

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Six	Term: Autumn	Whole Class Text (s) Room 13, Goodnight Mr Tom.
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English: See English Long Term Plan	Maths: Follow White Rose Maths
<p>RE</p> <p>Autumn 1</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Make links between Muslim practice of the five pillars and Muslim beliefs about God. • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad. • Describe and reflect on how the Qur'an is significant to Muslims. • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims. • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim. • Identify and explain connections between the main functions of the Mosque and Muslim beliefs. 	<p>Autumn 2</p> <p>U2.9 What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> • Describe examples of connections between anti-racism and religion. • Understand the challenges racism presents to human communities and consider different religious responses. • Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	World War II	<p>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> • Explore what happened at the end of WWI. The consequences of the Treaty of Versailles— economic and social damage – make link to the rise of the Nazis and other extreme parties. • WWII When? What? Why? • Why did Britain have to go to war in 1939. • How the alliance system created tension in Europe. • Diversity of nations that took part in the war • The ways in which Britain, and British people, were affected by events during the Second World War • Understanding of why evacuation was necessary and 	<p>Create a scaled timeline.</p> <p>Written picture of events on the Western front using maps and written sources.</p> <p>Inference of sources.</p>

			<p>what the experience was like</p> <ul style="list-style-type: none"> Approaches to defeating the threat of German invasion – air raids, shelters, rationing, evacuation— interview, gas masks, home guard, women in factories, the Blitz, Dunkirk Impact of propaganda and censorship on enabling us to understand what the Home Front was really like. Examine evidence of impact of WWII on Whitby. In addition to subject related vocabulary – continuity, social, religious, political, technological, social. 	
Geography	Let's visit South America - Brazil	<p>Develop contextual knowledge of the location of globally significant places.</p> <p>Locate South America and understand its environmental regions, key physical and human characteristics and major cities.</p> <p>Understand geographical similarities and differences through a study of a region within South America</p>	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to name and locate South America, Brazil and surrounding countries and oceans. Describe and understand key aspects of Brazil's physical geography, including biomes and vegetation belts, climate zones rivers and mountains (rain forest). Investigate different types of settlement and compare life in rural and urban areas of Brazil comparing the differences between the rich and the poor. Look at push and pull factors influencing population movement. Research the indigenous peoples of Brazil. 	<p>Label a map of Brazil, identifying key cities, geographical regions, bordering countries and surrounding oceans.</p> <p>Analyse climate graphs.</p> <p>A city of 2 halves - Venn diagram to show differences and similarities between two areas of Rio de Janeiro.</p> <p>Research and create a fact file about an indigenous tribe.</p>
Science	Living things and their habitats	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>A table to classify animals, plants, fungi and microorganisms.</p>

	Evolution and inheritance	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<ul style="list-style-type: none"> Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>A branching key for four vertebrates.</p> <p>Bird beak investigation.</p> <p>Peppered moth investigation.</p> <p>Change over time – fossils.</p>
Art	Drawing And Painting, Collage - based on Picasso	<p>Describe, interpret and explain the work, ideas and working practices of Picasso and the Cubists, taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Independently develop ideas which show curiosity, imagination and originality.</p> <p>Understand the idea of Cubism and its significance.</p>	<ul style="list-style-type: none"> Independently use sketchbook to develop and try ideas, experiment, write notes and store ideas and images. Use paints or pastels skilfully to show mood through colour and style in artworks. Develop a still life image into a Cubist style drawing. 	<p>Sketchbook work on Picasso's life, colour moods, notes on other Cubists etc.</p> <p>Paintings and drawings of people showing emotion through colour and style.</p> <p>Oil pastel Cubist still lives (instruments)</p>
DT	Edible Houses	<p>Developing, planning and communicating ideas.</p> <p>Working with tools, equipment, materials and components to make products.</p> <p>To evaluate process and products.</p> <p>Selecting ingredients.</p>	<ul style="list-style-type: none"> Investigate existing products to inspire own designs. Design a product that is fit for purpose, aimed at a specific audience. Select ingredients, tools and equipment to create product. Icing skills to decorate and construct design. Evaluate own product against own design criteria and consider how to improve work. 	Create an edible house.
Computing	Everyone Can Code Puzzles <i>[Coding units can be split across terms if preferred]</i>			
	4: Variables	Describe what variables are.		Code using variables.

