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| **Year 6** |
| **Geography** |
| **Global Warning** |
| **Concepts**1. To understand the meaning of the term ‘pollution’
2. To learn about water pollution and its effects
3. To learn about air pollution and its effects
4. To understand the link between waste and pollution
 |
| **Skills**Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways |
| **Time Team** |
| **Concepts****NC** -To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies1. To locate and name five key landmarks in the local area using maps and plans
2. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how

they have changed over time1. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has

changed over time.E. To know how to apply their knowledge when giving a guided tour of the local area |
| **Skills**Ge54 Collect and record evidence independently Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge62 Use symbols and keys when sketching maps, plans and graphs |

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| **Year 6** |
| **Science** |
| **Global Warning** |
| **Concepts**1. To know that some changes result in the formation of new materials, and that this kind of change is not usually reversible (NC)
2. To compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets (NC)
3. To suggest how mixtures might be separated, including through filtering, sieving and evaporating, using their knowledge of solids, liquids and gases (NC)
4. To know how to demonstrate that dissolving, mixing and changes of state are often reversible changes (NC)
5. To understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution (NC)
6. To show understanding by giving reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (NC)
 |
| **Skills**Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests |
| **“I Have A Dream”** |
| **Concepts**1. To know the difference in the life cycles of a mammal, an amphibian, an insect and a bird (NC)
2. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (NC)
3. To be able to describe the life process of reproduction in some plants and animals (NC)
4. To be able to classify plants and animals based on specific characteristics and give reasons (NC)
5. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences (NC)
6. To know and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (NC)
 |
| **Skills**Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc54 Identify scientific evidence that has been used to support or refute ideas Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc60 Present reports of findings in written form, displays and presentations  |
| **A World of Bright ideas** |
| **Concepts**1. To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (NC)
2. To identify the effect of air resistance and friction, that act between moving surfaces (NC)
3. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (NC)
 |
| **Skills**Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests |
| **Wars Of The World** |
| **Concepts**1. To understand that light appears to travel in straight lines (NC)
2. To 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 (NC)
3. To know that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes see them (NC)
4. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (NC)
 |
| **Skills**Sc51 Make predictions based on scientific knowledge and understanding Sc53 Recognise and control variables where appropriate during investigations Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Report findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc61 Use test results to make predictions and set up further comparative and fair tests |
| **Go With The Flow** |
| **Concepts**1. To know and describe the changes as humans develop to old age (NC)
2. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (NC)
3. To identify and name the main parts of the human circulatory systems, and explain the functions of the heart, blood vessels and blood (NC)
4. To describe the ways in which nutrients and water are transported within animals, including humans (NC)
 |
| **Skills**Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests |

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| **Year 6** |
| **History** |
| **Wars Of The World** |
| **Concepts****NC** - Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 10661. To know and understand why wars occur
2. To learn about the two world wars and understand their impact
3. To understand what a civil war is and have some knowledge of famous civil wars
4. To know where current wars are taking place
5. To learn about pacifism and the concept of peace
 |
| **Skills**Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations tothe present day, and locate within this the periods, events and changes they have already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways |
| **“I Have A Dream”** |
| **Concepts****NC -** Pupils should be taught about a non-European society that provides contrasts with British history1. To learn the definition of apartheid
2. To know about the Jim Crow Laws and how they affected black people
3. To learn about Martin Luther King and the impact he had on society
4. To become familiar with Nelson Mandela’s role in the anti-apartheid movement in South Africa
5. To know about and understand other forms of discrimination e.g. anti-Semitism
 |
| **Skills**Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi45 Recognise and understand the broad chronology of major events, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways |
| **A World Of Bright Ideas** |
| **Concepts****NC** - Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 10661. To learn about important inventions from the past
 |
| **Skills**Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways |
| **Time Team** |
| **Concepts****NC** - Pupils should be taught a local history study1. To identify and research a famous historical figure who lived in your local area

C. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they  have changed over timeD. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has  changed over timeE. To know how to apply their knowledge when giving a guided tour of the local area |
| **Skills**Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways |
| **British Bulldog** |
| * To know who Winston Churchill was and why he is an important ­figure
* To know and be able to retell the life story of Winston Churchill
* To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader
* To understand how speech and oratory can have both positive and negative effects
* To know that as well as a politician, Winston Churchill was an accomplished painter
* To know that his views can now be seen as controversial
* To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions
 |
| **Skills**Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answersHi43 Recognise social, cultural, religious and ethnic diversity of societiesHi44 Recognise that the past is represented and interpreted in different ways and give reasons for thisHi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studiedHi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between themHi47 Suggest possible omissions and the means of fi­nding outHi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways |

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| **Year 6** |
| **Art** |
| **A World Of Bright Ideas** |
| **Printing****Skills Development*** To know how to create a two-colour relief print with a stencil

**Concepts****NC -** To create sketch books to record their observations and use them to review and revisit ideas**NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range  of materials* To know why logos are important in branding
* To know the features of a strong brand image
 |
| **Skills**Ar79 *Printing* Choose the printing method appropriate to taskAr80 *Printing* Build up layers and colours/texturesA81 *Printing* Organise their work in terms of pattern, repetition, symmetry or random printing stylesAr99 *Printing* Describe varied techniquesAr100 *Printing* Show confidence in printing on paper or fabric |
| **“I Have A Dream”** |
| **3D Form****Concepts****NC -** To know about great artists, architects and designers**NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range  of materials* To know that Pietro D’Angelo is an artist that creates paper clip sculptures
* To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire
 |
| **Skills**Ar93 Analyse and comment on ideas and methods Ar104 *Modelling and Sculpting* Create sculpture and constructions with increasing independence |
| **Wars Of The World** |
| **Collage and Textiles****Skills Development*** To know about exploring fabrics by stitching

**Concepts****NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range  of materials* To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers
* To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers
 |
| **Skills**Ar102 *Textiles/Collage* Show awareness of the potential of the uses of materials Ar103 *Textiles/Collage* Use different techniques, colours and textures when designing and making pieces of work |
| **British Bulldog** |
| **Painting** **Concepts** * To know that as well as a politician, Winston Churchill was an accomplished painter
 |
| **Skills**Ar87 *Drawing* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapeAr88 *Painting* Carry out preliminary studies, test media and materials and mix appropriate coloursAr89 *Painting* Work from a variety of sources, including some researched independentlyAr96 *Painting* Choose appropriate paint, paper and implements to adapt and extend their workAr97 *Painting* Create shades and tints using black and white. Work from a variety of sources, including some researched independentlyAr98 *Painting* Show an awareness of how paintings are created |

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| **Year 6** |
| **Design Technology** |
| **A World Of Bright Ideas** |
| **Concepts****NC -** Understand how key events and individuals in design and technology have helped shape the world* To understand the meaning of the term ‘copyright’ and learn about why it is important
* To know about and understand what a patent is
* To know about and understand what a trademark is
* To design a new brand for a range of greetings cards
 |
| **Skills**Dt47 Draw on and use various sources of information, including ICT sources Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose |
| **A World of Bright Ideas - Mechanisms - Structures 2** |
| **Concepts****NC -** select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately**NC -** Understand and use mechanical systems in their products (for example, gears, pulleys cams, levers and linkages)**NC -** Understand and use electrical systems in their products (for example, series circuits incorporating  switches, bulbs, buzzers and motors* Design, make and evaluate a three wheeled ‘racer’
 |
| **Skills**Dt44 Explore alternative ways of making their product, if first attempts failDt45 Check work as it develops and modify as necessaryDt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changesDt47 Draw on and use various sources of information, including ICT sourcesDt48 Generate and clarify ideas for products, considering intended purposeDt49 Plan what they have to do, suggesting a sequence of actions and alternatives if neededDt50 Choose how to communicate design ideas as they develop, considering use and purposeDt51 Select from a wide range of tools and equipment to perform practical tasks accurately |
| **Wars of the World - Electronics 1** |
| **Concepts****NC -** Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors**NC -** Apply their understanding of computing to program, monitor and control their products* Design, make and evaluate a device to send Morse Code signals
 |
| **Skills**Dt44 Explore alternative ways of making their product, if first attempts failDt45 Check work as it develops and modify as necessaryDt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changesDt47 Draw on and use various sources of information, including ICT sourcesDt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed |
| **‘I Have A Dream‘ - Textiles** |
| **Concepts****NC -** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design**NC -** Select from and use a wider range of materials and components, including construction materials, textiles and  ingredients, according to their functional properties and aesthetic qualities* Make a cushion following a pattern
 |
| **Skills**Dt44 Explore alternative ways of making their product, if first attempts failDt45 Check work as it develops and modify as necessaryDt48 Generate and clarify ideas for products, considering intended purposeDt49 Plan what they have to do, suggesting a sequence of actions and alternatives if neededDt50 Choose how to communicate design ideas as they develop, considering use and purpose |
| **Global Warning - Sustainability Board Game Task** |
| **Concepts****NC –** Use, research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals or groups**NC -** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design**NC -** Select from and use a range of a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities**NC -** Investigate and analyse a range of existing products* To design and make a prototype board game on pollution and waste using existing board games as research
 |
| **Skills**Dt44 Explore alternative ways of making their product, if first attempts failDt45 Check work as it develops and modify as necessaryDt48 Generate and clarify ideas for products, considering intended purposeDt49 Plan what they have to do, suggesting a sequence of actions and alternatives if neededDt50 Choose how to communicate design ideas as they develop, considering use and purpose |

