AUTUMN TERM 2025-2026			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
Victorians	**Investigate and interpret evidence**	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, living reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.	**The Victorians** Session 1: When was the Victorian era? Focus on **Queen Victoria** and her life, use clips and written sources to research the Queen. Create a quiz from the facts found. Session 2: The **industrial revolution**, investigate sources to find out why it happened and how it affected the people of Britain. Compare conditions in factories to present day. Session 3: **Inventions,** use a timeline to order the inventions during the Victorian period and what impact they had on the country. Which was the most significant invention, why? Session 4: Investigating the lives of children working in the Victorian period. Explore different settings e.g. coal mines, factory mills. Listen to bbc radio in the coal mines. Explain what life was like from a range of sources. Session 5: The **Workhouse** at Southwell, explore what a workhouse was, watch a video showing the tough conditions. Use a range of sources to justify opinions. Session 6:
	Build an overview of world history	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world.	

		• Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	**Ragged schools** and **Dr Barnardo**. Read a factfile about the work of Dr Barnardo and create a poster advertising his ragged schools and shelter for children. Session 7: Using all the information from across 6 weeks, create a brain dump recalling the information learnt. **Key vocabulary – empire, poverty, revolution, conditions, innovations, economy, parliament, exploration.**
	Understand Chronology	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	
	Communicate historically	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade	

		• legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.	
Geography			
Maps	**Investigate places**	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.	**Maps** Session 1: Atlas scavenger hunt, finding the seven **continents** of the world, explain the **Northern and Southern Hemisphere** and what it would be like to live near the **equator.** Session 2: Explore the symbols on a map, match the symbols and meaning on a localised map. Session 3: **COMPASS POINTS –** 4 point **compass points**, progress to 8 point. Label, direct partners (outside if available spacing), find places on the maps. Session 4: **GRID REFERENCES –** learn how to read a grid reference given with 4 points. Use a selection of maps. Progress to drawing an image on a given map with specific grid reference. Session 5: **GRID REFERENCES –** review and repeat lesson 3, moving on to an 6n point grid reference.

			Session 6: - **PLANNING A ROUTE –** Children to plan a route to the park using a **localised** map.It could be from their house to school depending on where it is located. Think about the language that needs to be used, reference to compass points and grid references. Vocabulary: longitude, grid references, compass points, county, town, city, village
	Investigate patterns	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	
	Communicate geographically	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	

		• **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Art & Design			
Surrealism	**Develop ideas**	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.	1 - What is Surrealism? A study of **surrealism** What is Surrealism? | Tate Kids - YouTube – what is it? Artists examples., what do you notice? Comment upon artists work with own thoughts and opinions. 2 - Artist Study - **Salvador Dali** Introduce the artist and examples of his work - powerpoint to follow. Focus on his portraits, what makes them surreal? What colours have been used? What **materials**? 3 - **Colour theory** Discuss the colour theory used by surrealist artists. Discuss with children how to mix paints, the primary and secondary colours and the concept of tones. In sketchbooks show their colour mixing and use of tones. 4 - Sketchbooks – drawing Children to design their own surrealist artwork. Discuss and share surreal ideas with each other in the class.
	Master Techniques	Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. Collage	

		• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Sculpture • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Drawing • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. Print • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. Textiles	Go through different pencil shading types. 5 - Sketchbooks – painting Recap on colour theory lesson previously. Add paint to last weeks sketches. 6 - Sketchbooks – drawing Refer back to sketch that has been produced, work in small groups to discuss each others art work, what could be improved? Children to complete final sketch and painting of their surreal art.

		• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Digital Media • Enhance digital media by editing (including sound, video, animation, still images and installations).	
	Take inspiration from the greats	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.	
Design & Technology			
	Master practical skills	Food • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. Materials	Lesson 1 – **Introduce arch structures**. Look at the history of them. Introduce key words. Children to annotate an image and label appropriately. **keystone, voussoir, pier, impost, perfected, ellipse, parabola** Lesson 2 – **Finger Fluency**. Practice making different arch structures using a range of resources. Explain how arches are made. Annotate diagrams. Block/acetate/paper cups/cardboard tubes/cardboard boxes **automatically, fluency, abutments** Lesson 3 – **Design inspiration**. Look at a selection of buildings designed by famous architects. **inspiration, purpose, user** Lesson 4 – **Guided Design – Think**

		• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Textiles • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). Electricals and electronics • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Computing • Write code to control and monitor models or products. Construction • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Mechanics	Creating a mood board designing a new school. Label with the building materials etc. **Steel, curve, concrete, stone, timber** Lesson 5 - **Guided Design – Think** Drawing and making (see POP task pg52) **Adapt, organise, arrange, experiment** Lesson 6 – **Guided Design – Break** Making your project. Make it and see if it works. If this breaks this is a learning opportunity. Where do improvements need to be made? Lesson 7 – **Guided Design – Re-think** Learning from last week. Re-make the arch structure. Evaluate the project that has been completed.

		• Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.	
	Design, make, evaluate and improve	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	
	Take inspiration from design throughout history	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	
Science			
	Work scientifically	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision.	**1-**

		• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	
	Understand plants	• *Relate knowledge of plants to studies of evolution and inheritance.* • *Relate knowledge of plants to studies of all living things.*	
	Understand animals and humans	• Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.	

	Investigate living things	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	
	Understand evolution and inheritance	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
	Investigate materials	• 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. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	

		• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.	
	Understand the Earth's movement in space	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Session 1- The solar system. In this small step, children learn about the Solar System. The Solar System is made up of the Sun, celestial bodies, eight planets and their moons. Session 2- Planets Children learn about the eight planets in the Solar System and their features. Children learn that all the planets in our Solar System orbit the Sun. In addition to this, children look at the different surfaces of the planets. Cross curricular computing- research. Session 3- Motion of the Earth and Planets Children learn about the movement of the Earth and the other planets in the Solar System. This includes how long it takes for each planet to orbit the Sun and why. Practical task using outside space for children to orbit. Session 4- Ideas over time. Children are given sources and may research a variety of Scientists with different ideologies about space. Aristotle/Ptolemy/Copernicus. Session 5- Planet Earth Children should understand that the Earth completes a full rotation on its axis once every 24 hours. This is why we have a 24 hour day. It is important that children are shown demonstrations of how the Earth rotates on its axis to challenge any misconceptions that they may have.

			Explore global warming. Using torches and mini globes, children demonstrate the axis turning. Session 6- Day and night Focus on the formation of the moon and its different stages. Children use chalk to draw the appearance of the moon over a period of a month. Vocabulary- force, gravity, planets, solar system, axis, rotation, orbit, spherical, revolve.
	Understand electrical circuits	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • 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. • Use recognised symbols when representing a simple circuit in a diagram.	
	Understand movement, forces and magnets.	**Magnets** • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.	Lesson 1- Friction. Children recap from year 3 what friction is and how it is created. Practical demonstration of ice and wood down a ramp. Discuss reasons why the ice travels faster. Lesson 2- Air resistance. Using vocab, air resistance, drag, force, children plan an investigation to create difference sized parachutes. Discuss variables. Lesson 3- Air resistance. Investigate and complete evaluation of parachute experiment. Suggestions of improvements to the parachutes. Lesson 4- Water resistance.

		• *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	In this step, children are introduced to water resistance. They plan a comparative test to observe whether the shape of an object affects the time it takes to fall to the bottom of a measuring cylinder filled with water. Lesson 5- Water resistance The children carry out the investigation planned in the previous lesson, focussing on variables. Lesson 6- Gravity In this small step, children look at gravity. Gravity is a non-contact force. It is difficult for children to understand because it cannot be seen. All objects have gravity, but gravity is only seen with large objects. The larger the mass of the object, the larger the gravity. This is why the Earth has greater gravity than the Moon. Vocabulary- forces, friction, air resistance, upthurst, streamlined, water resistance, gravity, magnetic forces, air resistance, variables, pull, push
	Understand light and seeing	• Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • 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.	

	Investigate sound and hearing	• Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the 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	
Computing			
	Code	• Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Boolean operators () < () () = () () > () ()and() ()or()	<u>Autumn Term 2 Vector Drawings</u> 1) Introduce vector drawings. 2) Identify shapes that are used to create a vector drawing. 3) Increase the complexity of their vector drawings using the zoom tool. 4) Gain an understanding of layers and how they are used in vector drawings. 5) Duplicating multiple objects. 6) Understand how digital images can be made from shapes and pixels. Create their own labels for the classroom using vector drawings.

		Not() to define conditions. • Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of ().	
	Connect	• Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including	Autumn Term 1 – Sharing Information Systems – children will develop their understanding of components working together as a whole. Computer systems and us – how larger computer systems work and consider how devices processes are connected.

