


| 2024/2025  |  |  |  |  |   |   |
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|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| <b>World-wide knowledge links # (Global citizenship)</b> | <p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p> |  |  |  |   |   |
| <b>Enquiry</b>   | What is true friendship?   | Is there anybody out there?  | Have the Greeks given us more than any other civilisation?             | Why is water so precious?  | How have the Victorians influenced our lives today?   | How do I know that eating five portions of fruit and vegetables a day is good for me?                                   |
| <b>Growth mindset &amp; metacognition</b>                | I can't do it ...YET! (Introduce Growth mindset characters).   | I know how I learn best  | It's good to take a risk   | I can share my learning style  | Never give up! (The PIT)  | I can talk about my learning style  |
| <b>Diversity, Inclusion and Representation</b>           | <p><b>Ethnically diverse characters</b><br/>The life and achievements of Harriet Tubman</p> <p>Son of the Circus – A Victorian Story by E. L. Norry</p>  | <p><b>Cultural diversity</b><br/>The Fastest Boy in the World by Elizabeth Laird</p> <p>Kasia's Surprise by Stella Gurney &amp; Petr Horacek</p> | <p><b>Neuro diversity</b><br/>A Dangerous Game by Malorie Blackman</p> | <p><b>Physical disability</b><br/>The Bubble Boy by Stewart Foster</p> | <p><b>Gender equality</b><br/>Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race by Margot Lee Shetterly</p> | <p><b>Refugee equal rights</b><br/>Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Doug Kuntz</p> |

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| <b>V</b> alues                  | Rule of Law<br>Patience  | Faith<br>Empathy  | Hope<br>Appreciation   | Peace<br>Unity   | Individual liberty<br>Co-operation   | Courage   |
| <b>E</b> nriching experiences   | Imperial War Museum  | Science Museum<br>Imax  | British Museum and<br>Artis: Ancient Theatre   | Wandle trust – river<br>Wandle workshop  | Gunnersbury<br>Museum Victorian workshop   | Pizza express   |
| <b>English</b><br>Key Texts     | <br>War Horse                                     | <br>Cosmic | <br>The Adventures of Odysseus | <br>Kasper, Prince of Cats                              | <br>Street Child                              | <br>There's a boy in the Girls Bathroom                      |
| <b>English</b><br>Writing Genre | Persuasion<br>Story writing  | Story writing<br>Recount  | Story writing<br>Recount / Letter  | Newspaper<br>Instructions –<br>explanation   | Biography<br>Non-chronological<br>report   | Balanced argument<br>Poetry   |
| <b>Maths</b>                    | <b>Number: Place Value</b><br><br>3 weeks<br><br>count forwards or backwards in steps of powers of 10 for any given number up to 1 | Adventure narrative<br>Syllabic poetry  | <b>Number: Multiplication and Division</b><br><br>3 weeks<br><br>solve problems involving multiplication and     | <b>Number: Fractions</b><br><br>3 weeks<br><br>add and subtract fractions with the same denominator and denominators that are multiples of | <b>Number: Decimals</b><br><br>4 weeks<br><br>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | <b>Geometry: Position and Direction</b><br><br>1 week<br><br>identify, describe and represent the position of a shape following a reflection or |

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|  | <p>000 000</p> <p>count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit<br/>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.<br/>(read, write) order and compare numbers to at least 1 000 000</p> <p>and determine the value of each digit<br/>interpret negative numbers in context<br/>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000<br/>solve number</p> |  | <p>division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p><b>Number: Fractions</b></p> <p><b>4 weeks</b></p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths<br/>recognise mixed numbers and improper fractions and convert from one</p> | <p>the same number<br/>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p><b>Number: Decimals and percentages</b></p> | <p>solve problems involving number up to three decimal places</p> <p><b>Geometry: Properties of Shape</b></p> <p><b>3 weeks</b></p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.<br/>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>identify 3 D shapes, including cubes and other cuboids, from 2 D representations</p> | <p>translation, using the appropriate language, and know that the shape has not changed</p> <p><b>Measurement: Converting units of measure</b></p> <p><b>2 weeks</b></p> <p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)<br/>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints<br/>use all four operations to solve problems involving measure [for example, length,</p> |
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|  | <p>problems and practical problems that involve all of the above</p> <p><b>Number: Addition and Subtraction</b></p> <p><b>2 weeks</b></p> <p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which</p> |  | <p>form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> | <p><b>2 weeks</b></p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal</p> <p>solve problems which require knowing percentage and decimal equivalents</p> <p>1,</p> <p>of and ----- those fractions with a denominator of a multiple of 10 or 25</p> |  | <p>mass, volume, money] using decimal notation, including scaling</p> <p>use all four operations to solve problems involving measure [for example, money]</p> <p>solve problems involving converting between units of time</p> <p><b>Measurement: Volume</b></p> <p><b>1 week</b></p> <p>estimate volume [for example, using 1 cm blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p><b>Consolidation</b></p> <p><b>1 week</b></p> |
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|         | <p>operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p><b>Statistics</b></p> <p>2 weeks</p> <p>complete, read and interpret information in tables, including timetables</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> |  |  | <p><b>Consolidation</b></p> <p>1 week</p>  |  |  |
| Science | <p><a href="#">War Horse</a></p> <p><a href="#">Forces</a></p> <p>-Recognise that</p>   | <p><a href="#">Earth and Space</a></p> <p><a href="#">Earth and spaces/ Forces</a></p> | <p><a href="#">Ancient Greece</a></p> <p><a href="#">Forces</a></p> <p>Recognise that some</p> | <p><a href="#">Our watery world</a></p> <p><a href="#">Properties and changes of materials</a></p> | <p><a href="#">Victorians</a></p> <p><a href="#">Living things and their habitat</a></p> | <p><a href="#">Healthy living</a></p> <p><a href="#">Living things and their habitat</a></p> |

