>Study of Nelson (link to Downham Market)</p>			<p>Local visit</p>