

# Curriculum Map (2 year cycle)

Subject	Phase	Autumn 2	Spring 2	Summer 2	Autumn 1	Spring 1	Summer 1
Value		We believe in practical, hands-on hard work and learning from our mistakes.	We do not judge others.	We build relationships based on trust.	We are compassionate, caring and loving.	We are respectful of the dignity and wishes of the individual.	We are stewards of our environment and one another.
Project	EYFS	<p>What makes me special? We do not judge others.</p> <p>We build relationships based on trust.</p> <p>We are respectful of the dignity and wishes of the individual</p>	<p>What makes a superhero a hero? We are compassionate, caring and loving.</p> <p>We are stewards of our environment and one another.</p> <p>We build relationships based on trust.</p>	<p>How long is a journey? We believe in practical, hands-on hard work and learning from our mistakes.</p> <p>We are stewards of our environment and one another.</p>	<p>What makes me special? We do not judge others.</p> <p>We build relationships based on trust.</p> <p>We are respectful of the dignity and wishes of the individual</p>	<p>What makes a superhero a hero? We are compassionate, caring and loving.</p> <p>We are stewards of our environment and one another.</p> <p>We build relationships based on trust.</p>	<p>How long is a journey? We believe in practical, hands-on hard work and learning from our mistakes.</p> <p>We are stewards of our environment and one another.</p>
	KS1	How do our mistakes help us to learn?	Can you put yourself in someone else's shoes?	How can I become a trustworthy person?	Who can we turn to for help?	Can stories help us to respect the dignity and wishes of the individual?	How can we look after the environment and one another?
	LKS2	What do we need to help us grow?	Can we judge a book by its cover?	How can we teach others about staying fit and healthy?	What is the role of the UN and what is the impact for children around the world?	How has technology changed over the years?	What does it mean to be stewards of our environment?
	UKS2	How do we survive?	What does it mean to give your heart to someone?	How can you trust the truth out there?	Am I better than you?	How are children's rights affected by war?	How does your environment affect you?

Key Texts	EYFS	What makes me special?	What makes a superhero a hero?	How long is a journey?	What makes me special?	What makes a superhero a hero?	How long is a journey?
	<b>KS1</b>	Little Red Riding Hood The boy who cried Wolf The Girl who never made Mistakes.	Elmer Stand In My Shoes The Hare and the Tortoise. Small Knight George and the Royal Chocolate Cake.	Jack and the Beanstalk Pippety Skycap	The Jolly Postman Everyday Superheroes. Non-Fiction Texts	The Easter Story Beegu Wonder	Noah's Ark Parables. Miss Marples Seeds Poems about the environment
	<b>LKS2</b>	'James and The Giant Peach' by Roald Dahl	The extraordinary life of Rosa Parks - Sheila Kanani  The extraordinary life of Stephen Hawking - Kate Scott	Giant - Kate Scott	Wonder - RJ Palacio	The secret diary of Jane Pinny, Victorian housemaid - Philip Ardagh  Street boy - Bernie Doherty  Oliver Twist - Dickens	Pebble in my pocket - Meredith Hooper  Stone Age boy - Satoshi Kitamura  Ug - Raymond Briggs
	<b>UKS2</b>	The Explorer - Katherine Rundell  Other reading material: Shakelton's Journey- William Grill  Explorers: Amazing Tales of the World's Greatest Adventurers by Nellie Huang and Jessamy Hawke	Pig Heart Boy - Malorie Blackman  Other reading material: The Bubble Boy - Stewart Foster, The Fastest Boy in the world - Elizabeth Laird	Hidden Figures: The True Story of Four Black Women and the Space Race - Simon Bartram  Other reading material: Stormbreaker series- Anthony Horowitz  Cosmic	Holes - Louis Sachar  Other reading material: Freedom - Catherine Johnson  Illegal by Eoin Colfer, Andrew Donkin & Giovanni Rigano	Letters from the Lighthouse - Emma Carroll  Other reading material: Boy in the Striped Pajamas - John Boyne	Kingdom of Benin Short Stories: Ehi and Uki ( <a href="https://www.ks2history.com/benin-childrens-books">https://www.ks2history.com/benin-childrens-books</a> )  Children of the Benin Kingdom - Dinah Orji  On the origin of species - Sabina Radeva

				<p>Frank Cottrell Boyce and Steven Lenton</p> <p>The Jamie Drake Equation Christopher Edge</p> <p>The Skies Above My Eyes Charlotte Guillain &amp; Yuval Zommer</p>			
<b>Significant People</b>	<b>KS1</b>	<p>Dr Jesse Ernest Wilkins(Black Mathematician month) Rosa Parks</p>	<p>Martin Luther King Standing up for equality/ human rights. Paralymptians-celebrating and accepting differences.</p>	<p>Monarchs-The Queen Henry VIII</p>	<p>Florence Nightingale Mary Seacole- People who have had an impact in society through helping others.</p>	<p>Nelson Mandela  Marcus Rashford  Were these people treated with dignity and respect?</p>	<p>Rachel Carson- Environmentalist Alan Gardner-Autistic gardener.</p>
	<b>LKS2</b>	<p>Roahl Dahl Edward the Confessor Alfred the Great King John Magna Carta</p>	<p>Rosa Parks Stephen Hawking Jesus Harriet Tubman</p> <p>Standing up for what they believe in, others and the advancement of society.</p> <p>Trip to Mill Hill Library to discover significant people.</p>	<p>Sky Brown Emma Raducanu Marcus Rashford</p> <p>How have they shown what it means to be healthy and a good role model?</p>	<p>George Floyd, Breonna Tayler, Anthony Joshua, John Boyega, David Lammy (PM)</p> <p>How have these people stood up for what is right and equality?</p>	<p>Queen Victoria 1819-1901 Stephen Adams 1844 – 1913 musician Michael W. Balfe, 1808-70, musician John Barnet 1802-90, musician Carrie Jacobs – Bond, musician Claribel Barnard 1830-69, musician Charles Darwin 1809-1882, naturalist &amp; biologist</p>	<p>David Attenborough Greta Thumberg</p> <p>How have David Attenborough and Greta had a positive impact on the world and our future?</p>

