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| **Year 5** |
| **Geography** |
| **Come Fly With Me! America** |
| **Concepts****NC** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features  studied**NC** - Locate the world’s countries, concentrating on environmental regions, key physical and human  characteristics, countries, and major cities1. To be able to locate North and Central America, including some of the different countries and states
2. To know about the weather and climate of North and Central America
3. To identify the famous landmarks of North America, both physical and human
 |
| **Skills**Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales |
| **In Your Element** |
| **Concepts****NC** - To name and locate countries and cities of the United Kingdom, geographical regions and their  identifying human and physical characteristics, key topographical features (including hills,  mountains, coasts, rivers), and understand how some of these aspects have changed over time**NC -** Describe and understand key aspects of human geography, including distribution of natural  resources including energy, food, minerals and water**Earth**1. To name and locate the main UK and world mountains
2. To learn about different types of rocks, soils and minerals
3. To learn about earthquakes

**Fire**1. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava

**Water**1. To learn about tsunamis and their link with earthquakes
2. To name and locate the main UK and world rivers and seas
3. To learn about the use of water in trade links
4. To learn about the distribution of water and water supplies e.g. drought, flooding

**Air**1. To learn about climate zones
2. To know the difference between a tornado, hurricane and cyclone
 |
| **Skills**Ge43 Ask suitable geographical questions leading to investigation Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusionsGe47 Identify a range of geographical processes that cause change in the physical and human world in different placesGe49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area |
| **Full Of Beans** |
| **Concepts****NC** - Describe and understand key aspects of human geography, including distribution of natural  resources including energy, food, minerals and water1. To learn about different types of beans
2. To know how and where in the world beans are grown and how to plan an experiment to grow beans
3. To know about different energy sources and where they come from
4. To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source
5. To learn how to save energy and understand the effect this will have on the environment (local / national / global level)
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| **Skills**Ge43 Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales |

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| **Year 5** |
| **Science** |
| **Come Fly With Me! America** |
| **Concepts**1. To distinguish between an object and the material from which it is made
2. To understand the difference between man-made and natural materials and identify and sort both
 |
| **Skills**Sc38 Plan different types of scientific investigations Sc39 Make predictions based on scientific knowledge Sc40 Carry out a range of scientific investigations Sc46 Select information from provided sources Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs Sc48 Produce written explanations of results, causal explanations and conclusions Sc49 Use results to make predictions for further tests  |
| **Mission Control** |
| **Concepts**1. To know that the Sun, Earth and Moon are approximately spherical bodies (NC)
2. To know about and explain the movement of the Earth relative to the Sun in the solar system (NC)
3. To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky (NC)
4. To know about and explain the movement of the Moon relative to the Earth (NC)
 |
| **Skills**Sc39 Make predictions based on scientific knowledge Sc42 Identify trends and patterns and offer explanations for these Sc46 Select information from provided sources Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs |
| **Full Of Beans** |
| **Concepts**1. To identify common appliances that run on electricity
2. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off positions of switches (NC)
3. To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (NC)
4. To know how to use recognised symbols when representing a simple circuit in a diagram (NC)
5. To understand the term ‘energy’ and identify a range of different renewable and non-renewable energy sources
 |
| **Skills**Sc38 Plan different types of scientific investigations Sc39 Make predictions based on scientific knowledge Sc40 Carry out a range of scientific investigations Sc41 Begin to recognise and control variables where appropriate during investigations Sc43 Carry out a fair test explaining why it is fair Sc47 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs |

