



**USWORTH COLLIERY
PRIMARY SCHOOL**

YEAR 4

**KEY SKILLS, KNOWLEDGE
& UNDERSTANDING**

**CURRICULUM
COVERAGE 2020-2021**

SCIENCE

<p>Year 3 & 4</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Begin to raise their own relevant questions about the world around them • Should be given a range of scientific experiences including different types of science enquiries to answer questions • Can make and record a prediction before testing using scientific vocabulary and simple reasons. • Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions and which information needs to be collected • Set up simple practical enquiries, comparative and fair tests • Understands what a simple fair test is, recognise what a simple fair test is, when it is necessary and how it is fair. • Talk about criteria for grouping, sorting and classifying; and use simple keys • Use secondary sources and recognise when and how they might help them to answer questions that cannot be answered through practical investigations • With support helps to make decisions about what systematic and careful observations to make and how long to make them for and the type of simple equipment that might be used. • With support, begin to look for patterns and relationships (some naturally occurring) and decide what data to collect to identify them • Take fair and accurate measurements using standard units and a range of equipment (including thermometers and data loggers) appropriately. • Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys • With support, begin to make decisions about how to analyse this data • With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions from their findings • Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences (including oral and written explanations, ICT, displays or presentations of results and conclusions) • With support discusses the success of their working methods and suggests ways of improving what they have already done.
<p>Year 4</p>	<p>Animals and Humans</p> <ul style="list-style-type: none"> • Identify and name the basic parts of the digestive system in humans. • Describes the simple functions of the basic parts of the digestive system in humans. • Identifies the different types of teeth in humans and their simple functions. • To identify what damages teeth and how to look after them • Compare the teeth of herbivores and carnivores and suggest reasons for the differences • Constructs and interprets a variety of food chains, identifying producers, predators and prey. <p>Materials</p> <ul style="list-style-type: none"> • Compares and groups everyday materials according to whether they are solids (hold their shape), liquids (forms a pool) or gases (escapes from an unsealed container). • Observes and explains that some materials change state when they are heated or cooled and measures the temperature at which this happens in degrees Celsius (°C). • Researches the temperature that materials change state e.g iron melting or when oxygen condenses into a liquid • Identifies the part played by evaporation and condensation in the water cycle and associates the rate of evaporation with temperature. • Could work scientifically by: observing water as a solid, liquid and a gas, noting changes to the water when it is heated or cooled.

- Could work scientifically by: grouping and classifying a variety of different materials by relating temperature to the changing state of materials like chocolate, butter, cream - eg. In context making crispy cakes or ice-cream for a party
- Could work scientifically by: observing and recording evaporation over a period of time e.g puddle in the playground or washing on the line and investigate how temperature effects this

Living Things and Their Habitats

- Recognises that living things can be grouped in a variety of ways.
- Explores and uses a classification key to help group, identify and name a variety of living things in the local and wider environment (plants: flowering and non-flowering animals: vertebrates, invertebrates etc)
- Recognises that environments can change and that this can sometime human impacts can pose dangers to living things.
- Could work scientifically by: observing animals in their local habitats throughout the year identifying any changes throughout the year and making a guide to local living things they have observed and researched

Sound

- Identify and compare sounds (from a range of objects and instruments) and how they are made, associating some of them with something vibrating.
- Recognise how vibrations from sounds travel through a medium to the ear.
- Finds patterns between the pitch of a sound and features of the object that produced it.
- Finds patterns between the volume of a sound and the strength of the vibrations that produced it.
- Could work scientifically by: investigating how the pitch and volume of sounds can be changed in a variety of ways including from instruments children have made themselves
- Recognises that sounds get fainter as the distance from the sound source increases.
- Could work scientifically by: Investigating which materials give the best insulation for sound when making ear muffs
- Could work scientifically by: Finding patterns between sounds made from similar but different objects eg elastic bands of different thickness and metal pans of different sizes

Electricity

- Identifies common appliances that run on electricity
- Constructs a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identifies whether or not a lamp will light in simple circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognises that a switch opens and closes a circuit and associates this with whether or not a lamp lights in a simple circuit.
- Recognises some common conductors and insulators, and associate metals with being good conductors.
- Could work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.
- Explain precautions that could be taken for working safely with electricity.