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|  | <p>some mechanisms, including levers, pulleys and gears, allow a small force to have a greater effect</p> | <p>-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects.</p> <p>-Identify the effects of air resistance, water resistance and friction that act between moving surfaces. (Air resistance of a parachute compared with sycamore seed, the friction caused by a brake on a bicycle wheel)</p> <p>-Recognise that some mechanisms, including levers, pulleys and gears allow a small force to have greater effect. (Observe how pulleys operate Victorian lock systems on canals and the workings of levers and gears on a bicycle.</p> | <p>mechanisms including levers, pulleys and gears, allow a smaller force to have greater effect (Relate to Greek inventions e.g. Archimedes’ screw, water mill etc)</p> | <p>-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>-Use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including through filtering sieving and evaporating.</p> <p>-Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>-Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>---Explain that some changes result in the</p> | <p>Describe the changes as humans develop to old age.</p> <p>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals</p> | <p>Describe the changes as humans develop to old age.</p> <p>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals</p> |
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|                  |  |  |  | formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.   |  |   |
| <b>Geography</b> |  | <p>The United Kingdom</p> <ul style="list-style-type: none"> <li>KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> |  | <p>Investigating Rivers</p> <ul style="list-style-type: none"> <li>KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>KS2 - describe and understand key aspects of physical geography,</li> </ul> |  | <p>South America</p> <ul style="list-style-type: none"> <li>KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> |  | <p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> |  | <p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>• KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</li> </ul> |
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|                         |   |   |   |  |  | including energy, food, minerals and water  |
| <b>History</b>          | A local study   |   | Who were the ancient Greeks?<br><ul style="list-style-type: none"> <li>• KS2 - Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>  |  | Victorians (from History cross curricular planning)<br><ul style="list-style-type: none"> <li>• KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>   |   |
| <b>Art &amp; Design</b> | <u>Flanders Field (Art)</u><br><p>To create sketch books to record their observations.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>To improve their</p> | <u>Van Gogh (Art)</u><br><p>To create sketch books to record their observations.</p> <p>Using sketchbooks to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including painting with a range of</p> | <u>Sculpting vases (DT)</u><br><p>To create sketch books to record their observations.</p> <p>To use sketchbooks to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials.</p> <p>To improve their mastery of art and</p> | <u>Monet and the impressionists (Art)</u><br><p>To create sketch books to record their observations.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> | <u>Moving toys (inventions) (DT)</u><br><p>Using 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.</p> <p>To generate, develop, model and communicate their ideas through</p> | <u>Great British Dishes (DT)</u><br><p>To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality, and know where and how a variety of</p> |

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|  | <p>mastery of art and design techniques, including sculpture with a range of materials.</p> | <p>materials.</p> | <p>design techniques, including painting with a range of materials.</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials.</p> |  | <p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>To 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.</p> <p>To investigate and</p> | <p>ingredients are grown, reared, caught and processed.</p> |
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|                  |  |   |   |  | <p>analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>      |  |
| <b>Computing</b> | <p>Systems and searching</p> <ul style="list-style-type: none"> <li>Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the</li> </ul> | <p>Video production</p> <ul style="list-style-type: none"> <li>Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills</li> </ul> | <p>Programming A – Selection in physical computing</p> <ul style="list-style-type: none"> <li>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a</li> </ul> | <p>Data and information – Flat-file databases</p> <ul style="list-style-type: none"> <li>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and</li> </ul> | <p>Vector drawing</p> <ul style="list-style-type: none"> <li>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual</li> </ul> | <p>Programming B – Selection in quizzes</p> <ul style="list-style-type: none"> <li>Learners will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure can be used to select different outcomes</li> </ul> |