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| **Year 5** |
| **History** |
| **Come Fly With Me! America** |
| **Concepts****NC** - Pupils should be taught about a non-European society that provides contrasts with British historyB. To learn about the discovery of AmericaC. To know about the Native Americans |
| **Skills**Hi35 Identify and describe reasons for and results of historical events, situations and changes |
| **You’re Not Invited** |
| **Concepts****NC** - Pupils should be taught about the Roman Empire and its impact on Britain1. To learn the meaning of the word ‘invasion’ and understand the possible reasons for and consequences of an

 invasion1. To know the location of Italy and the Roman Empire
2. To understand why the Roman Army was so successful in their invasions
3. To learn about some of the famous battles that took place during the Roman era
4. To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded
 |
| **Skills**Hi32 Investigate the characteristic features of, and changes within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi37 Identify and describe the effects of some economic, technological and scientific developments Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, CE, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms |
| **The Rescuers** |
| **Concepts*** To learn about the sinking of the famous ship, the Titanic
* To learn about the communication on the Titanic and how communication methods changed in the last one hundred years
* To learn about the chronology of the relevant events leading up to the sinking of the Titanic
* To draw conclusions about what led to the sinking of the Titanic
* To understand the role played by Molly Brown in the rescue effort
* To understand the role played by Harold Bride in the rescue effort
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| **Skills**Hi33 Devise historically valid questions about change, similarity and difference and investigate to fi­nd possible answersHi34 Investigate events in the past using primary and secondary sourcesHi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sourcesHi37 Identify and describe the effects of some economic, technological and scientifi­c developments Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Hi40 Interpret historical evidenceHi41 Select and organise relevant historical information, making appropriate use of dates and terms |
| **Pharoah Queen** |
| **Concepts****NC** - Pupils should be taught about an Early Civilization e.g. Egypt* To know the location of Egypt
* To know about the significant Ancient Egyptian places and individuals
* To know about Ancient Egyptian beliefs and practices
* To understand how evidence is used to make historical claims
* To understand the importance of the River Nile in Ancient Egyptian times
* To learn about the third female pharaoh, Hatshepsut
 |
| **Skills**Hi32 Investigate the characteristic features of, and changes within, periods of historyHi33 Devise historically valid questions about change, similarity and difference and investigate to fi­nd possible answersHi34 Investigate events in the past using primary and secondary sourcesHi35 Identify and describe reasons for and results of historical events, situations and changes Hi38 Place events, people and changes into correct periods of timeHi40 Interpret historical evidenceHi41 Select and organise relevant historical information, making appropriate use of dates and terms |
| **Mission Control** |
| **Concepts**1. To learn about space exploration and discovery
2. To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts
3. To learn about the development and role of satellite communication
 |
| **Skills**Hi32 Investigate the characteristic features of, and changes within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms |

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| **Year 5** |
| **Art** |
| **Come Fly With Me! America** |
| **Painting****Skills Development*** To learn about different types of paint and explore their capabilities on a range of surfaces

**Concepts****NC -** To know about great artists, architects and designers* To know that Jackson Pollock is famous for abstract art
* To understand that his paintings are not meant to represent specific objects / people
* To identify their own feelings and emotions when looking at his paintings
 |
| **Skills**Ar72 *Painting* Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideasAr75 Compare and comment on ideas, methods and approaches used in their own and others’ work, beginning to relate these to intention, in order to adapt and improve outcomes Ar78 *Painting* Create imaginative work from a variety of sources |
| **Mission Control** |
| **Painting****Concepts****NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range  of materials* To learn about primary and secondary colours and what they can be used for e.g. warm colours, cold colours, complementary colours
* To learn about colour wheels, including tints, tones, shades and hues
* To understand when you apply paint and materials (e.g. sand, sugar grit) to different types of paper, it will create different textures
 |
| **Skills**Ar72 *Painting* Work on preliminary studies to test media and materials Ar75 Compare and comment on ideas, methods and approaches used in their own and others’ work, beginning to relate these to intention, in order to adapt and improve outcomes Ar77 *Painting* Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Ar78 *Painting* Create imaginative work from a variety of sources |
| **You’re Not Invited** |
| **3D Form****Concepts****NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials* To know how to make a slab pot
* To know that Roman mosaics were common forms of decoration during the reign of the Roman Empire
* To learn about the significance of Roman mosaic art and their designs
 |
| **Skills**Ar75 Compare and comment on ideas, methods and approaches used in their own and others’ work, beginning to relate these to intention, in order to adapt and improve outcomes Ar84 *3-D Form* Use recycled, natural and man-made materials to create sculpture Ar85 *3-D Form* Plan a sculpture through drawing and other preparatory work Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials |
| **Full Of Beans** |
| **Drawing****Skills Development*** To explore different drawing stimuli

