



**USWORTH COLLIERY
PRIMARY SCHOOL**

YEAR 6

**KEY SKILLS, KNOWLEDGE
& UNDERSTANDING**

**CURRICULUM
COVERAGE 2020-2021**

SCIENCE

<p>Year 5 & 6</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Use their science experiences to explore ideas and raise relevant questions • Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions and explain why. • Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why • Makes reasoned predictions using evidence to support their ideas and making links to other scientific knowledge. • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment • Recognise which secondary sources will be most useful to research and use information from relevant different sources to begin to plan an investigation. • Make their own decisions about what observations to make, what variables are needed and what measurements to use and how long to make them for. • Choose the most appropriate equipment to make measurements with increasing accuracy and precision, taking repeat measurements where appropriate. • Decide appropriate way to record complex data and results (scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs) • Draw conclusions from their work and link their conclusions to scientific knowledge and vocabulary • Look for different causal relationships in their data and identify evidence that refutes or supports their ideas • Uses graphs to answer scientific questions. • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, • To use oral, ICT and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results • Use their results to make further predictions and identify when further enquires, observations, comparative and fair tests might be needed • Independently discusses the success of their working methods and suggests ways of improving their work and say why they think this. • To discuss how scientists have breakthroughs and how they have developed scientific ideas over time. Identify scientific evidence that has been used to support or refute ideas over time.
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<p>Year 6</p>	<p>Animals and Humans</p> <ul style="list-style-type: none"> • Name and identify the main body parts and internal organs • Identifies and names the main parts of the human circulatory system, and describes the functions of the heart blood vessels and blood. • Describes the ways in which nutrients and water are transported within animals, including humans. • Recognises the impact of diet, exercise, drugs and lifestyle on the way their bodies function and the harm that can be caused • Working scientifically by: carrying out relevant investigations (e.g. heartbeat varies with exercise) and explore the work of scientists and scientific research about the relationship and effects of diet, exercise, drugs, lifestyle and health. <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Describes how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Using classification systems and keys to identify some animals and plants in the immediate environment (inc reptiles, fish, amphibians, birds and mammal, vertebrates and invertebrates)
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- Gives reasons for classifying plants and animals based on specific characteristics and discuss why living things are placed in one and not another
- Explain the significance of the work of scientists such as Carl Linnaeus as a pioneer of classification.
- Research unfamiliar animals and plants from a range of wider habitats and decide where they belong in the classification system

Light

- Recognise that light appears to travel in straight lines
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes
- Explain that we see things because light travels in straight lines and objects are seen because they give out or reflect light into the eye
- Uses the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Could work scientifically by: designing and making a periscope / deciding where to place rear-view mirrors and using the idea that light appears to travel in straight lines to explain how it works.
- Could work scientifically by: Investigating the relationship between light sources, objects and shadows by using shadow puppets.
- Explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

Electricity

- Use recognised symbols when representing the basic components in a simple circuit diagram.
- Compares and gives reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Associates the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Could work scientifically by: systematically identifying and explaining the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.
- To understand how to work safely with electricity and the dangers electricity presents

Evolution and Inheritance

- Explain the process of evolution being that living things have have changed over time.
- Recognises that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identifies how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Analyse the advantages and disadvantages of specific adaptations
- To research and discuss the how ideas of evolution were developed by Charles Darwin and Alfred Wallace.
- To research and discuss the work of palaeontologist May Anning.

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 6

North and South America- biomes and vegetation belts

- **Locational knowledge** – locate on globe and atlas, countries, latitude, longitude, time zones.
- **Human geography** – types of settlement, land use, economic activity how does it differ to where we are?
- **Physical geography** – vegetation belts, climate, how does it differ to where we are / different parts North / South America?
- **Environmental Impact/Effect** – water and air pollution
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Our World our Natural resources

- **Locational knowledge** – Use maps to focus on land use.
- **Human geography** – distribution of natural resources – fossil fuel, metals and clay, land use patterns focus on farm land.
- **Physical geography** – non-renewable energy
- **Environmental Impact/Effect** – what impact is renewable energy having on environments and habitats? Sustainability?