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| **Year 6** |
| **Music** |
| **“I Have A Dream”** |
| **Skills Development*** To understand ternary form and compose a piece of music using this structure

**Concepts****NC -** Develop an understanding of the history of music* To know what folk music is
* To know some English folk music
* To know about the origins of spiritual folk / slave songs
* To understand what a musical phrase is
 |
| **Skills**Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory Mu58 Perform their own and others’ compositions in a way that reflects their meaning and intentions |
| **A World Of Bright Ideas** |
| **Skills Development*** To use listening skills to identify instruments playing both individually and in small groups
* To distinguish between similar timbres to correctly identify and name instruments
* To learn what a chord is a how a chord is played
* To develop notation reading skills

**Concepts****NC -** Develop an understanding of the history of music* To know about the history and evolution of the guitar
* To know how to recognise the instruments heard in a piece of music
* To know about the history and evolution of the flute
* To understand the importance and impact of timbre in music
* To know which instruments belong to the flute and guitar families
 |
| **Skills**Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory |
| **Global Warning** |
| **Concepts****NC -** Listen with attention to detail and recall sounds with increasing aural memory * To know what a ‘verse’ is in a piece of music
* To know what an echo is
* To know what a call and response song is
* To know how to record a composition using digital technology
 |
| **Skills**Mu50 Explore the use of notation and ICT to support creative work Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu55 Perform solo and lead others from notation Mu58 Perform their own and others’ compositions in a way that reflects their meaning and intentions |
| **Wars Of The World** |
| **Skills Development*** To practice breathing techniques in order to improve vocal control
* To learn how to perform music without having to read from a score

**Concepts****NC -** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* To know that music is used for a variety of purposes
* To know how to use dynamics in singing
* To know the importance of listening to each other when singing and performing
 |
| **Skills**Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory |

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| **Year 6** |
| **PSHE - Theme** |
| **A World Of Bright Ideas** |
| **Concepts*** Know how to cook and apply the principles of nutrition and healthy eating
* Prepare and cook with a variety of ingredients, using a range of cooking techniques
 |
| **Skills**PW48 Make connections between their learning, the world of work and their future economic wellbeing PW55 Take action based on responsible choicesPW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle HW9 Recognise their strengths and how they can contribute to different groups HW13 Listen to and show consideration for other people’s views HW20 Work independently and in groups, taking on different roles and collaborating towards common goals HW28 Respond to challenges, including recognising, taking and managing riskCi24 Work collaboratively towards common goals Ci25 Reach agreements, make decisions and manage discussions to achieve positive results |
| **“I Have A Dream”** |
| **Concepts*** Understand that there are many situations in which collaboration is necessary
* Understand the need to develop teamwork skills
* Recognise that there are many roles within a community
* Understand the need to collaborate in a group situation
* Learn about cultural differences and how diverse cultures can enhance societies
* Learn about gender discrimination and its impact
 |
| **Skills**PW46 Identify the skills they need to develop to make their own contribution in the working world in the future PW63 Recognise that positive friendships and relationships can promote health and wellbeingPW65 Recognise how new relationships may develop PW66 Reflect on the many different types of relationships that existHW4 Recognise and respect similarities and differences between people HW8 Recognise stereotyping and discriminationHW9 Recognise their strengths and how they can contribute to different groups HW10 Recognise the factors influencing opinion and choice, including the mediaHW18 Work and play independently and in groups, showing sensitivity to others HW20 Work independently and in groups, taking on different roles and collaborating towards common goalsHW24 Challenge stereotyping and discriminationCi15 Work co-operatively, showing fairness and consideration to others Ci18 Recognise that communities and the people within them are diverse, changing and interconnected Ci20 Identify different forms of discrimination against people in societies |
| **Wars Of The World** |
| **Concepts*** Understand the meaning and importance of resilience and courage
* Recognise and know how to deal with situations involving peer pressure
* Recognise the features of extremism
* Identify why and how people are recruited into extremist activity
* Identify some of the stereotypes relevant to extremism
* Understand how extremism can lead to harm
* Recognise extremism and radicalisation
* Identify why and how people are recruited into radicalised activity
* Identify some of the stereotypes relevant to radicalisation
* Identify the risks faced in relation to extremist activity
* Understand how they can lead to harm
* Recognise extremism and radicalisation
* Identify why and how people are recruited into radicalised activity
* Identify some of the stereotypes relevant to extremism
* Identify the risks faced in relation to extremist activity
 |
| **Skills**PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressivenessPW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressuresHW4 Recognise and respect similarities and differences between people |