**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 that different drawing implements are used to create light and dark effects
* To investigate the colour green and understand links e.g. green can symbolise love, associated with Venus
* To know how to create different shades and tones of green
 |
| **Skills** Ar70 *Drawing* Research and use a variety of source material for their work Ar71 *Drawing* Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape Ar73 *Drawing* Work in a sustained and independent way from observation, experience and imagination Ar76 *Drawing* Use a sketchbook to develop ideas Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials |

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| **Year 5** |
| **Design Technology** |
| **You’re Not Invited** |
| **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 wider range of tools and equipment to perform practical tasks (for example,  cutting, shaping, joining and finishing), accurately**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**NC -** Investigate and analyse a range of existing products**NC -** Evaluate their ideas and products against their own design criteria and consider the views of  others to improve their work* Design and make a sleeping place suitable for a soldier
 |
| **Skills**Dt35 Investigate ways of meeting design challenges with a construction focus Dt38 Analyse a range of existing products Dt40 Plan what they have to do, including how to use materials, equipment and processes Dt41 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| **Mission Control** |
| **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 wider range of tools and equipment to perform practical tasks (for example,  cutting, shaping, joining and finishing), accurately**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**NC -** Investigate and analyse a range of existing products**NC -** Evaluate their ideas and products against their own design criteria and consider the views of  others to improve their work* Design and make a model of a time-keeping device suitable for a spaceman
 |
| **Skills**Dt35 Investigate ways of meeting design challenges with a construction focus Dt36 Investigate how the work of individuals in design and technology has helped to shape the world Dt37 Identify users’ views and take these into account Dt38 Analyse a range of existing products Dt39 Estimate and measure using appropriate instruments and units Dt40 Plan what they have to do, including how to use materials, equipment and processesDt41 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Dt42 Apply knowledge of mechanical and electrical control when designing and making functional products  |
| **Come Fly With Me! America - Mechanisms - Structures 1** |
| **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 -** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures * Create a frame structure
* Join up frames to create a bridge
 |
| **Skills**Dt35 Investigate ways of meeting design challenges with a construction focusDt36 Investigate how the work of individuals in design and technology has helped to shape the worldDt37 Identify users’ views and take these into accountDt38 Analyse a range of existing productsDt39 Estimate and measure using appropriate instruments and unitsDt40 Plan what they have to do, including how to use materials, equipment and processes |
| **Full of Beans – Electronics 2** |
| **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 traffic control system
 |
| **Skills**Dt39 Estimate and measure using appropriate instruments and unitsDt40 Plan what they have to do, including how to use materials, equipment and processesDt41 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided designDt42 Apply knowledge of mechanical and electrical control when designing and making functional productsDt43 Refine sequences of instructions to control events or make things happen |

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| **Year 5** |
| **Music** |
| **Come Fly With Me! America** |
| **Skills Development*** To understand the importance of diaphragmatic breathing when singing
* To understand what a round is and learn to sing a round in two parts

**Concepts****NC -** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* To know what a national anthem is and its purpose
* To know the meaning of ‘crescendo’
* To know that music can affect mood and emotions
* To know which orchestral families some instruments belong to
* To be able to correctly play a range of percussion instruments
 |
| **Skills**Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu43 Describe and compare different kinds of music using key musical vocabulary Mu44 Listen carefully, developing and demonstrating musical understanding Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect Mu49 Compose their own instrumental and vocal music and perform their own and others’ compositions |
| **Mission Control** |
| **Skills Development*** To understand what metre is and its relationship to beat
* To know how to identify metre within a piece of music
* To know what a polyrhythm is