Mapping skills and fieldwork

- **Locational knowledge** – use eight points of a compass, four and six figure grid references, symbols and keys.
- **Human geography** – map land use, land use patterns
- **Physical geography** – cliffs, coasts, forests, recognise symbols on a map.
- **Environmental Impact/Effect** – tourism near coast

GEOGRAPHY

Year 6	<p>Geographical Enquiry</p> <ul style="list-style-type: none">• Explain scale and use maps with a range of scales.• Choose the best way to collect information needed and decide the most appropriate units of measure.• Make careful measurements and use the data.• Use OS maps to answer questions and know what most OS symbols stand for.• Use maps, aerial photos, plans and web resources to describe what a locality might be like. <p>Physical</p> <ul style="list-style-type: none">• Give extended descriptions of the physical features of different places around the world.• Describe how some places are similar and others are different in relation to my human features.• Know what is meant by biomes and what are the features of a specific biome.• Accurately use a six figure grid reference.• Create sketch maps when carrying out a field study <p>Human</p> <ul style="list-style-type: none">• Give an extended description of the human features of different places around the world.• Map land use with my own criteria. <p>Geographical Knowledge</p> <ul style="list-style-type: none">• Recognise key symbols used on ordnance survey maps.• Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.• Explain how the time zones work.• Locate the USA and Canada on a world map and atlas.• Locate and name a number of South or North American countries.• Know key differences between living in the UK and in a country in either North or South America.
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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 6 Autumn	<p>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Shipbuilding, exploration. • Society (politics and class) Roles of women (equality) King Alfred the Great and Cnut – why were they both called the Great? • Food Farming and Trade Reasons for invasion - land • Entertainment Hnefertafl • Beliefs Pagan, polytheistic. • Weapons and warfare Link to Blitzkrieg lightning raid. Invasions on Lindisfarne. Compared validity of Anglo Saxon chronicles and Viking sources Fluctuations of success against the Saxons. Danegeld. <p>Constructing the Past</p> <ul style="list-style-type: none"> • Build on understanding of life in Saxon times and the long period of the saxon and viking conflict, understanding that power swayed between the two. • Identify the Viking lifestyle and spread across the world before 793AD • Identify the impact on today's world of the conflict – achievements, society, education, entertainment, union <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Place Anglo-Saxon and Viking Britain into the wider context of historical chronology. • Construct and compare scaled timelines, showing the waxing and waning of power between the Saxons and Vikings. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify the changes that took place throughout the period – borders, danegeld, burghs, trade, language, education, language, power moving to London etc. • Identify the continuities throughout the period – life for commoners/peasants, tribal struggles, agriculture etc. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Understand the reasons for the Viking invasions – why was Britain an attractive target? • What was the effect of the initial Viking raids (Lindisfarne) – fear, belief, Anglo Saxon chronicles • Identify what led to Alfred the Great becoming a unified leader of the Britons and how this effected life in Britain.
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Key Skills, Knowledge and Understanding

Significance and Interpretation

- Identify the significance of the first raids on Britain by the Vikings
- Interpret the Anglo-Saxon Chronicle to identify their views of the Vikings and identify potential for bias in primary sources.
- Consider the Significance Alfred the Great and Cnut the great had on the battle for power in the conflict (danegeld, education, burghs, beginning of England as we know it)

Historical Enquiry

- Critical thinking, reasoning, research and debate
- Independent selection of sources, arguments and evidence to justify opinion
- Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate

Using Sources as Evidence

- Know that secondary sources are interpretations of events and that historians can disagree about causes and consequences of key events.
- Bring knowledge gathered from different sources together.
- Evaluate the reliability of sources of evidence, considering a range of information (author, audience, purpose of a source, where and when it was created).