WHOLE SCHOOL GEOGRAPHY OVERVIEW

Each topic will cover these 4 elements of geographical knowledge

- **Locational knowledge**
Continent, hemisphere, position in relation to Equator, ocean, sea, major cities topographical features, land use (and change of land use) time zone
- **Human geography**
Types of settlement and land use economic acuity including trade links distribution of natural resources including energy food minerals and water
- **Physical geography**
Climate zones, biomes and vegetation belts, rivers mountains, volcano earthquakes and the water cycle
- **Environmental Impact/Effect**
The effect of human behaviour on this location. Considering how and why it is changing, how the place compares with other places, what it could be like in the future and what can we could do to influence change?

The teaching of Fieldwork skills will be embedded within each topic.

- **Fieldwork Skills KS2**
Use maps, atlases, globes and digital/computer mapping, use the eight points of a compass, four and six figure grid references, symbols and key including OS maps.

Year 4

UK City Study - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied- Newcastle or Sunderland

- **Locational knowledge** – identify city on a map and an atlas. Describe location, aerial photographs
- **Human geography** what amenities are in the areas, transport links, land use, trade links, why are people attracted to cities? How could an area improve?
- **Physical geography** – rivers, features of villages and cities
- **Environmental Impact/Effect** – Noise pollution, graffiti, litter, pedestrianised parts of a city.

River Study and City locations - Settlements, land use, economic activity, including natural resources, especially water supplies.- Tyne or Wear

- **Locational knowledge** – How do you locate river on a map?
- **Human geography** what amenities are in the areas.
- **Physical geography** – label river features, water cycle
- **Environmental Impact/Effect** – rubbish in rivers

Rainforest – Amazon

- **Locational knowledge** – locate using a map and a globe, equator
- **Human geography** – types of settlement and land use, economic activity
- **Physical geography** – vegetation bets, rivers, effect on the water cycle?
- **Environmental Impact/Effect** – Fair trade, deforestation

GEOGRAPHY

Year 4	<p>Geographical Enquiry</p> <ul style="list-style-type: none">• Carry out a survey to discover features of cities and villages.• Find the same place on a globe and in an atlas.• Label the same features on an aerial photograph as on a map.• Plan a journey to a place in England using a road map.• Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.). <p>Physical</p> <ul style="list-style-type: none">• Describe the main features of a well-known city.• Describe the main features of a village.• Describe the main physical differences between cities and villages.• Use appropriate symbols to represent different physical features on a map.• Know and label the main features of a river.• Explain the features of the water cycle.• Explain how the water cycle works.• Explain why many cities of the world are situated by rivers.• Label layers of a rainforest and know what deforestation is• Know the name of and locate a number of the world's longest rivers. <p>Human</p> <ul style="list-style-type: none">• Explain why people are attracted to live in cities.• Explain why people may choose to live in a village rather than a city.• Know why most cities are located by a river.• Explain how a locality has changed over time with reference to human features.• Find different views about an environmental issue. What is my view.• Suggest different ways that a locality could be changed and improved <p>Geographical Knowledge</p> <ul style="list-style-type: none">• Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.• Know what is meant by the term 'tropics'• Know the difference between the British Isles, Great Britain and UK.• Name up to six cities in the UK and locate them on a map.• Locate and name some of the main islands that surround the UK.• Know the names of and locate at least eight major capital cities across the world.• Know, name and locate the main rivers in the UK.• Name and locate many of the world's major rivers on maps.
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WHOLE SCHOOL HISTORY OVERVIEW

When teaching each historical era, the 7 key history skills must be taught for each one.