						Charles Dickens 1812-17870, author Isambard Kingdom Brunel 1806-1859, engineer Ada Lovelace 1815-52 – 1st computer programmer Thomas Edison	
	<b>UKS2</b>	Percy Fawcett Optional other explorers through personal research.	Richard Worthington Isambard Kingdom Brunel	Tim Peake Dorothy Vaughan Mary Jackson Katherine Johnson Christine Darden	William Wilberforce Oladah Equiano	Alan Turing Anne Frank	Nana Yaa Asantewaa (Ghana) The Dahomey Mothers (Benin)  Charles Darwin
<b>English Writing Genres</b>	<b>KS1</b>	Recounts Descriptive writing. Letter writing	Diary entry writing Newspaper report writing	Poetry Story writing Report writing	Recounts Descriptive writing. Letter writing	Diary entry writing Newspaper report writing	Poetry Story writing Report writing
	<b>LKS2</b>	Newspaper report Diary Entry Non chron report	Diary Entry Poem: Narrative  Diary entry from Rosa Parks' perspective, how was she treated, how did things change?  Poetry on Maya Angelou and the 5 senses.	Story writing Balanced arguments	Diary Writing Letter writing	Diary Entry Poem Narrative	Newspaper writing Non-chronological report
	<b>UKS2</b>	Non chronological report. Narrative Instructional Discussion Explanation	Argument writing Recount Diaries Poetry - love poems	Biographies / Autobiographies Myths Poetry: Odes	Diary Entries Narrative Playscripts Poetry	Letters Instructional Descriptive Writing Explanation Argument writing	Explanation Argument writing Non-chronological report Biography
<b>English Grammar</b>	<b>KS1</b>	Capital letters	Adjectives	connectives	Capital letters	Adjectives	connectives

		full stops question marks HFW	nouns verbs adverbs HFW	plurals complex punctuation HFW	full stops question marks HFW	nouns verbs adverbs HFW	plurals complex punctuation HFW
	<b>LKS2</b>	Capital Letters Full Stops Paragraphs Direct Speech Nouns	Commas Adjectives Verbs Adverbs Conjunctions	Time adverbials Preposition Synonyms Ellipsis	Capital Letters Full Stops Paragraphs Direct Speech Nouns	Commas Adjectives Verbs Adverbs Conjunctions	Time adverbials Preposition Synonyms Ellipsis
	<b>UKS2</b>	Proper Nouns Adverbs of Possibility Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify Tenses: Past & Present Progressive and Present Perfect Possessive Plural Apostrophes Expanded Noun Phrases Adverbs Degrees of Possibility -Modal	Verbs Verb Prefixes dis-,de-, mis-, over-, re- Verb Inflections & Standard English Using Inverted Commas Prepositions More Prefixes Coordinating Conjunctions Using Inverted Commas (Changing the Position of the Reporting Clause) Parenthesis - Brackets	Commas for Meaning and Clarity Determiners More Suffixes Subordinating Conjunctions Linking Paragraphs with Adverbials Direct & Indirect (Reported) Speech Pronouns & Possessive Pronouns Word Families Subordinate Clauses	Writing Cohesive Paragraphs Parenthesis - Commas Homophones Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis - Dashes	Semicolons, colons and dashes to mark clauses Colons in lists Synonyms and antonyms Hyphens Hyphenated compound words Subject and object Ambiguity Bullet points Active and passive	Formal and informal speech Formal and informal writing Layout devices
<b>Science</b>	<b>KS1</b>	<b>Animals, including Humans</b> Human -body parts -senses -Healthy living	<b>Animals, including Humans</b> -identify and name a variety of common animals-Comparing animals/differences and individuality. -Life Cycles. -Food Chains.	<b>Materials-</b> identify a variety of materials. Plan and investigate which material is best to make a reliable set of clothing for Pippety Skycap. Discuss, predict, investigate and	<b>Living things and their habitats-</b>  Zookeepers- what care do animals need?  How can we as humans protect natural habitats?	<b>Seasonal Changes-</b> -observe changes across the four seasons. -observe and describe weather associated with the seasons and how day length varies.	<b>Plants:</b> Identify and name a variety of common wild and garden plants. Observe and describe how seeds and bulbs grow into mature plants.

				evaluate why materials will not be suitable. Reliability/Validity.	Endangered species-  Forest learning- microhabitats.	Link with History and Aztecs. Research how scientists now understand seasonal changes through natural observations.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Plan and investigate Plan an investigation. 'What makes the best growth conditions for a plant?? Children to plant and look after seeds and bulbs.
LKS2	<p><b>Y4 All living things:</b> Living things and their habitats. What living conditions do we need to survive? How can we group living things?</p> <p><b>Y3 Plants:</b> How do plants grow and survive? What conditions do plants need to survive?</p> <p><b>States of matter:</b> What is the water cycle?</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the</p>	<p><b>States of Matter:</b>  Familiarising themselves with solids, liquids and gases. Making predictions, comparing and group materials together. Explore heating and cooling. What did the mayan invent? (Chocolate) What happens when we heat and cool chocolate? *Create chocolate easter eggs and link to DT</p> <p>observe that some materials change state when they are heated or cooled, and measure or</p>	<p><b>Animals including humans</b>  identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Balanced diets, nutrition, water,</p>	<p><b>Sound</b> Link into Wonder text, inspired by Auggie's Science fair success in the Wonder book.</p> <p>Empathise with Auggie and his hearing difficulties</p> <p>identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the</p>	<p><b>Light - Y3</b>  Children create a circuit with a bulb which links to the Victorian era of moving away from candles. Link to Thomas Edison</p> <p><b>Talk about what materials work with this, and identify what makes a circuit work.</b></p>	<p><b>Rocks and soils</b>  Stone Age</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.</p> <p><b>Forces and magnets</b></p>	