<p>Year 6</p> <p>Spring</p>	<p>What on Earth is a Ziggurat and what do you do with one? A non-European society – Classic Mayan Civilization.</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Astronomy, place value number system including 0, • Housing and architecture Ziggurats, stone buildings (link to Anglo Saxons at the time). • Society (politics and class) Nobles and peasants and the class system. Strict rules. • Food Farming and Trade Collapse of civilisation over farming of the land • Entertainment Celebrations, pok-a-tok. • Beliefs polytheistic beliefs, sacrifices (mainly animal) Blood-letting • Weapons and warfare Warring between city states <p>Constructing the Past</p> <ul style="list-style-type: none"> • Compare Anglo-Saxon Britain with the Mayan civilisation (beliefs, achievements, building/technology, beliefs, society, entertainment etc. • Consider the reasoning for similarities/differences between each civilisation. • Understand the scale of the Mayan period (link to Egyptians, Greeks) and understand that it was broken into different periods and could be said to still be going today. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Place Ancient Maya into chronological context and in direct comparison with Anglo-Saxons/Vikings in Britain. • Create scaled timelines of the key developments in the Mayan era and compare with timelines for Saxons/Vikings, considering duration, intervals etc. • Continued development of concurrent civilisations around the world and their impact on later civilisations. • Use BC/BCE and AD/CE to describe events and periods. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify changes throughout the Mayan period – agriculture, technological advancements, astronomy, city states etc. • Identify continuities throughout the period – beliefs, entertainment, society etc. • Investigate the difference between life for peasants and nobles in Mayan society <p>Cause and Effect</p> <ul style="list-style-type: none"> • Consider the effect on modern life of Mayan achievements (number system – zero) • Investigate what caused the majority of the Mayan civilisation to suddenly disappear by examining different sources. • Identify the effect on Mayan life and society of their belief system (nobles and peasants, ziggurat building) <p>Significance and Interpretation</p> <ul style="list-style-type: none"> • Consider the significance of religion to the Ancient Mayans and the impact it had on their life. (town planning, bloodletting, sacrifice, afterlife, Pok A, Tok etc) • Interpret different sources about the decline of the city states. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Independently carry out a line of enquiry , selecting relevant sources, arguments and evidence to justify an opinion. • Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Identify the effectiveness of sources as evidence • Use a range of sources of evidence to form a conclusion.
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<p>Year 6</p> <p>Summer</p>	<p>Britain used to own 25% of the world. We were pretty great, weren't we?</p> <p>A Study of an aspect or theme in British history, beyond 1066 - Spread of Empire, slavery, trade, and demise of empire</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Owned 25% of globe; Made British government very rich due to taxes of people who had never set foot in Britain and work of slaves. • Society (politics and class) British view of natives in colonised countries – savages/sense of superiority; Did they genuinely believe that they were making the lives of the savages better by bringing European goods, skills and technology?; Underground railroad – Harriet Tubman; Partus sequitur ventrem law; Emancipation proclamation; Near eradication of aborigines and native Americans. • Food Farming and Trade Introduction of new products brought back from the colonies: coffee, cotton, tobacco, tea etc as well as gold and other minerals/jewels from Africa; Created plenty of job opportunities • Entertainment Wealthy Brits visiting colonies on holiday. Spread of sports – look at which countries are best at cricket, rugby etc. • Beliefs Spread of Christianity – link back to crusades. • Weapons and warfare Strength of British Navy – more land meant more ports; Wanted to claim land so that the French, Spanish or Dutch didn't; American War of Independence and Civil War. <p>Constructing the Past</p> <ul style="list-style-type: none"> • Build an understanding of what led to the development of the British empire (East India Company, trade, wealth, power, adventure, naval strength, competition etc. • Identify the complete spread of the Empire at its height and what is left now. • Consider the impact on the world today of the British Empire. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Order events of the rise and fall of the empire on scaled timeline, giving justifications for selections. • Place empire growth and fall into wider context of world history – WW1 and 2, Tudors, slavery, Columbus, Cook, Industrial revolution, American wars etc. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify the changes in the different conquered lands as a result of being claimed by Britain. • Consider the different effects for rich, poor and slaves. • Identify the changes in Britain as a result of the empire growth and fall. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identify what led to the growth of the empire and what ultimately led to its downfall. • Consider the wide-ranging effect of Britain's empire on the world today – slavery, sport, society, trade, disputes, religion. • Consider how the slave trade has led to long-lasting racism that is still around today. <p>Significance and Interpretation</p> <ul style="list-style-type: none"> • Interpret different sources to consider different views of the empire – greedy, slaves, treatment of aboriginals etc. vs power, strength, helping others improve, spread wealth, religion etc. • Consider the significance of individuals and events in the fight to get equal rights for slaves, leading to fighting for racial equality. (Partus sequitur ventrem law, emancipation proclamation, Harriet Tubman, Martin Luther King, Black Lives Matter etc) <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use a range of sources, arguments and evidence to investigate and develop a reasoned argument about whether the empire as a whole was a good or bad thing? • Independent selection of sources, arguments and evidence to justify opinion • Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Evaluate the reliability of sources of evidence, considering a range of information (author, audience, purpose of a source, where and when it was created). • Understand that people can find evidence to prove their point of view, discounting evidence that disproves it (confirmation bias) • Identify the effectiveness of sources as evidence
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ICT