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

In each era children will learn about and compare some or all of the following historical themes

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

HISTORY

Year 4 Autumn	<p>Has Corona virus ever happened before? The Great Plague (1665 – 1666) Newcastle (1636) and advancements in medicine</p> <ul style="list-style-type: none">• Achievements (scientific and cultural) Medicine (miasmatic theory - bad air) and sanitation, housing – town planning (link to Great Fire)• Housing and architecture Cramped, slum housing, lack of sanitation. Red crosses on the doors, quarantine.• Society (politics and class) Plague ‘doctors’, so-called ‘nurses’ miasmatic theory (bad air), changes to daily life (grass!) Effects on the wealthy and poor (wealthy often fled cities to the safer countryside).• Food Farming and Trade Trade limitations• Entertainment Ring a ring of roses <p>Constructing the Past</p> <ul style="list-style-type: none">• Understand what life in medieval Britain would have been like and how this contributed to the spread of the plague – housing, lack of sanitation etc.• Identify where the medieval ages and specifically black death fit into our overall understanding of history. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none">• Sequence the spread of Black Death across Europe and compare to spread of Corona Virus across world. Are there any similarities, differences? – masks, lockdowns, punishment of the lord?• Understand the terms medieval and dark ages and place into context compared to other eras studied.• Use terminology of centuries to order and sequence events/people, rounding up to the nearest century. <p>Continuity and Change</p> <ul style="list-style-type: none">• Compare and contrast the different responses to the Black Death and the Corona Virus – Remedies, medicine, religion, cultural response, lockdowns, populations etc.• Consider how lives changed for medieval Britons due to the plague. <p>Cause and Effect</p> <ul style="list-style-type: none">• Identify the cause of the Plague in Britain and its spread across medieval Europe – rats, sanitation etc.• Consider the effect on the population of Britain and Europe after the plague – new laws, changes to ways of life.• Identify the effect of the black death – symptoms, attempted cures etc. <p>Significance and Interpretation</p> <ul style="list-style-type: none">• Explore the significance of the outbreak – death rates, population changes etc. Plague had happened before and after but never this badly.• Consider the significance of the Plague when it hit Newcastle and Gateshead in a following wave. <p>Historical Enquiry</p> <ul style="list-style-type: none">• Independent enquiry using a range of primary and secondary sources• Use evidence to build up a picture of a past event. <p>Using Sources as Evidence</p> <ul style="list-style-type: none">• Evaluate the usefulness and reliability of different sources.• Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence.
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<p>Year 4</p> <p>Spring</p>	<p>What have the Roman's ever done for us?</p> <p>The Roman Empire and its impact on Britain (not Roman Empire as a whole)</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) sanitation, public order, irrigation, roads, a fresh water system. • Housing and architecture Building with stone - Hadrian's Wall. Spas, Aqueducts, viaducts, Fort towns • Society (politics and class) Emperors, slaves, gladiators. Why were they successful? Different attitudes of different tribes towards the Romans. • Food Farming and Trade Growth of empire – coins with emperor's heads. • Entertainment Gladiators • Beliefs Polytheistic • Weapons and warfare Army life. Rebellion – Boudicca/ different perspectives of Boudicca. Salt and Ale. Tortoise formation. Army structure and roles. <p>Constructing the Past</p> <ul style="list-style-type: none"> • Build a coherent knowledge of British history from the Iron Age to Roman Britain, considering what life was like in Celtic Britain prior to the Roman Invasion. • Consider the rise of the Roman empire and how it led to Britain being conquered. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Place Ancient Romans and Roman Britain into the wider context of historical chronology. • Begin to use scaled timelines to understand intervals between events and their durations. • Deepen understanding of concurrent civilisations around the world and their impact on future civilisations. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify the changes brought about due to the Roman conquest – public order, roads, architecture, irrigation, water systems, entertainment, sanitation, engineering etc. • Identify the continuities throughout the period – were all Britons affected in the same way? What features of life remained. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identify the reasons for the invasion of Britain by the Romans and the impact that it had on the lives of people living here, both then and now. – How did it advance British society? • Identify the reasons for the Roman abandonment of Britain and the impact on life in the country following their exit. • Consider the legacy left behind by the Romans. <p>Significance and Interpretation</p> <ul style="list-style-type: none"> • Identify why Boudicca is such a significant individual for both British and Roman British history – what was her response to the Roman invasion? How successful was it? (primary resources) • Consider alternative responses to the Roman invasion – Cartimandua. • Understand how decisions and events have consequences, both positive and negative. • Identify why interpretation of different sources is critical to our understanding of the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Investigate a significant Roman emperor – Hadrian would be appropriate – Why did he build a wall? • Make independent decisions on using relevant material to answer questions about the past. <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Question the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio • Compare different versions of the same event, identifying similarities and differences, explaining possible reasons for the anomalies.
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<p>Year 4 Summer</p>	<p><i>Who would have thought that going to the beach could be so dangerous?</i> A Study of an aspect or theme in British history, beyond 1066 – D-Day and the beginning of the end of WW2</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Combination of Allied Forces mounting attack in secret. Planning and innovations. • Society (politics and class) United effort – beginning of end of class system linked to women’s rights and WW1. Nazis and our democracy. • Food Farming and Trade Land Army, rations • Entertainment Keeping spirits up – link to WW1 • Weapons and warfare Technological advancements. <p>Constructing the Past</p> <ul style="list-style-type: none"> • Build a coherent knowledge on the build up to, and outbreak of WWII • Understand what life in Britain was like pre-war and during the early years of the war – bombings, evacuations, gas masks, losing loved ones, Churchill etc. • Consider the state of Europe shortly before 6th June 1944 – D Day – and the circumstances leading up to it <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Sequence key events from WWII on a scaled timeline, giving reasons for their order. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify how people’s lives changed throughout the war and in the aftermath – soldiers, children, women, society as a whole, poor people, rich people, • Consider how warfare in WW2 was different to warfare in previous areas studied – tactics, weaponry, casualties, technology etc. Were there any similarities? • Investigate the similarities and differences between civilians in both the UK and Germany. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identify the effects on following civilisations and today • Identify the effect on the British Empire due to WWII – Nearly 3million Commonwealth soldiers in the army. Break up of empire. • Consider the effect of D day in turning the tide in the war. <p>Significance and Interpretation</p> <ul style="list-style-type: none"> • Identify the significance of the D-day landings – why are they consider the beginning of the end of the war? <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Investigate the tactics and innovations used on D-day using a range of sources. <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Use a range of sources, both German and British and identify how and why propoganda was used and the effect it had on the reliability of primary sources from the time. How might secondary sources written later on be more reliable and unbiased?
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ICT