		water cycle and associate the rate of evaporation with temperature	research the temperature at which this happens in degrees Celsius (°C)		volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases		
	<b>UKS2</b>	<b>Living things and their habitats.</b> Sexual and asexual reproduction in plants. Life cycles of mammals, amphibians, reptiles, birds.  Classification of living things.	<b>Animals, including Humans.</b> Heart and the circulatory system Impact of diet, exercise, drugs and lifestyle on the way body functions  Transportation of water and nutrients in the body.	<b>Earth and Space.</b> Movement of earth and planets. Movement of moon. Day and night  <b>Forces &amp; Magnets</b> Gravity Air, water resistance Friction Mechanisms - levers, pulleys and gears allow a smaller force to have a greater effect.	<b>Materials</b> properties - hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  States of matter - gas, solid, liquid	<b>Electricity</b> Effect of voltage of cells used in a circuit. Variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  <b>Light</b> How light travels and how the eye sees things	<b>Evolution and inheritance.</b> Fossils Living things produce offspring that are similar not identical to parents. Adaptation can lead to evolution.
<b>Computing</b>	<b>KS1</b>	<b>Information Technology</b> (user technology purposefully to create and manipulate)  basic skills i.e. logging in, using seesaw, search engine	<b>Computer Science</b> create and debug simple programs Online-Create a poster- How your comments can affect others.	<b>Digital Literacy</b> (recognise common uses for IT, where to go for help, who to contact, etc.)- Children create a class video about trust and what we have learnt.	<b>Information Technology</b> - Design and create a front cover for our People Who Help Us book	Recognise common uses of information technology beyond school ( <b>Digital Literacy</b> ) Create a welcoming information leaflet for Beegu's new planet.	Create Powerpoint presentation- How we look after our environment.
	<b>LKS2</b>	<b>Computer Science</b> (create and debug programs)  Use scratch to create the water cycle.	<b>Information Technology</b>  Research and creating presentations	<b>Digital Literacy</b>  Mechanisms- Create an email or blog post on school website explaining to UKS2/parents why it is	<b>Information Technology</b>  Create a powerpoint or J2E or on microsoft - - investigate Tim Berniers-Lee (his ideas described the World wide web)	<b>Computer Science</b>  Scratch, children to create a working manual on how to create your own electrical lamp - Can	<b>Digital Literacy Internet safety</b>  Can talk about key online safety 'rules' and knows where to go / report if a problem. (unplugged,

			Mayan presentation on J2E or powerpoint, who they were and what they did for the world. Focus on what they looked like - children to pre judge them and see if they can guess what they did for the world based on their appearance.	important not to judge others.  -use programming software to design an obstacle course for a gladiator character	-could link to Local History Study on sources of wonder, create questions	produce, debug and edit an accurate sequence of instructions, include use of repeat, to control on-screen objects. (j2 code, scratch, Kodu, Barefoot resources)	internet scenario cards, PSHE powerpoints, 3BM SoW, BBC video)  Can create and share some information online (such as in school MLE, email/blog), understanding need to be respectful and safe. (LGfL cyberpass, j2e5, bbc bitesize)
	<b>UKS2</b>	<b>Information Technology</b> , (collect, analyse, evaluate data and can use software effectively to create and design).  Computer aided design and analyse sales	<b>Digital Literacy</b> , (understand simple steps to validate information, demonstrate web-savvy awareness)  Research and evaluate sources (ie. fake news)	<b>Computer Science</b> , (understand computer networks, computing vocabulary)  Making a 'space rocket' go  Networks	<b>Information Technology</b> , Can use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects  (animation software options, j2e5, j2webby)	<b>Computer Science</b> , Debugging & Coding	<b>Digital Literacy</b> , Online environment. Can discuss range of eSafety and eSecurity (privacy) issues and knows range of ways to report concerns or inappropriate behaviour.(j2e5, presentation software, thinkuknow, kidsmart)
<b>DT</b>	<b>KS1</b>	<b>Structures</b> - Create an honesty box.	<b>Electrical components</b> - Toy mechanisms-  Create an 'In my shoes' box.	<b>Textiles</b> - following on from our Science investigation- Design and make an outfit for Pippety Skycap.	<b>Axels</b> - plan, design and make an emergency services vehicle.	<b>Food Technology</b> - make a welcoming meal for Beegu when she arrives on Earth. -Plan a design and make a new welcoming planet for Beegu.	<b>Mechanisms</b> Create a recycling centre for your class.
	<b>LKS2</b>	<b>Structure</b> - Create our own 'peach' to travel the world in. What would	<b>Food technology</b> Working safely and hygienically. Heating and cooling chocolate.	<b>Textiles</b> Sewing  Include backward running stitch and	<b>Mechanisms</b> - generate, develop, model and communicate their ideas through discussion, annotated	<b>Axels, Pulleys and Gears</b>  Design, make and evaluate 3D Models of	<b>Electrical components</b> - circuits



		be sustainable? What would last?	<p>Look at where and how chocolate grows, reared, caught and processed.</p> <p>Proportions of chocolate and impact of changing this within a recipe. What happens? Create their own recipe with chocolate.</p>	<p>over sewing, add colour, technique and pattern to fabric.</p> <p>Stitch a pair of roman sandals that fit your feet</p>	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Design a tool that can assist in inclusion and disabilities.</p> <p>Audio Loop?</p>	<p>a train and tracks (link to Victorian Era).</p> <p>Design, make and evaluate 3D Models.</p> <p>Construct a simple pulley using rope over a horizontal bar to raise an object off the ground. Use construction kits with gears to construct a line of gears that turn.</p>	<p>Design and make models with diagrams.</p> <p>Make simple paper models, mock-ups and templates.</p> <p>Select an appropriate way to improve the appearance of a product</p> <p>Create their own 3D model, involving an electrical circuit or lightbulb of how their Stone age house could be built today (highlight the differences of what it would have been built like during Stone age times).</p> <p>Links to Science</p>
	<b>UKS2</b>	<b>Food Technology</b> - Creating fairtrade chocolate products to sell for charity (including packaging).	<b>Structures</b> - bridge building from one hospital to another to make route more direct.	<b>Textiles</b> - design and make a space suit for a doll. Sewing etc.	<b>Axels, Pulleys and Gears</b> - make a well for new reformed colonies	<b>Electrical components- circuits</b>	<b>Mechanisms</b> Thumb pianos - levers Pneumatic.
<b>History</b>	<b>KS1</b>	<p>Remembrance Day</p> <p>- Dr Jesse Ernest Wilkins(Black Mathematician month)</p> <p>The Great Fire of</p>	<p>Toys old and new.- what is stereotypically a girl/boy toy? Why?</p> <p>How toys have changed over time-</p>	<p>Significant trustworthy people- Create fact files.</p> <p>Compare historical Monarchs, identifying trustworthy and non worthy characteristics.</p>	<p>Florence Nightingale</p> <p>Mary Seacole-Research and create fact files.</p> <p>How have these people helped others in the past?</p>	<p>Aztecs- were the Azrtecs respectful of the dignity and wishes of others?</p> <p>Research human sacrifices.</p>	<p>Changes in vehicles over time. A focus on environmentally friendly vehicles and choices, bicycles etc.</p>