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| **Year 6** |
| **PSHE - Discrete** |
| **Autumn 1** |
| **Concepts*** Be able to reflect on past achievements
* Recognise achievements of others as being worthwhile and important
* To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
 |
| **Skills**PW46 Identify the skills they need to develop to make their own contribution in the working world in the future PW48 Make connections between their learning, the world of work and their future economic wellbeingPW54 Begin to set personal goalsHW9 Recognise their strengths and how they can contribute to different groups HW11 Recognise how their behaviour and that of others may influence people both positively and negativelyHW14 Identify and talk about their own and others’ strengths and weaknesses and how to improveHW17 Self-assess, understanding how this will help their future actions Ci24 Work collaboratively towards common goals |
| **Autumn 2** |
| **Concepts*** Know the importance of self-respect and how this links to their own happiness
* Learn about racial discrimination and its impact on societies, past and present
* Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
* Learn about gender discrimination and its impact
* Know the characteristics of healthy family life, commitment to each other, including in times of di­fficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives
* Learn about the importance of family within different cultures
 |
| **Skills**HW4 Recognise and respect similarities and differences between people HW8 Recognise stereotyping and discriminationHW10 Recognise the factors influencing opinion and choice, including the mediaHW24 Challenge stereotyping and discriminationCi20 Identify different forms of discrimination against people in societies |
| **Spring 1** |
| **Concepts*** Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
* To know the facts and science relating to allergies, immunisation and vaccination
* Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
 |
| **Skills**PW62 Make responsible, informed decisionsPW66 Reflect on the many different types of relationships that existPW69 Talk with a wide range of adultsHW13 Listen to and show consideration for other people’s viewsHW17 Self-assess, understanding how this will help their future actions HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency |
| **Spring 2** |
| **Concepts*** To know how and when to seek support including which adults to speak to in school if they are worried about their health
* To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
* Know that mental wellbeing is a normal part of daily life, in the same way as physical health
* Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
* Know that relationships can change as a result of growing up
 |
| **Skills**PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive wayPW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressuresPW58 Recognise that when the body changes during puberty it can affect feelings and behaviourPW63 Recognise that positive friendships and relationships can promote health and wellbeingPW64 Identify how to find information and advice through help linesPW68 Manage changing emotions and recognise how they can impact on relationshipsHW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency |
| **Summer 1** |
| **Concepts*** Learn about budgeting and what it means to budget
* Understand why financial management and planning is important from a young age
* Know and understand financial terms such as loan, interest, tax and discount
* Understand why aspirations are important in helping to plan for the future
 |
| **Skills**PW46 Identify the skills they need to develop to make their own contribution in the working world in the futurePW47 Recognise how people manage money and learn about basic financial capabilityPW48 Make connections between their learning, the world of work and their future economic wellbeingPW49 Look after their money and realise that future wants and needs may be met through savingPW50 Show initiative and take responsibility for activities that develop enterprise capabilityPW54 Begin to set personal goalsHW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actionsCi10 Identify the difference between needs and wantsCi19 Recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than othersCi24 Work collaboratively towards common goalsCi25 Reach agreements, make decisions and manage discussions to achieve positive results |
| **Summer 2** |
| **Concepts*** Know and understand the principles of enterprise
* Understand profit and loss
* Know and understand the principles of charity work
 |
| **Skills**PW46 Identify the skills they need to develop to make their own contribution in the working world in the futurePW50 Show initiative and take responsibility for activities that develop enterprise capabilityHW9 Recognise their strengths and how they can contribute to different groups HW22 Take the lead, prioritise actions and work independently and collaboratively towards goalsHW28 Respond to challenges, including recognising, taking and managing riskCi24 Work collaboratively towards common goalsCi25 Reach agreements, make decisions and manage discussions to achieve positive results |