	5: Conditional code	Describe what conditionals are.	<ul style="list-style-type: none"> • Demonstrate the use of variables in an everyday situation. • Demonstrate the use of conditions in an everyday situation. 	Code using conditions.
	Everyone can create – music 3 Chords and Melody	Understand basic chord structures and progression	<ul style="list-style-type: none"> • Play and record chords and melodies using Touch Instruments • Layer multiple instruments with drums to create full songs 	Create an instrumental song.
Music	Songs of WW2	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing by following a conductor's cues and directions.</p>	<ul style="list-style-type: none"> • To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. • To know that the Solfa syllables represent the pitches in an octave. • A 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. 	<p>Developing greater accuracy in pitch and control.</p> <p>Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>
PE		<u>Invasion games</u> <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively. • <i>e.g. dribbling, bouncing, kicking</i> 	<u>Gymnastics</u> <ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. 	<p>Gymnastic sequence</p> <p>Describes effect exercise has on the body</p>

		<ul style="list-style-type: none"> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination. <p><u>Swimming</u></p> <ul style="list-style-type: none"> Swim 50-100 metres, 45-90 secs, 3 different strokes, swim on front + back, control breathing Show which breathing techniques to use for the particular strokes. 	<ul style="list-style-type: none"> Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. 	<p>Understands the need to warm up and cool down.</p> <p>Watches and describes performances accurately.</p> <p>Comment on tactics and techniques to help improve own performances.</p> <p>In swimming, children will be working towards the next stage of skills or the next distance of measurement.</p>
PHSE	Being Me In The World	<p>My Year Ahead</p> <p>Being a Global Citizen 1</p> <p>Being a Global Citizen 2</p> <p>The Learning Charter</p> <p>Our Learning Charter</p> <p>Owning Our Learning Charter</p>	<ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and 	<p>I feel welcome and valued and know how to make others feel the same</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I understand my own wants and needs and can compare</p>

			<p>I understand how these relate to my rights and responsibilities</p> <ul style="list-style-type: none"> • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community 	<p>these with children in different communities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>
	Celebrating Difference	<p>Am I Normal?</p> <p>Understanding Difference</p> <p>Power Struggles</p> <p>Why Bully?</p> <p>Celebrating Difference (wk. 1)</p> <p>Celebrating Difference (wk. 2)</p>	<ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration 	<p>I can empathise with people who are different</p> <p>I am aware of my attitude towards people who are different to me</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for</p>

				<p>problem-solving when I'm part of one</p> <p>I appreciate people for who they are</p> <p>I can show empathy with people in either situation</p>
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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Six	Term: Spring	Whole Class Text (s): Holes, Clockwork
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English: See English Long Term Plan	Maths: Follow White Rose Maths
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<p>RE</p> <p>Spring Term 1 and 2</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<ul style="list-style-type: none"> • Understand different reasons why some buildings are sacred. • Consider, discuss and weigh up different views about why mosques are important. • Consider, discuss and weigh up different views about why Christian sacred buildings are important. • Consider, discuss and weigh up different views about why religious art is important. • Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important. • Notice, list and explain similarities and differences between different sacred buildings. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Describe and make connections between examples of religious creativity in Muslim buildings. • Describe why mosques matter to the Muslim community. • Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture. • Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.
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	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	1000 years of crime and punishment	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> • How were criminals punished 800 years ago and how do we know? • Use paintings, drawings and stories to tell us about medieval justice. • Look at typical medieval crimes and how people would be punished. 	<ul style="list-style-type: none"> • Produce a scaled timeline focusing on key events. • Work produced from source and enquiry