	London Rosa Parks	Look at famous toy figures, Barbie etc. How have they become more diverse over the years?  Martin Luther King- Human rights-see above.	Who was the most trustworthy leader and why? Discuss how religion in England changed during Henry VIII reign and why.	Compare these historical figures to nurses today? Practises/ equipment.	Aztec seasonal changes through religious beliefs- link to science. Compare how scientists now understand seasonal changes through natural observations.  Nelson Mandela  Marcus Rashford- how have these people been treated with dignity and respect? Do they demonstrate respect for others? How?-link to Rights Respecting.	
	<p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>● Changes in the <b>Stone Age to the Iron Age</b></li> <li>● The <b>Roman Empire</b> and its impact on Britain</li> <li>● Britain's settlement by <b>Anglo Saxons and Scots</b></li> <li>● <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England <u>to the time of Edward the Confessor</u></li> <li>● <b>A local history study</b></li> <li>● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>● <b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>● <b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</li> <li>● A <b>non-European society that provides contrasts with British history</b> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>					
LKS2	A local History Study An in depth study linked to Anglo	A non-European society that provides contrasts with British history <b>ANCIENT MAYA</b>	The Roman Empire and its impact on Britain  Roman Society, Gods	A local History Study  Are there sources of 'Wonder' in our community?	A study of an aspect or theme in British history that extends pupils' chronological	Changes in Britain from the Stone Age to the Iron Age  -pre history

		<p><b>Saxons - how settlements grew.</b></p> <p><b>Study of an aspect or theme in British History that extends pupils' knowledge beyond 1066. For example: Change in an aspect of social history - e.g. look at changes over time such as how settlements or community grow; law and order</b></p>	<p><b>Explore the look of a Mayan and how they may be judged. Go on to discover more about them. Mayan day at school (forest etc).</b></p> <p>Achievements of the Mayan civilization where did the mayans live explore mesoamerica spanish conquest of the Maya identify rulers and responsibilities look at the Maya lifestyles Maya ruins Mayan gods and religion daily life for maya/calendars mayan writing (glyphs) Mayan art</p>	<p>How did the Roman army help expand the Roman empire?</p> <p>-roman invasion of Britain -Boudicca's rebellion -Battle of Colchester</p> <p>Roman gladiators</p> <p>The Roman Army was disciplined and effective. -How was it organized? Why did so many britons join roman army?</p> <p>Roman buildings and engineering - study roman roads, buildings and aqueducts. How did Romans provide enough water for their towns and cities?</p> <p>Roman legacy - , study cities, rule of law,, numerals and the calendar, how many aspects of modern life can be traced back to the romans.</p>	<p>eg Investigate Tim Berniers-Lee (his ideas described the World wide web)?</p> <p>GOSH Local Hospices? Barnet Hospital</p> <p>Saracens RFC outreach</p> <p>Disability Support groups</p>	<p><b>knowledge beyond 1066</b> <u>(The Victorians)</u></p> <p>Who are the Victorians? where are they on a timeline?</p> <p>British empire workhouses role of children</p> <p>Similarities/differences between victorian times and modern times</p> <p>entertainment / leisure time</p> <p>railways</p> <p>inventions Great Exhibition of 1851</p> <p>impact of the Industrial Revolution</p> <p>medical developments - how disease spread and how it is prevented</p> <p>research victorian scientist</p>	<p>-how archaeologists -skara brae -palaeolithic, mesolithic &amp; neolithic periods -how did stone age people survive, what did they do -stonehenge -Amesbury Archer -Bronze Age -Iron Age -Celts</p> <p><b>British settlement by Anglo Saxons and Scots</b></p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England <u>to the time of Edward the Confessor</u></b></p> <p><i>Looking at the living conditions of children and adults at that time and how we have developed.</i></p> <p>What did the Anglo Saxons believe in after 596 ad? What laws were there at this time? What was life like for women in Anglo saxon england?</p>
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						hospital / hygiene developments	What was life like for children in AS england? What can we learn from life in As england?
UKS2	Studying different <b>ancient civilisations.</b> Focussing on Incas. Why were they successful? Why weren't they successful? Compare and contrast. Organise on timeline.	<p><b>A Local History study - (In depth study over a period of time, post 1066)</b></p> <p><b>Finding out about the past (Enquiry)</b></p> <p><b>Chronology</b></p> <p><b>Historical events - compare &amp; contrast</b></p> <p><b>Lifestyles of People in the Past</b> (evaluate impact/effect of change between periods in the past, cause and consequence, primary and secondary sources)</p> <p><u>Medical research</u> <u>Building</u> <u>Medical developments in London</u></p>	<p><b>Ancient Greece</b></p> <p><b>Finding out about the past (Enquiry) (Chronology)</b> - wider range of periods studied with greater complexity.</p> <p><b>Lifestyles of People in the Past</b></p> <p><u>How do we know about Ancient Greece?</u></p> <p><u>Can we thank the Ancient Greeks for anything in our lives today?</u></p> <p><u>Astronomy - how were the ancient Greeks views on Earth and Space formed.</u></p> <p><b>Enquiry:</b> Using a range of sources &amp; analysing Evidence (primary and</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>British Empire &amp; colonialism</b> <b>Slave trade</b></p> <p>(Windrush)</p> <p><a href="https://schoolshistory.org.uk/topics/british-empire/questions-about-the-british-empire/">https://schoolshistory.org.uk/topics/british-empire/questions-about-the-british-empire/</a></p> <p><u>Which countries make up the British Empire then and now?</u></p> <p><u>Was the British Empire positive or negative?</u></p> <p><u>How was the empire controlled?</u></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Local history- London tube stations/Blitz</p> <p><b>WWII</b></p> <p><u>Why did children have to be evacuated?</u></p> <p><u>What happened to children in countries other than Britain?</u></p> <p><u>What caused WW2?</u> <u>How did the people at Bletchley Park help win the war?</u></p> <p>(Windrush)</p>	<p><b>A non-European society that provides contrasts with British history</b> – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>Benin</b> <a href="https://www.keystagehistory.co.uk/keystage-2/primary-history-teaching-benin/">https://www.keystagehistory.co.uk/keystage-2/primary-history-teaching-benin/</a></p> <p><u>What sort of place was Benin 500-1000 years ago?</u> <u>What can we tell about Benin society from images and artifacts?</u></p>	