**Concepts****NC -** Use and understand staff and other musical notations* To understand what a cyclic pattern is
* To understand the difference between strong and weak beats in a piece of music
* To know what metre means
* To know how to notate a simple melody, using letter names or on a stave
* To know what a musical is and the features of this genre
 |
| **Skills**Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu40 Explore the use of notation and ICT to support creative work Mu41 Suggest improvements to their own and others’ work Mu42 Identify the relationship between sounds and how music reflects different intentions Mu45 Perform by ear Mu47 Sing songs with increasing control of breathing, posture and sound projection Mu48 Use ICT to change and manipulate sounds Mu49 Compose their own instrumental and vocal music and perform their own and others’ compositions |
| **You’re Not Invited** |
| **Skills Development*** To use listening skills to identify and distinguish between a wider range of dynamics
* To create sounds with a range of dynamics, with accuracy

**Concepts****NC -** Improvise and compose music for a range of purposes using the inter-related dimensions of music* To know that music is used for different purposes, including keeping spirits up in battle
* To understand how pitch and dynamics have an impact on the overall effect of a piece of music
* To know the impact that tempo and beat have on a piece of music
* To know about the origins of the Haka and its meaning
 |
| **Skills**Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu41 Suggest improvements to their own and others’ work Mu42 Identify the relationship between sounds and how music reflects different intentions Mu49 Compose their own instrumental and vocal music and perform their own and others’ compositions |

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| **Year 5** |
| **PSHE - Theme** |
| **Come Fly With Me! America** |
| **Concepts*** Know and understand the importance of listening to others
* Understand the role of the listener in any relationship
* Recognise that there are many ways to communicate
* Understand the need to both listen and speak when communicating with others
* Understand the benefits of living in a diverse community and learn to celebrate diversity
 |
| **Skills**PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support PW52 Talk, write and explain their views on issues that affect the wider environment PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures PW64 Identify how to find information and advice through help linesPW66 Reflect on the many different types of relationships that exist PW69 Talk with a wide range of adultsHW4 Recognise and respect similarities and differences between people HW15 Listen to, reflect on and respect other people’s views and feelingsHW20 Work independently and in groups, taking on different roles and collaborating towards common goals Ci15 Work co-operatively, showing fairness and consideration to othersCi18 Recognise that communities and the people within them are diverse, changing and interconnected Ci21 Discuss how people can live and work together to benefit their communities  |
| **Full Of Beans** |
| **Concepts*** Know and understand financial terms such as loan, interest, tax and discount
* 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 future PW47 Recognise how people manage money and learn about basic financial capabilityPW48 Make connections between their learning, the world of work and their future economic wellbeing PW49 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 goals HW23 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 others Ci24 Work collaboratively towards common goals Ci25 Reach agreements, make decisions and manage discussions to achieve positive results  |