Year 4	<p>Programming</p> <ul style="list-style-type: none">• Write programs to create simple animations and patterns.• Make turns by different degrees.• Predict the outcome of my instructions and programs.• Use inputs and outputs when writing simple programs.• Use a loop within my programs.• Control simple devices by giving instructions.• Explore the effects of changing variables in a simulation and when controlling things. <p>Handling Data</p> <ul style="list-style-type: none">• A simple spreadsheet model, enter data, highlight it and make clearly labelled graphs.• Use and recognise 'cells', 'rows' and 'columns' effectively when handling data.• Sort and search a database to answer simple questions.• Sort and classify information on screen by more than two criteria (Venn diagram). <p>E-communication</p> <ul style="list-style-type: none">• Appreciate the benefits of ICT to send messages and to communicate.• Contribute to a class blog. <p>Key Skills</p> <ul style="list-style-type: none">• Use formatting such as bullet points or numbers, auto shapes and text boxes to reposition and organise my work.• Right click for suggested spellings when correcting my work.• Add borders and alter shading and colour fill on auto shapes, word art and excel cells.• Insert page numbers.• Recognise the need for a good page design.• With help, reformat text boxes and images to make them fit for purpose (square, tight, in front, behind) and allow overlapping and rotation.• Choose the most appropriate page layout and document type for presenting my work.• Begin to understand the difference between save and save as. <p>Multimedia Production</p> <ul style="list-style-type: none">• Review and delete unwanted images.• Combine text, images and sounds in different programs to target a familiar audience.• Manipulate sound when using recording software by altering the pitch and tempo.• Know that sounds exist in different formats.• Capture images (and other media) using different methods.• Create a multimedia presentation that teaches others something that I have learnt.• Review, adds to and edit my work to make my message clearer. <p>Using the internet</p> <ul style="list-style-type: none">• Use a search engine to find a specific website.• Decide which text to copy and paste into a document.• Use tabbed browsing to open two or more pages.• Consider who wrote the information I find and how this affects if I trust it or not (bias). <p>E-safety</p> <ul style="list-style-type: none">• Know that websites sometimes include pop-ups that take them away from the main site, including the use of advertising.• Understand that the internet contains fact, fiction and opinion and begin to distinguish between them.• Understand the need for rules to keep me safe when using technology of when online and can follow my own and the school's rules.• Understand the need to keep personal information and recognise that everything I put online can be seen and used by others and cannot be deleted.• Understand the need for caution when using an internet search and what to do if I find something bad.• Recognise that cyber bullying is unacceptable and the consequences of taking apart in it.• Know how to report an incident of cyber bullying.
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| | <ul style="list-style-type: none">• Know the difference between online communication tools used in school and those used at home. |
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MUSIC