			<p><u>Organ donation over time - first ones etc?</u></p> <p><u>History of transport development</u></p>	<p>secondary sources) to respond to or support arguments / conclusions.</p>	<p><u>What are the key events of the slave trade?</u></p>		<p><u>Why did the Victorians get involved in Benin?</u></p>
<b>Geography</b>	<b>KS1</b>	<p>Our Local Area</p> <p>To identify key physical features of where we live.</p> <p>Create maps of our school and local area.</p> <p>Identify local landmarks.</p>	<p>Identify the 7 continents of the world and locate them on a map- where are the majority of toys made?</p> <p>What is the working life for people in these countries like? Fair treatment?</p> <p>Identify the 5 Oceans and locate them on a map.</p> <p>-How do toys travel from country of origin to receiving countries.</p>	<p>Fairtrade- Can we trust how our products are sourced and produced?</p> <p>Look at deforestation and the impact it is having on the rainforests.</p> <p>Look at Rainforests/ maps/countries and continents.</p> <p>Indeigenous people of the Amazon-research</p>	<p>Create maps to identify and locate local hospitals, surgery dentists, post offices and fire service stations in our local area.</p> <p>Use a compass to give directions to our school grounds, identify the medical room/office/head teacher's office. (ICT link)</p>	<p><b>Geographical Enquiry:</b> (Links to Aztecs)</p> <p>-Where is Mexico ? Countries/ continents/oceans.</p> <p>-What is the capital city of Mexico?</p> <p>-compare the capital cities of Mexico and the UK</p>	<p>Research the effects of pollution/litter on our local environment.</p> <p>Compare geographical locations and the impact of human behaviour.</p>
	<b>LKS2</b>	<p><b>Map Skills</b></p> <p><b>Locational and Place Knowledge: Settlements</b></p> <p><b>Links to anglo-saxons, where and why they chose to live there.</b></p>	<p><b>Sustainability</b></p> <p>Chocolate and sustainability and where it travels in the world.</p> <p>Look at where the Mayans are in the world (map work skills).</p>	<p><b>Map Skills</b></p> <p>Locate <i>regular use of atlases and maps</i>.ate countries /capitals around the world on a map.</p> <p><b>Locate countries around the world and continents.</b></p>	<p><b>Geographical Enquiry, &amp; Fieldwork</b></p> <p>Link to local history study. What would St Vincent's need to be more inclusive for a wide range of people including those with disabilities?</p>	<p>British Empire:</p> <p>What was it, how big was it, why did it become so big?</p> <p>Where did the Victorians go?</p> <p>Map - countries</p>	<p><b>Human &amp; Physical Geography</b></p> <p><u>physical geography</u>, including:</p> <p>- mountains = how formed, different types.</p> <p>-name and locate mountain in the UK</p> <p>- features of a river</p>

		<p><i>What are the needs of early settlers? Why did they choose a site for settlement? Maps symbols how are settlements connected: village settlement influences</i></p>		<p><b>Geographical Enquiry:</b> <i>explore some well chosen locations or regions in depth.</i></p> <p><i>-Where is Rome? -make maps to show the expansion of the roman empire -compare the capital cities of Italy and the UK -map out where romans built roads in the uk -make a tourist guide to Hadrian's wall or another roman site</i></p>	<p>-Map for blind or visual difficulties person -audio/video to locate school site or how to get her from nearest tube/bus station</p> <p><b>Locational and Place Knowledge:</b> <i>reinforce their sense of place/ locational knowledge: UK countries &amp; capital cities, build knowledge of different places, names of the world's 7 continents and 5 oceans</i></p> <p>-where is wonder set? distance from uk to location - make a map to show where the UN is located? include countries signed up? - compare Where the UN work? Why do we need them?</p>	<p>Trade links</p>	<ul style="list-style-type: none"> <li>- famous rivers around the world.</li> <li>- to learn about natural disasters;</li> <li>- extreme weather/climates</li> <li>- what is a volcano, structure &amp; different types of volcanoes,</li> <li>- structure of the earth</li> <li>- place them on a map</li> <li>- effects of a volcanic eruption on the environment.</li> <li>- the water cycle.</li> </ul> <p><b>human geography,</b></p> <ul style="list-style-type: none"> <li>- types of settlement and land use,</li> <li>-trade links, of natural resources including energy, food, minerals and water</li> </ul> <p>impact of technology, development and humans on our environment = use of rivers, river pollution, cause and effects,</p> <p>disaster relief, climate change carbon footprint sustainability.</p>
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	UKS2	<p><b>Map Skills</b></p> <p><b>Geographical Skills &amp; Fieldwork</b> - regular use of atlases, Ordnance Survey maps; measure, record and present findings - human/physical features in the local area (i.e. sketches, plans, graphs).</p> <p><b>Sustainability</b></p> <p><u>Sustainable living: How can we live more sustainably?</u> study of a region in South America) CASE STUDY: Brazil</p> <p><u>What makes Brazil distinctive?</u> (study of a region in South America)</p> <p><u>Ordnance survey maps</u></p>	<p><b>Geographical Enquiry skills / Fieldwork</b> - regular use of atlases and maps.</p> <p><b>Locational and Place Knowledge:</b> human and physical processes, land use, trade links, natural resources (energy, food, minerals) and their distribution</p> <p>Maps of London Locate hospitals etc. Transport heart from x to y using cost effective and direct routes.</p>	<p><b>Locational and Place Knowledge:</b> <i>geology, topography, in depth study of chosen location or region(s)</i> <i>in depth study of a few chosen locations, geographical similarities and differences in human/physical geography of a region of UK, in a European country and a region within North/South America.</i> (<a href="https://teachers.thenational.academy/units/building-locational-knowledge-europe-0322">https://teachers.thenational.academy/units/building-locational-knowledge-europe-0322</a>)</p> <p><u>Life in Greece</u></p>	<p><b>Geographical Skills</b> British Empire countries around the world</p> <p>Slave Trade countries</p> <p><b>Human and Physical</b> <u>What was the impact of colonialism?</u></p>	<p><b>Locational and place knowledge</b> Locate countries involved in WW2 on map</p> <p>Focus on Britain in the war - ports / evacuation / RAF / transport links</p> <p>Physical / human geography of UK</p> <p>Compare to response in other countries -</p> <p>German children? Jewish children?</p>	<p><b>Human and Physical</b> Describe key aspects of Benin/ West Africa Compare with UK. -Types of settlement and land use, - economic activity including trade links, - distribution of natural resources</p> <p>Begin with focus on early civilisation then move to present day before expanding to Africa in general.</p>
Art	KS1	<p><b>Collage</b> - Using newspaper and other coloured paper to create a collage of self portraits..</p> <p><b>Carols in the Gallery</b> <b>Collage/painting/3D</b> - 3D dragons</p>	<p><b>3D Modelling</b> - Clay, shape and mould to make turtles.</p> <p><b>Drawing</b> Looking at line and pattern.</p>	<p><b>Printing</b></p> <p>Create simple drawings based on Rainforests.</p> <p>Recreate patterns in the rainforests using natural objects.</p>	<p><b>Drawing</b></p> <p>Comparing artists- Look at the architects.</p> <p>How have they helped the community?</p> <p>Produce a landscape of a significant local building.</p>	<p><b>Textiles</b></p> <p>Aztec suns. Geometric patterns.</p>	<p><b>Painting</b></p> <p>Create environmental landscapes.</p>