			<ul style="list-style-type: none"> · Look at the links between wheat prices and number of court cases. · Discuss the difference between a court then and now. · Children learn from the story of Robin Hood, that justice was loaded in favour of the rich and powerful. • How did crimes and punishments change between 1500 and 1750? · Pupils understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices. · There was a greater emphasis on humiliation. They understand there were continuities e.g. pillory, stocks, ducking stool whipping, fines. • Why did punishments become so bloody in the 18th century? <p>This was an era of the Bloody Code when there was a massive increase in the number of capital offences. Punishments were as harsh as possible and as public as possible to deter people from committing crime. The number of crimes went up but the number of executions went down.</p> <ul style="list-style-type: none"> • Why did so much change happen in the 19th century? · The greatest change in punishments at this time was transportation. · There was great period of growth in prisons: 90 new ones in the first 40 years of Victoria's reign. · The start and growth of the Police force • Has the way we catch and punish criminals improved that much in the last 100 years? · Speculate as to the possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues. 	<p>tasks - note taking and written answers.</p> <ul style="list-style-type: none"> · Illustrations of crimes and punishments from a specific era under headings—changes and continuities. · Annotated image and explanatory caption to appear in a new KS2 textbook. · How bad was it inside a Victorian prison? <p>Justice scales forming both sides of a debate</p>
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Geography	Let's investigate: Global Trade	<ul style="list-style-type: none"> · Locate the world's countries and major cities · Develop knowledge of the distribution of natural resources. · Understand the interconnections between countries through trade links · Consider the environmental and human impact of international trade 	<ul style="list-style-type: none"> • Locate global companies on a map. • Use research skills to discover how trade has changed through time through time. • Use maps and atlases to locate the source of a range of foods and calculate distance travelled by products using map scale. • Learn what the UK exports and to where by drawing and interpreting graphs (KS2 data handling maths) • Look at case studies of Fairtrade industries • Consider the impact of 'high value goods' are effected by physical geography and how this can impact a country's wealth. 	<p>Trade timeline</p> <p>Annotated map to show where the food we eat comes from</p> <p>Poster / explanation text why pay more for fairtrade?</p>
Science	<p>Light</p> <p>Electricity</p>	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>Light diagrams.</p> <p>A shadow investigation.</p> <p>Circuit diagrams.</p> <p>Design own components investigation.</p>

		Use recognised symbols when representing a simple circuit in a diagram.		
Art	3D and printmaking Clay masks African pattern reduction prints. African Art	Explore the art of Africa and West African traditions in particular. Understand ways in which Picasso, the Cubists and Fauves were influenced by the art of other cultures.	<ul style="list-style-type: none"> • Draw a range of African masks in detail. • Look at surface design and pattern, selecting some to copy • Design a mask using detailed annotated plans. • Use range of clay techniques such as rolling, slip-joining and using tools to create surface texture, to create African inspired mask. • Evaluate work in detail. • Create a detailed, larger polyprint printing block inspired by African patterns. • Use polyprint and printing equipment confidently to make a two-tone reduction print. 	Notes on African masks and wood carvings. Designs for masks Clay mask Polyprint reduction print – African inspired
DT	Electricity – moving fairground rides	Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make products. To evaluate process and products. Understand mechanical components – gears, levers, pulleys. Understand electrical systems.	<ul style="list-style-type: none"> • Investigate existing products to inspire own designs. • Understand how key individuals in design and technology have helped shape the world. • Design a product that is fit for purpose, aimed at a specific audience. • Select tools and equipment (including construction materials) to create product. • Understand and use mechanical systems in designs. • Understand and use electrical systems in their designs. • Evaluate own product against own design criteria and consider how to improve work. 	Create a fairground ride.
Computing	Everyone can create – drawing 10 Book Design	Book Design <ul style="list-style-type: none"> • Illustrate a scene from a story 	<ul style="list-style-type: none"> • Use storyboarding to plan and illustrate a story 	Publish a book
	Everyone can create Photo 7: Animated GIFs	Change the appearance of a photo over time using Keynote transitions.	<ul style="list-style-type: none"> • Make a stop-motion animation. • Add motion to a photo. 	Create a series of animated GIFs.