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|  | <p>input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> | <p>of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p> | <p>microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if...then...’ structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will</p> | <p>charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p> | <p>element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work</p> | <p>depending on whether a condition is ‘true’ or ‘false’. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p> |
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|                                   |  |   | demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design. |   |   |  |
| <b>Music Insert from Charanga</b> | <p><u>Livin' On A Prayer</u></p> <p><b>Style:</b> Rock</p> <p><b>Topic and cross-curricular</b></p> <p><b>links:</b> How Rock music developed from the Beatles onwards. Analysing performance.</p> | <p><u>Classroom Jazz 1</u></p> <p><b>Style:</b> Jazz</p> <p><b>Topic and cross-curricular</b></p> <p><b>links:</b> History of music - Jazz in its historical context.</p> | <p><u>Make You Feel My Love</u></p> <p><b>Style:</b> Pop Ballads</p> <p><b>Topic and cross-curricular</b></p> <p><b>links:</b> Historical context for ballads.</p>  | <p><u>Fresh Prince Of Bel-Air</u></p> <p><b>Style:</b> Hip Hop</p> <p><b>Topic and cross-curricular</b></p> <p><b>links:</b> Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p> | <p><u>Dancing In The Street</u></p> <p><b>Style:</b> Motown</p> <p><b>Topic and cross-curricular</b></p> <p><b>links:</b> The history of Motown and its importance in the development of Popular music. Civil rights.</p> | <p><u>Reflect, Rewind and Replay</u></p> <p><b>Style:</b> Western Classical music and your choice from Year 5</p> <p><b>Topic and cross-curricular</b></p> <p><b>links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their</p> |

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|             |  |   |   |   |  | correct time and space. Consolidate the foundations of the language of music.   |
| <b>PE</b>   | Personal   | Social  | Cognitive   | Creative  | Physical   | Fitness   |
| <b>PSHE</b> | <p><a href="#">War Horse</a></p> <p><b>Internet safety and harms</b> – link to computing</p> <ul style="list-style-type: none"> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> | <p><a href="#">Earth and spaces</a></p> <p><b>Mental wellbeing</b> – link to anti-bullying week</p> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to</li> </ul> | <p><a href="#">Ancient Greece</a></p> <p><b>Physical health and fitness</b> – link to PE</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to</li> </ul> | <p><a href="#">Our watery world</a></p> <p><b>Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> | <p><a href="#">Victorians</a></p> <p><b>Mental wellbeing</b> – link to mental health awareness week</p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or</li> </ul> | <p><a href="#">Healthy living</a></p> <p><b>Changing adolescent body</b> – Link to Journey in Love</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |

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|           |  | if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).   | seek support including which adults to speak to in school if they are worried about their health.   |   | someone else’s mental wellbeing or ability to control their emotions (including issues arising online).<br><br><b>Health and Prevention</b><br><br>• the facts and science relating to allergies, immunisation and vaccination.                                  |   |
| <b>RE</b> | Creation<br>Describe more complex scripture passages in a way that shows understanding of the scripture sources used. Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, | God’s Covenants<br>Describe more complex scripture passages in a way that shows understanding of the scripture sources used. Show a knowledge and understanding of; a range of religious | Inspirational People<br>Describe more complex scripture passages in a way that shows understanding of the scripture sources used. Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of | Reconciliation<br>Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which | Life in the Risen Jesus<br>Describe more complex scripture passages in a way that shows understanding of the scripture sources used. Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the | Other Faiths<br>Show a knowledge and understanding of; a range of religious beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which |

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|  | <p>religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification. Making links to Scripture to support a point</p> | <p>beliefs, the life and work of key figures in the history of the people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Listening and responding to a variety of points of views, supporting these views with reasons and justification. Making links to Scripture to support a point of view.</p> | <p>meaning and purpose. Show an understanding of how their own and others' decisions are informed by beliefs and values. Listening and responding to a variety of points of views, supporting these views with reasons and justification. Making links to Scripture to support a point of view. The chance to express a reasoned preference and begin to arrive at informed judgements<br/><br/><b>The Beatitudes</b></p> | <p>arise as a consequence of their beliefs. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Show an understanding of how their own and others' decisions are informed by beliefs and values. Listening and responding to a variety of points of views, supporting these views with reasons and justification. The chance to express a reasoned</p> | <p>people of God, religious symbols and steps involved in age appropriate religious actions and worship and those actions of believers which arise as a consequence of their beliefs. Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification.<br/><br/><b>The Resurrection</b></p> | <p>arise as a consequence of their beliefs. Listening and responding to a variety of points of views, supporting these views with reasons and justification. The chance to express a reasoned preference and begin to arrive at informed judgements<br/><br/><b>Judaism</b></p> |
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|  | <p>of view.</p> <p>The Fall<br/>God's great helpers<br/>and gifts</p> | <p>The chance to express a reasoned preference and begin to arrive at informed judgements</p> <p>Abraham<br/>The Exodus<br/>The Prophet's message</p> |  | <p>preference and begin to arrive at informed judgements</p> <p>Sin<br/>Forgiveness</p> | <p>Prayer</p> |  |
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