		African masks					
LKS2	<p><b>Drawing</b> Drawing and painting different plants.</p> <p>Looking at the detail of plants, using pencil colours, felt tips and pastels.</p> <p><b>Carols in the Gallery</b> <b>Painting</b> Looking at mixing and blending colours to create form.</p>	<p><b>Collage</b> Looking at different patterns &lt; Links to mayans.</p> <p>Creating a tree using different materials, newspaper, tissue paper, felt. Scrunching, folding, overlapping.</p> <p><b>Textiles</b> Sewing their initials using running stitch and cross stitch.</p> <p>Creating a design for a puppet using running stritch. Add facial features using felt.</p>	<p><b>Drawing</b> Look at the work of David Hockney.</p> <p>Create a landscape using the same colour palette that he did.</p> <p>Using pencil colours to blend colours into each other to create a 3D impression.</p> <p><b>textiles/3d modelling</b></p> <p><a href="#">Link to Romans 0 children to create mosaic.</a></p>	<p><b>Drawing/Investigating/ exploring</b></p> <p>Designing, making and evaluating self portraits</p> <p><b>Children create a self-portrait. Half of their face will be what everyone sees on the outset and the other half will be what represents them on the inside.</b></p> <p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.</p> <p><b>3D Modelling</b> Create a free standing 3D model using different materials. <a href="#">Links with science &amp; DT</a></p>	<p><b>Painting/Investigating /exploring</b></p> <p>William Morris, Art, patterns, wall papers.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p> <p>Use a range of tools to apply paint, and create <b>pattern</b>.</p>	<p><b>3D Modelling</b></p> <p>To learn and make models related to Pottery and sculptures.</p> <p>Talk about and explore a range of modelling materials.</p> <p>Shape and join clay to make a thumb pot using slip and impress prints.</p>	
UKS2	<p><b>Drawing</b> Using a wide range of techniques to create</p>	<p><b>Textiles</b></p>	<p><b>Collage</b> Combining Materials</p>	<p><b>Investigating and exploring</b></p>	<p><b>Printing</b> Looking at the work of Esher.</p>	<p><b>3D modelling</b> Benin Bronzes</p>	



		<p>different effects. Showing how to represent texture, form and line.</p> <p>Animals from Amazon - journals</p> <p><b>Painting</b> Carols in the Gallery</p> <p>Looking at blending and mixing colours to create form and texture.</p>	<p>Working with textiles using a variety of materials.</p> <p>Creating a circular weave as part of a collaborative display.</p> <p>Recreate and use the crafts of famous craft artists.</p> <p>Look at the work of Wassily Kandinsky for inspiration.</p>	<p><b>3D modelling</b></p> <p>Create a 3D space rocket using recycling materials.</p>	<p>Artists from different British Empire</p> <p><b>Drawing</b> Exploring charcoal. smudging, cross-hatching, blending.</p>	<p>Complete complex surface textures.</p> <p>Make a multi-layered block print.</p> <p><b>Collage</b> Looking at the abstract work of Picasso.</p> <p>Mix and combine a range of materials to create a collage of a self portrait.</p> <p>Magnify drawings of the eyes, nose and mouth.</p>	
<b>Music</b>	<b>KS1</b>	<p><b>Performing</b> - singing familiar songs and chants together, using expression and in a creative way. -Learn from rhythmic mistakes to be able to copy a repeated rhythm.</p>	<p><b>Composition</b> - Children to represent sounds with symbols using pictures to inform playing and experimenting with tuned and untuned instruments.</p> <p>Look at music created by people with disabilities.</p>	<p><b>Musical elements</b> - create long and short sounds on instruments. Rainforest sounds/ natural instruments of the rainforest. Indigenous people of the Amazon.</p>	<p><b>Performing</b> singing familiar songs and chants together, using expressions and in a creative way. .How do entertainers help society? Apply these skills to performance.(Nativity)</p>	<p><b>Composition</b> - children to represent sounds with symbols using pictures and experiment playing a musical rhythm based on seasonal changes.Links to History/Geography.</p>	<p><b>Musical elements</b> Create long and short sounds using natural instruments.</p>
	<b>LKS2</b>	<p><b>Performing</b> - singing songs with increasing expression.</p> <p>James explores singing in the book. Use the words from</p>	<p><b>Composition</b> - represent sounds and musical direction with symbols to create a simple score (links to Mayans as well)</p>	<p><b>Musical elements</b> - compare and contrast sounds according to pitch, duration, dynamics, tempo (link this to Auggie and hearing too).</p>	<p><b>Performing</b> Explore ways in which sounds can be combined and used expressively.</p>	<p><b>Composition / Musical Elements</b></p>	<p><b>Musical Elements</b> Explore the effect of silence.  Listen to, discuss and analyse simple songs</p>