Year 4	<p>Performing</p> <ul style="list-style-type: none">• Perform a simple part rhythmically.• Sing songs from memory with accurate pitch.• Improvise using repeated patterns. <p>Composing</p> <ul style="list-style-type: none">• Recognise and use semibreves.• Recognise and use minims.• Use notations to record and interpret sequences of pitches.• Use standard notation.• Use notations to record compositions in a small group or on my own.• Use my notation in a performance. <p>Appraising</p> <ul style="list-style-type: none">• Explain the place of silence and say what effect it has.• Identify the character of a piece of music.• Describe and identify the different purposes of music.• Listen to and recognise the work of Beethoven and Mozart.• Identify with the style of work of Beethoven, Mozart and Elgar.
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MFL

Year 3 & 4	<p>Listening & Responding</p> <ul style="list-style-type: none">• Understand short passages made up of familiar language.• Understand instructions, messages and dialogues within short passages.• Identify and note the main points and give a personal response on a passage. <p>Speaking</p> <ul style="list-style-type: none">• Have a short conversation saying 3-4 things.• Use short phrases to give a personal response.• Name and describe people, a place and an object.• Start to speak using a full sentence. <p>Reading & Responding</p> <ul style="list-style-type: none">• Read and understand short texts using familiar language.• Identify and explain the main points in a short passage.• Read a passage independently.• Use a bilingual dictionary or glossary to look up new words. <p>Writing</p> <ul style="list-style-type: none">• Write phrases from memory• Write 2-3 short sentences on <a familiar topic>.• Write what I like and dislike about <a familiar topic>.
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ART

Year 4

Drawing

- Show facial expressions and body language in my sketches.
- Identify and draw simple objects and use marks and lines to produce texture.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- Explain why I have chosen specific materials to draw with.

Painting

- Create all the colours I need.
- Create mood in my paintings.
- Use shading to create mood and feeling.

Printing

- Print using at least four colours.
- Create an accurate print design.
- Print onto different materials.

Textiles/ 3D

- Experiment with and combine materials and processes to design and make 3D form.
- Sculpt clay and other mouldable materials.
- Use early textile and sewing skills as part of a project.

Collage

- Use ceramic mosaic.
- Combine visual and tactile qualities.

Sketchbooks

- Use my sketch books to express my feelings about various subjects and outline likes and dislikes.
- Produce a montage all about themselves.
- Use my sketch books to adapt and improve my original ideas.
- Keep notes about the purpose of my work in my sketch books.