		music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.	Transferring information – parts of a computer system are not always in the same place and may use the internet to transfer. How do computers communicate with each other? Working together – How can people work together when they're not in the same place, collaborative working online. Better working together – Reflect on working together online on a project. Shared working – Reusing and modifying work by someone else.
	Communicate	• Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.	
	Collect	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	
Music			
<u>Vocab</u> <u>Unit 1</u> Minims, crotchets, dotted crochets, quavers, Legato, staccato, solo, tempo, allegro, adagio Dynamics - loud (forte) and quiet (piano), getting	**Perform**	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).	Charanga unit – How does music bring us together. Lesson 1 – Ghost Parade Lesson 2 – Ghost Parade Lesson 3 – Words can hurt Lesson 4 – Words can hurt Lesson 5 – Joyful, Joyful Lesson 6 – Joyful, Joyful **Performing** Ghost Parade; Words can hurt; Joyful, Joyful **Composing** C, G, Ab, Bb **Improvising**

louder (crescendo)and getting quieter (decrescendo)			Using the glockenspiel and recorder Or Glockenspiel unit 1 and 2.
	Compose	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.	
	Transcribe	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.	
	Describe music	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics	

		• tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning	
P.E			
	Develop practical skills in order to participate, compete and lead a healthy lifestyle	**Games** Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game.	**FOOTBALL – Class Teacher** 1 - To develop attacking skills and apply them to different situations. 2 – To send and receive under pressure. 3 – To communicate with my team, move into space and take the ball towards goal. 4 – To use defensive techniques to win possession. 5 – To apply defending tactics as a team. 6 – To use and apply skills, principles and tactics to a game situation. **KEY LANGUAGE** Run, dribble, pass, receive, track, balance, attack, defend **Dodgeball – PPA coach** 1 - To develop throwing skills and apply them appropriately to the situation. 2 - To develop dodging skills and apply them appropriately to the situation.

		• Uphold the spirit of fair play and respect in all competitive situations. Dance • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	3 - To develop catching skills and apply them appropriately to the situation. 4 – To develop blocking skills and apply them appropriately to the situation. 5 - To understand the need for tactics and identify how to create and use them. 6 - To apply rules, skills and tactics when playing in a tournament. **KEY LANGUAGE** Throw, catch, dodge, block, balance, jump, run **Gymnastics – Class Teacher** **Week 1 -** To perform symmetrical and asymmetrical balances.(use apparatus) **Week 2 -** To develop the straight, forward, straddle and backward roll. (include in a sequence) **Week 3 -** To explore different travelling actions using both canon and synchronisation. **Week 4 -** To perform progressions of inverted movements. **Week 5 -** To explore matching and mirroring in sequence work. **Week 6 -** To create a partner sequence using apparatus. **KEY LANGUAGE** Symmetrical/ asymmetrical balances, rotation, jumps, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand

			Basketball – PPA coach **Week 1 -** To develop ways to move the ball and apply them to different situations. **Week 2 -** To develop movement skills to lose a defender in different situations. **Week 3 -** To communicate with my team, move into space and take the ball towards the goal. **Week 4 -** To defend an opponent and know when to try to intercept. **Week 5 -** To develop shooting and explore when to pass, dribble or shoot. **Week 6 -** To use and apply skills, principles and tactics to a game situation. **KEY LANGUAGE** Run, jump, throw, catch, dribble, shoot, balance
Worldviews			
Does creativity matter?- music Term 1		In this unit, pupils will explore the relationship between being human and being creative. Through engaging with a range of religious traditions, practices and texts, pupils will explore the role of music in expressing identity, belief and belonging. Drawing on questions and methods from theology and the human / social sciences, pupils will ask whether creativity matters in religious worldviews. Evidence of pupil knowledge can be recorded in a number of ways, including through written work, oracy and reflective activities.	Autumn Term 1 Lesson 1 What is a Worldview? Lesson 2 Introduction of Theology - Theo Lesson 3 What makes humans human? Lesson 4 Music and religious world views Lesson 5 Music in Christianity Lesson 6 Music in muslim worldviews Autumn Term 2

Does creativity matter?- Art Term 2		In this unit, pupils will explore the relationship between being human and being creative. Through engaging with a range of religious traditions, practices and texts, pupils will explore the role of art in expressing identity, belief and belonging. Drawing on questions and methods from theology and the human / social sciences, pupils will ask whether creativity matters in religious and non-religious worldviews.	Lesson 1 How do humans make meaning? Lesson 2 Art and Christian worldviews Lesson 3 Art and muslim worldviews Lesson 4 Art and non-religious worldviews Lesson 5 Does creativity matter?
RSE & PSED			
Families and friendships	Attraction to others; romantic relationships; civil partnership and marriage	what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends	

		• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	
Safe relationships	Recognising and managing pressure; consent in different situations	to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	
Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	1. **BM** (Being Me in My World) 'Who am I and how do I fit?' Jigsaw 1.My year ahead 2.Being a citizen of my country 3.responsibilities 4.Rewards and consequences 5.Our learning charter 6.Owning our learning charter 2. **CD** (Celebrating difference) JIGSAW 1.Different Cultures 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Does money matter?

			6. Celebrating differences around the world