		the book to sing using their voices and perform the song.	Songs of freedom/a rap to Martin Luther King's speech.		Explore a range of musical genres.  Research traditional music, genres or sounds from a variety of UN countries or regions.  -Investigate instruments  -As a class or in small groups children learn and then perform a song?	Improvise repeated patterns and create layers of sounds.  Recognise how musical elements are combined and used expressively.  Famous Victorian composers explored in this topic.	with <b>verse</b> and <b>chorus</b> , and <b>Rondo</b> .
<b>UKS2</b>	<b>Composition</b>  <b>Performing</b> - Elements - recognise and reproducing high/low, long/short, loud/soft, fast/slow sounds. Establish a steady beat.  <u>Creating tribal style music to play during sale.</u>	<b>Musical elements</b> - use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat.  Looking at different heart beats - children / adults etc. Speed.  Explore and use simple eight note scales, <b>e.g. C to C or five note pentatonic scales.</b>  Recognise features such as <b>crescendo</b> ,	<b>Performing</b> - singing  Sing with awareness of dynamics, phrasing and pitch control. Maintain an increasingly complex part in an ensemble or choral group  <u>Y6 Production</u>  Compare, contrast and combine a range of musical genre.  <b>Musical Elements</b>  Listen to, discuss and analyse:	<b>Performing</b> - singing : spiritual songs, work songs <b>Composition</b> - begin to use musical notation and devices, e.g. melody, and rhythms to create a score.  <u>Slave Trade</u> <a href="https://flypaper.soundfly.com/discover/the-lasting-legacy-of-the-slave-trade-on-american-music/">https://flypaper.soundfly.com/discover/the-lasting-legacy-of-the-slave-trade-on-american-music/</a>  <a href="https://theconversation.com/the-power-of-a-">https://theconversation.com/the-power-of-a-</a>	<b>Composition / Musical Elements</b>  different music to represent the mood (uplifting / sombre etc)  <u>Style of music from WW2</u>  <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx</a>	<b>Performing</b> - singing  Sing with awareness of dynamics, phrasing and pitch control.  Maintain an increasingly complex part in an ensemble or choral group  <u>Y6 Production</u> The Lion King?  Use musical notation and devices, <b>e.g. melody, and rhythms, chords and structure</b> , to create an <u>African score</u> .	

			<p><b>diminuendo.</b> Identify and create more complex patterns, maintaining own part.</p> <p>Recognise the difference between <b>unison</b> and <b>harmony</b>.</p>	<p><u>The Planets Suite - Gustav Holst - compare and contrast</u></p> <p>Use musical notation and devices, <b>e.g. melody, and rhythms, chords and structure</b>, to create a <u>space score</u>.</p>	song-in-a-strange-land-129969		
PE	KS1	<p>Jumping</p> <p>Perform different types of jumps appropriate to the sport.</p>	<p>Inclusive sport.</p> <p>Athletics</p> <p>Running and jumping</p> <p>Be able to perform in sprints and short bursts.</p>	<p>Athletics.</p> <p>Compete against others in short running activities that are organised.- Focus on fair rules</p> <p>To understand the rules involved in competitive activities such as in a sports day</p>	<p>Jumping</p> <p>Perform different types of jumps appropriate to the sport.</p>	<p>Gymnastics-</p> <p>Designing, performing and feeding back to others on their own routine.</p> <p>Aztec ball games.</p>	<p>Invasion games-</p> <p>Safety rules within games to help look after one another.</p> <p>Self refereeing games.</p> <p>Gymnastics-</p> <p>Designing, performing and feeding back to others on their own routine.</p>
	LKS2	<p><b>Swimming</b> - Links to anglo-saxons (it would keep them fit and strong for war).</p> <p>Gymnastics - moving like the animals in</p>	<p>Take part in sports that promote inclusion.</p> <p>E.G try hard of sight football, deaf sports, seated volleyball e.t.c.</p>	<p>Compete against others in short and long running activities that are organised.</p> <p>To understand the rules involved in</p>	<p>Choreography within dance and Gymnastics</p> <p>Designing, performing and feeding back to others on their own routine</p>	<p>Invasion games based on Victorian Era Sports.</p> <p>Try a new sport each week.</p>	<p>Team Games</p> <p>Leadership roles, organisation of games and using team tactics within the game.</p>