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| **Year 5** |
| **PSHE - Additional 3D PSHE Lessons** |
| **Autumn 1** |
| **Concepts** * Understand why structure is needed in different situations
* Understand the term ‘anarchy’ and understand the implications of living in an anarchic society
* Know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy
* Learn about organisations such as the United Nations
* Understand the importance and significance of equal rights
* Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
* Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
* Know 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
* Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
 |
| **Skills**PW55 Take action based on responsible choicesPW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressuresPW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friendsPW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs HW2 Recognise right and wrong, what is fair and unfair and explain why HW4 Recognise and respect similarities and differences between peopleHW15 Listen to, reflect on and respect other people’s views and feelingsHW17 Self-assess, understanding how this will help their future actions Ci2 Recognise the difference between right and wrong and what is fair and unfairCi17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice Ci19 Recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than othersCi21 Discuss how people can live and work together to benefit their communitiesCi23 Consider the main features of a democracy Ci24 Work collaboratively towards common goalsCi25 Reach agreements, make decisions and manage discussions to achieve positive results Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making |
| **Autumn 2** |
| **Concepts*** Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
* Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle
* Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
* Understand the need for empathy when peers are experiencing conflict at home
* Understand the benefits of living in a diverse community and learn to celebrate diversity
 |
| **Skills**PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate supportPW53 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 pressuresPW63 Recognise that positive friendships and relationships can promote health and wellbeingPW64 Identify how to find information and advice through help lines PW68 Manage changing emotions and recognise how they can impact on relationshipsPW69 Talk with a wide range of adultsHW4 Recognise and respect similarities and differences between people HW20 Work independently and in groups, taking on different roles and collaborating towards common goals Ci18 Recognise that communities and the people within them are diverse, changing and interconnected Ci21 Discuss how people can live and work together to benefit their communities |
| **Spring 1** |
| **Concepts*** Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
* Know the characteristics and mental and physical benefits of an active lifestyle
* Understand the importance of making changes in adopting a more healthy lifestyle
* Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
 |
| **Skills**PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive wayPW55 Take action based on responsible choices PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressuresPW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friendsPW58 Recognise that when the body changes during puberty it can affect feelings and behaviourPW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygienePW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugsPW64 Identify how to find information and advice through help linesPW65 Recognise how new relationships may develop PW68 Manage changing emotions and recognise how they can impact on relationshipsHW11 Recognise how their behaviour and that of others may influence people both positively and negatively HW18 Work and play independently and in groups, showing sensitivity to others |
| **Spring 2** |
| **Concepts*** Know that mental wellbeing is a normal part of daily life, in the same way as physical health
* Know about the basic synergy between physical, emotional and mental health
* Know the importance of permission-seeking and giving in relationships with friends, peers and adults
* Recognise that there are many different ways to communicate
* Understand the need for confidentiality in certain situations
* Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
* Know and understand the importance of listening to others
* Understand the role of the listener in any relationship
* Recognise that there are many ways to communicate
* Understand the need to both listen and speak when communicating with others
 |
| **Skills**PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievementsPW35 Show awareness of changes that take place as they grow PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate supportPW56 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 behaviourPW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW64 Identify how to find information and advice through help linesPW66 Reflect on the many different types of relationships that existHW5 Recognise and respond to issues of safety relating to themselves and others and how to get helpHW16 Negotiate and present their own viewsCi15 Work co-operatively, showing fairness and consideration to others |
| **Summer 1** |
| **Concepts*** Know what constitutes a healthy diet (including understanding calories and other nutritional content)
* Know about the different food groups and their related importance as part of a balanced diet
* Develop an awareness of their own dietary needs
* Know the principles of planning and preparing a range of healthy meals
* Know what constitutes a healthy diet (including understanding calories and other nutritional content)
* 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
* Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
* Know about and understand the importance of touch in a range of contexts
* Know the difference between appropriate and inappropriate touches
* Know how to recognise and report feelings of being unsafe or feeling bad about any adult
 |
| **Skills**PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestylePW41 Begin to make informed lifestyle choicesPW48 Make connections between their learning, the world of work and their future economic wellbeingPW55 Take action based on responsible choicesPW59 Recognise when physical contact is acceptable and unacceptablePW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestylePW67 Judge what kind of physical contact is acceptable or unacceptable in relationshipsHW9 Recognise their strengths and how they can contribute to different groups HW13 Listen to and show consideration for other people’s views HW16 Negotiate and present their own viewsHW20 Work independently and in groups, taking on different roles and collaborating towards common goalsHW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergencyHW28 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 |
| **Summer 2** |
| **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
* Know concepts of basic first aid, for example dealing with common injuries, including head injuries
 |
| **Skills**PW46 Identify the skills they need to develop to make their own contribution in the working world in the future PW55 Take action based on responsible choicesPW63 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 existHW5 Recognise and respond to issues of safety relating to themselves and others and how to get help HW9 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 negatively HW18 Work and play independently and in groups, showing sensitivity to othersHW20 Work independently and in groups, taking on different roles and collaborating towards common goalsHW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergencyCi15 Work co-operatively, showing fairness and consideration to othersCi18 Recognise that communities and the people within them are diverse, changing and interconnected |