Music	Film Music Theme and Variations	<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. 	<p>Identify how different styles of music contribute to the feel of a film.</p> <p>Participate in discussions, sharing their views and justifying their answers.</p> <p>Use the terms 'major' and 'minor'.</p> <p>Identify different instruments to describe how music evokes different emotions.</p> <p>Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</p> <p>Create a musical score to represent a composition.</p> <p>Interpret their graphic score and performing their composition appropriately with their group.</p> <p>Create sounds that relate to the scene of a film.</p>
PE		<p><u>Athletics</u></p> <ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. 	<p>Describes effect exercise has on the body</p> <p>Understands the need to warm up and cool down.</p> <p>Watches and describes performances accurately.</p>

		<ul style="list-style-type: none"> • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • <i>e.g using various levels, ways of travelling and motifs.</i> • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence. • Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. <p>Swimming will be repeated as shown in Autumn Term.</p>	<p>Comment on tactics and techniques to help improve own performances.</p>
PHSE	Dreams and Goals	Personal Learning Goals Steps to Success My Dreams for the World Helping to Make a Difference (wk. 1) Helping to Make a Difference (wk. 2) Recognising Our Achievements	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p>	<p>I understand why it is important to stretch the boundaries of my current learning</p> <p>I can set success criteria so that I will know whether I have reached my goal</p> <p>I recognise the emotions I experience when I consider people in the world who are</p>

			<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>suffering or living in difficult situations</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p>I can identify why I am motivated to do this</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>
	Healthy Me	<p>Taking Responsibility for My Health and Well-Being</p> <p>Drugs</p> <p>Exploitation</p> <p>Gangs</p> <p>Emotional and Mental Health</p> <p>Managing Stress and Pressure</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p>	<p>I am motivated to care for my physical and emotional health</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>I can suggest ways that someone who is being exploited can help themselves</p> <p>I can suggest strategies someone could use to avoid being pressurised</p> <p>I know how to help myself feel emotionally healthy and</p>

				<p>can recognise when I need help with this</p> <p>I can use different strategies to manage stress and pressure</p>
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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Six	Term: Summer	Whole Class Text (s): Skellig, Wonder
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English: See English Long Term Plan	Maths: Follow White Rose Maths
<p>RE</p> <p>Summer Term 1 and 2</p> <p>U2.3 What do religions say to us when life gets hard?</p>	<ul style="list-style-type: none"> • Give reasons why some people might be comforted by their beliefs when someone dies. • Describe the impact that the belief that we have a soul might have on the way someone might live their life. • Describe the Hindu belief in reincarnation and Karma. • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death. • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death. • Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation. • Describe similarities and differences between non-religious and Christian beliefs about the afterlife. • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Industry in Whitby over time – the sea	Local history	<ul style="list-style-type: none"> • What do we mean by ‘fishing industry?’ • What did it do? • What benefits did it bring? • Look at local population growth through maps and census data noting the significance of buildings. • 18th and 19th centuries – prosperous port with shipbuilding and whaling industries. • Whitby cats – specialist type of boat. • Captain Cook and the building of boats. • 6th largest port in Britain. 	<p>Create a guide book for the Heritage trail. Include detailed descriptions of sculptures to show understanding.</p> <p>Compare and contrast table.</p> <p>Design and pursue a line of enquiry by selecting a question</p>

			<ul style="list-style-type: none"> • How did different industries of other areas compare? <ul style="list-style-type: none"> ○ Bradford—wool ○ St Helens—glass ○ Staffordshire — pottery • How was the local area affected by changes in industry? 	to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.
Geography	Let's investigate coasts	<p>Describe and understand key aspects of coastal regions</p> <p>Understand how coastal regions change over time</p> <p>Consider the impact on coastal communities of coastal erosion</p> <p>Use fieldwork to observe, measure, record and present physical features.</p>	<ul style="list-style-type: none"> • Name different types of weathering and describe how physical, chemical and biological weathering change rocks • Learn how erosion and deposition form coastal features and explain how some coastal features are formed • Identify the location of some famous UK coastal features • Describe how a coastline might have looked in the past and how a coastline might look in the future • Investigate the beach profile and longshore drift in two places and compare east cliff to west cliff • What are the implications of coastal erosion in North Yorkshire (Robin hoods bay? St Mary's church Whitby?) 	<p>Evidence understanding of erosion and the 3 types of weathering.</p> <p>Label a UK map – what coastal features can we see?</p> <p>Use old and new pictures to explain how a number of different coastlines have changed. Make predictions about how things may look in the future.</p>
Art	<p>Graffiti art</p> <p>Collage, mixed media</p> <p>Printing</p> <p>Picasso, Banksy,</p>	<p>Understand how art can often be a means to make a political statement of opinion about world events. Understand why Picasso made Gernika and what effect it had, why Banksy makes his work and why Shamzia Hassani creates what she does.</p> <p>Explore why someone would risk their liberty of even life to create their art.</p> <p>Understand art within cultural context and its power to change the world.</p> <p>Comparisons between the graffiti artists we have studied.</p>	<ul style="list-style-type: none"> • Explore techniques used to make Gernika – collage and mixed media. • Investigate Banksy's techniques and his use of stencilling to make quick artwork. • Understand Hassani's work and symbolism within it. • Develop own opinions about world events and choose one to use to plan a piece of art, choosing 	<p>Experiments with mixed media collage effects</p> <p>Explore stencilling techniques – large scale on playground with chalks.</p> <p>Create meaningful graffiti on photos of local landmarks.</p> <p>Plan for mixed media piece.</p>