		James and the Giant Peach.		competitive activities such as in a sports day and link to the Ancient Roman Olympic Games.			
	<b>UKS2</b>	Orienteering Build a knowledge of what it means to orienteer.	Participate in short, medium and long distance running.  What exercise changes heart rate?	Olympics - ancient to modern  To understand the rules involved in competitive activities such as in a sports day	Is competition healthy?  Choreography within dance and Gymnastics  Choosing a piece of music to go alongside their routines.	PT exercise in the past - WW2  Invasion games  Designing games based on possession and team tactics.	Evolution - body shape suited to different sports??  Team Games Assigning roles to team members, designing, playing and evaluating their own game.  How do tactics change during a game
<b>PSHE</b>	<b>KS1</b>	<b>Module 1</b> Unit 1 <a href="#">KS1.1.1 Let the Children Come</a>  <b>Key Stage 1, Module 2</b> Unit 1 <a href="#">KS1.2.1.1 God Loves You</a>  Unit 2 <a href="#">KS1.2.2.1 Special People</a> <a href="#">KS1.2.2.2 Treat Others Well...</a> <a href="#">KS1.2.2.3 ...And Say Sorry</a>	Module 2 - Unit 3 <a href="#">KS1.2.3.1 Being Safe</a> <a href="#">KS1.2.3.2 Good Secrets and Bad Secrets</a> <a href="#">KS1.2.3.3 Physical Contact</a> <a href="#">KS1.2.3.4 Harmful Substances</a> <a href="#">KS1.2.3.3 Can You Help Me?</a>  Rights respecting	<b>Key Stage 1, Module 3</b> Unit 1 <a href="#">KS1.3.1.1 Three in One</a> <a href="#">KS1.3.1.2 Who Is My Neighbour?</a>  <a href="#">Unit 2</a> <a href="#">KS1.3.2.1 The Communities We Live In</a>  Rights respecting	British Values Anti-bullying  Objectives not met in the Tenten resources to cover:  Change and loss (including death), feelings associated with this; to recognise what helps people to feel better.  Preparing to move to a new class/year group.  How to respond safely to adults they do not know.  <b>Financial awareness</b>	Module 1, Unit 1 Story Sessions: Let the Children Come  Module 1, Unit 2 I am Unique Girls and Boys Clean & Healthy  Module 1, Unit 3 Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry  Rights respecting	Module 1 Unit 4 The Cycle of Life Module 3, Unit 1 Three in One Who Is My Neighbour? Module 3, Unit 2 The Communities We Live In  Rights respecting

		<p>Rights respecting</p> <p>Physical and Mental Health</p> <p>Anti Bullying- one kind word</p>			<p>That money needs to be looked after; different ways of doing this.</p> <p>Some of the strengths and interests someone might need to do different jobs.</p>		
LKS2	<p><b>Module 1 - Religious Understanding</b> Module 1: Unit 1 Get up! The Sacraments Module 1: Unit 2: We don't have to be the same Respecting our bodies what is puberty? (Year 4 only) Changing Bodies (Year 4 only) Boy/Girl Discussion Groups (Year 4 only)</p> <p>Problem-solving strategies for dealing with emotions, challenges and change.</p> <p>Human rights - they are there to protect everyone.</p>	<p><b>Module 2 , Unit 1 Religious Understanding</b> Jesus, My friend</p> <p><b>Module 2, Unit 2 Personal Relationships</b> Friends, family and others When things feel bad</p> <p>Physical and Mental Health</p> <p>Rights respecting</p> <p>Drugs and alcohol - Mixed messages in the media about drugs, including alcohol and smoking/vaping</p>	<p><b>Module 3, Unit 1: Religious Understanding</b> A community of love What is the church?</p> <p><b>Module 3, Unit 2 Living in the Wider World</b> How do I love others?</p> <p>Physical and Mental Health</p> <p>Rights respecting</p> <p>Strategies to develop self-confidence and self-esteem.</p> <p>Strategies to manage transitions between classes and key stages.</p> <p>Money - Different ways to pay for things and the choices people have about</p>	<p>Anti-bullying</p> <p>British Values</p> <p>Discrimination - what it means and how to challenge it. Similarities and differences between people arise from several different factors (Equality Act 2010) - About prejudice - how to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced. PSHE links with Auggie.</p> <p>Physical and Mental Health</p> <p>Rights respecting</p>	<p><b>Module 1 - Religious Understanding</b> Module 1: Unit 1 Get up! The Sacraments Module 1: Unit 2: We don't have to be the same Respecting our bodies What is puberty? (Year 4 only) Changing Bodies (Year 4 only) Boy/Girl Discussion Groups (Year 4 only)</p> <p>Physical and Mental Health</p> <p>Rights respecting</p> <p>Anti-bullying</p>	<p><b>Module 2 , Unit 1 Religious Understanding</b> Jesus, My friend</p> <p><b>Module 2, Unit 2 Personal Relationships</b> Friends, family and others When things feel bad</p> <p>Physical and Mental Health</p> <p>Rights respecting</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (Rail, water, road) and safe use of digital devices when out and about.</p>	

		Physical and Mental Health Rights respecting Anti-bullying		this. To recognise that people have different attitudes towards saving and spending money, what influences decisions and what makes something good value for money. Explore how people's spending decisions can affect others and the environment (fair trade, buying single use plastics, giving to charity). Explore the risks associated with money (won, lost, stolen).			Strategies to manage transitions between classes and key stages.  Drugs and alcohol - Mixed messages in the media about drugs, including alcohol and smoking/vaping
UKS2	<b>Module 1, Unit 1 - Religious Understanding</b> Calming the Storm <b>Module 1, Unit 2 - Me, My Body, My Health</b> Gifts and Talents Girls' Bodies Boys Bodies' Spots and Sleep  <i>Physical and Mental Health</i>  Rights respecting  Anti-bullying  <i>Money</i>	<b>Module 2, Unit 1 Religious Understanding</b> Is God calling you? <b>Module 2, Unit 2: Personal Relationships</b> Under pressure Do you want a piece of cake? Self Talk  <i>Physical and Mental Health</i>  Rights respecting  <i>Drug education</i>	<b>Module 3, Unit 1: Religious Understanding</b> The Trinity Catholic Social Teaching <b>Module 3 Unit 2: Living in the Wider World</b> Reaching out  Problem solving strategies for dealing with emotions, challenges and change including transitions to new schools.	Anti-bullying British Values  <i>Diiscrimination</i>  <i>Diversity</i>  <i>Prejudice</i>  Rights respecting	<b>Module 1, Unit 3: Emotional Wellbeing</b> Body Image Funny Feelings Emotional Changes Seeing Stuff Online <b>Module 1, Unit 4 - Life Cycles</b> Making babies 1 Making babies 2 (May be omitted) Menstruation  Rights respecting  <i>Stereotypes in the workplace.</i>	<b>Module 2, Unit 3: Keeping Safe</b> Sharing isn't always caring Cyberbullying Types of abuse Impacted lifestyles Making good choices Giving assistance  Problem solving strategies for dealing with emotions, challenges and change including transitions to new schools.  Rights respecting  <i>Forced marriage</i>	

				Physical and Mental Health  Rights respecting		<i>Gender identity and sexual orientation</i>	<i>FGM</i>
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