Year 5 & Year 6	<p>Programming</p> <ul style="list-style-type: none">• Write programs to control hardware and avatars.• Create variables.• Combine a range of sensors, inputs and outputs to control devices and trigger events.• Identify how sensors are used in the real world.• Use IF commands within my programs.• Use a repeat forever loop within my commands.• Consider how an algorithm works and outline any changes I have made. <p>Handling Data</p> <ul style="list-style-type: none">• Create a range of appropriate graphs and tables and use them as part of another piece of work.• Create a formula in a spreadsheet and then check for accuracy and plausibility.• Identify where databases are used inside school. <p>E-communication</p> <ul style="list-style-type: none">• Use messaging to communicate with others.• Be aware of different forms of e-communication and how they can be used inside and outside of school, including social networking. <p>Key Skills</p> <ul style="list-style-type: none">• Incorporate graphics where appropriate, using the most effective text wrapping formats.• Use the spell checker and thesaurus by right clicking.• Use keyboard shortcuts to copy and paste images and text.• Use the Shift key to add punctuation and/or symbols.• Understand the safe zone and usually consider it when creating documents, particularly desktop publishing.• Remove hyperlinks from words and images to make them easier to reorganise and manipulate.• Create my own spreadsheet model and tables by reformatting cells using the border, fill, merge options. <p>Understanding Networks</p> <ul style="list-style-type: none">• Begin to understand the role servers play when using ICT safely.• Understand that the outcome of internet searches at home will differ at school and home.• Map a simple network and appreciate the role of different elements. <p>Multimedia Production</p> <ul style="list-style-type: none">• Use a range of presentation applications.• Make a multimedia presentations that contain: sound; animation or video and hyperlinks.• Create transparent images using a layered editing program & save them in an appropriate format.• Use appropriate software to plan, create, edit and present my work to a selected audience.• Consider the effect of angles and filters when altering images. <p>Using the internet</p> <ul style="list-style-type: none">• Understand how search engines function.• Compare the results of different searches and modify my search strategies to gain better results.• Using tabbed browsing, copy and paste, download and save information following simple lines of enquiry.• Check the validity and accuracy of different sources by considering a range of information. <p>E-safety</p> <ul style="list-style-type: none">• Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.• Understand that copyright exists on most digital content and can reference information sources.• Know several solutions if I discover something malicious or inappropriate.• Recognise the potential risks of using technology and understand how to minimise those risks and create tips to help others use them safely.• Appreciate that everything I put online may be seen and used by others and cannot be deleted.• Understand that online environments have security settings, which can be altered, to protect the user• Understand the potential risk of providing personal information online and understand methods which others may use to obtain it.
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| | <ul style="list-style-type: none">• Recognise various techniques that malicious adults may use to contact children online and recognise that it is unsafe to meet unknown people.• Discuss the positive and negatives of ICT in my own and the lives of others.• Understand benefits of developing an alias when publicly using the internet. |
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MUSIC