Use of it

- Combine graphics and text based on my research.

Knowledge

- Experiment with different styles which artists have used.
- Explain features of art from other periods of history.
- Know how different artists developed their specific techniques.

DT

Year 4	<p>Developing, planning & communicating ideas</p> <ul style="list-style-type: none">• Come up with at least one idea about how to create my product.• Take account of the ideas of others when designing.• Produce a plan and explain it to others.• Suggest some improvements and say what was good and not so good about my original design. <p>Evaluating processes & products</p> <ul style="list-style-type: none">• Think of how I will check if my design is successful.• Explain how I can improve my original design.• Evaluate my product, thinking of both appearance and the way it works.• Consider how I could have made my idea better. <p>Working with tools, equipment, materials & components</p> <ul style="list-style-type: none">• Tell if my finished product is going to be good quality.• Conscience of the need to produce something that will be liked by others.• Show a good level of expertise when using a range of tools and equipment.• Work at my product even though my original idea might not have worked. <p>Cooking & Nutrition</p> <ul style="list-style-type: none">• Know what to do to be hygienic and safe.• Think about what I can do to present my product in an interesting way.• Choose the right ingredients for a product.• Use equipment safely.• Make sure that my product looks attractive.• Describe how my combined ingredients come together. <p>Electrical & mechanical components</p> <ul style="list-style-type: none">• Say how I have altered my product after checking it.• Confidently try out new and different ideas <p>Use of materials</p> <ul style="list-style-type: none">• Measure carefully so as to make sure I have not made mistakes.• Say how I have attempted to make my product strong. <p>Mouldable materials</p> <ul style="list-style-type: none">• Use a range of advanced techniques to shape and mould.• Use finishing techniques, showing an awareness of audience.
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RE

Year 4	<p>Knowledge & Understanding of Religion</p> <ul style="list-style-type: none">• Compare beliefs and features of two religions, noting similarities and differences.• Make links between beliefs and sources, including religious stories and sacred texts.• Identify how religion is expressed in different ways.• Understand what Christians believe about God <p>Critical Thinking</p> <ul style="list-style-type: none">• Give plausible reasons to support their views in response to religious materials. <p>Personal Reflection</p> <ul style="list-style-type: none">• Understand that not all people think, feel and believe the same as they do.
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PSHCE

Year 4

Me and My Relationships

- Describe how I can tell a person is feeling worried just by their body language.
- Explain the difference between teasing and bullying.
- Describe what to do if someone was upsetting me or if I was being bullied.
- Give an example of how to say 'no' to someone, without being aggressive (mean or unkind).
- Explain what being 'assertive' means and give a few examples of ways of being assertive.

Valuing Difference

- Describe ways that people are different besides how they look, including religious or cultural differences.
- Recognise that people are labelled (stereotyped) and that these labels are often wrong
- Explain why it's important to challenge stereotypes that might be applied to me or others.
- Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for us to challenge this.

Keeping Myself Safe

- Give examples of risky situations and what can make them less risky.
- Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities)
- Understand that people have choices about whether they take risks.
- Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.
- Understand the term 'influence' and be aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.
- Give examples of positive and negative influences, including things that could influence me when I am making decisions.

Rights and Responsibilities

- Understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and give an example of one of these.
- Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.
- Explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).
- Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things
- Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me.

Being my Best

- Give examples of different things that I do already that help to me keep healthy.
- Explain the benefits of looking after myself both now and in the future.
- Give examples of some of the things that I do already to help look after my environment.
- Explain the benefits of looking after my environment both now and in the future, and for future generations.

Growing and Changing

- Label some parts of the body that both boys and girls have.
- Label some parts of the body that only boys have and only girls have.
- Describe how some parts of the body change during puberty.
- Name some of the difficult feelings someone might have as they go through puberty.
- Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).
- Know who can get married and how old they have to be and I explain why people get married.