	Shamzia Hassani		<p>images, collage equipment and media to create a unique piece.</p> <ul style="list-style-type: none"> Create a mixed media image that makes a statement about issues personal to the artist. 	Mixed media piece sharing a political opinion.
DT	Cushion	<p>Developing, planning and communicating ideas.</p> <p>Working with tools, equipment, materials and components to make products.</p> <p>Develop a range of stitches.</p> <p>To evaluate process and products.</p>	<ul style="list-style-type: none"> Investigate existing products to inspire own designs. Design a product that is fit for purpose, aimed at a specific audience. Select tools and equipment to create product. Use a range of materials and stitches to join. Evaluate own product against own design criteria and consider how to improve work. 	Create a cushion.
Computing	<p>Everyone can create video 6: Mobile Reports</p> <p>Video 7: Special Effects</p> <p>Video 8: Short film production</p>	<p>Mobile Reports</p> <ul style="list-style-type: none"> Record a time lapse shot <p>Special effects: Create trick effects using simple edits.</p> <p>Short Film Production</p> <ul style="list-style-type: none"> Write a story in screenplay format 	<ul style="list-style-type: none"> Use freeze frame and slow motion effects in iMovie. Add motion to photos. Adjust the colour of clips to create custom looks. Use green-screen effects. Design a floor plan for camera placement Add and control audio and sound effects in I movies 	<p>Create a mobile report</p> <p>Create a range of special effects.</p> <p>Create a short film</p>
Science	Animals including humans	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>Labelled human circulatory system.</p> <p>Heart job description.</p>

	STEM investigation		<ul style="list-style-type: none"> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Design own pulse rate investigations.</p> <p>Living a healthy life presentation.</p>
Music	Composing a leavers song. Baroque	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals</p>	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 	<p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>
PE		<p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. 	<p><u>Net/wall</u></p> <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. 	<p>Describes effect exercise has on the body</p> <p>Understands the need to warm up and cool down.</p> <p>Watches and describes performances accurately.</p>

		<ul style="list-style-type: none"> • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination. • 	<ul style="list-style-type: none"> • Modifies competitive games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination. <p>Outdoor adventurous</p> <ul style="list-style-type: none"> • Develops strong listening skills. • Uses and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. <p>Children will be completing their allocated 10 beach things to complete from the '70 things to do at the beach.'</p>	<p>Comment on tactics and techniques to help improve own performances.</p> <p>Perform a choreographed dance to an audience.</p>
PHSE	Relationships	<p>What is Mental Health?</p> <p>My Mental Health</p> <p>Love and Loss</p> <p>Power and Control</p> <p>Being Online</p> <ul style="list-style-type: none"> ♣ Real or fake? ♣ Safe or Unsafe? <p>Using Technology responsibly</p>	<p>I know that it is important to take care of my mental health</p> <p>I know how to take care of my mental health</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>I can help myself and others when worried about a mental health problem</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p>

	Changing Me	<p>My Self-Image</p> <p>Puberty</p> <p>Babies: Conception to Birth</p> <p>Boyfriends and Girlfriends</p> <p>4a. Adolescent Friendships (alternative)</p> <p>Real Self and Ideal Self</p> <p>The Year Ahead</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>	<p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others</p> <p>I can take responsibility for my own safety and well-being</p> <p>I know how to develop my own self esteem</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I can be assertive when appropriate</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
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