Year 6	<p>Performing</p> <ul style="list-style-type: none">• Perform parts from memory.• Perform using notations.• Take the lead in a performance.• Take on a solo part.• Provide rhythmic support. <p>Composing</p> <ul style="list-style-type: none">• Use a variety of different musical devices in my composition. (incl melody, rhythms and chords)• Recognise that different forms of notation serve different purposes.• Use different forms of notation.• Combine groups of beats. <p>Appraising</p> <ul style="list-style-type: none">• Refine and improve my work.• Evaluate how the venue, occasion and purpose affects the way a piece of music is created.• Analyse features within different pieces of music.• Compare and contrast the impact that different composers from different times will have had on the people of the time.• Recall a part of the music listened to.
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MFL

Year 5 & 6	<p>Listening & Responding</p> <ul style="list-style-type: none">• Understand longer passages made up of familiar language in simple sentences.• Identify the main points and some details. <p>Speaking</p> <ul style="list-style-type: none">• Hold a simple conversation with at least 4 exchanges.• Use their knowledge of grammar to speak correctly. <p>Reading & Responding</p> <ul style="list-style-type: none">• Understand a short story or factual text and note some of the main points.• Use context to work out unfamiliar words. <p>Writing</p> <ul style="list-style-type: none">• Write a paragraph of about 4-5 simple sentences.• Adapt and substitute individual words and set phrases.• Use a dictionary or glossary to check words I have learnt.
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ART

Year 6	<p>Drawing</p> <ul style="list-style-type: none">• Explain why you have chosen specific drawing techniques.• Know how to feedback to make amendments and improvements to art.• Use a range of pencils, charcoal or pastels when creating a piece of observational art. <p>Painting</p> <ul style="list-style-type: none">• Explain what my own style is.• Use a wide range of techniques in my work.• Explain why I have chosen specific painting techniques. <p>Textiles/ 3D</p> <ul style="list-style-type: none">• Create models on a range of scales.• Create work which is open to interpretation by the audience.• Include both visual and tactile elements in my work. <p>Collage</p> <ul style="list-style-type: none">• Justify the materials I have chosen.• Combine pattern, tone and shape. <p>Sketchbooks</p> <ul style="list-style-type: none">• Sketch books contain detailed notes, and quotes explaining about items.• Compare my methods to those of others and keep notes in my sketch books.• Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of my sketch books.• Adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch books. <p>Knowledge</p> <ul style="list-style-type: none">• Explain the style of art used and how it has been influenced by a famous artist.• Include technical aspects in my work, e.g. architectural design.• Understand what a specific artist is trying to achieve in any situation.• Understand why art can be very abstract and what message the artist is trying to convey.
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DT

Year 6	<p>Developing, planning & communicating ideas</p> <ul style="list-style-type: none">• Use a range of information to inform my design.• Use market research to inform plans.• Work within constraints.• Follow and refine my plan if necessary.• Justify my plan to someone else.• Consider culture and society in my designs. <p>Evaluating processes & products</p> <ul style="list-style-type: none">• Test and evaluate my final product.• Know if it is fit for purpose.• Know what would improve it.• Say if different resources would have improved my product.• Say if I need more or different information to make it even better.• Say if my product meets all design criteria.• Consider the use of the product when selecting materials. <p>Working with tools, equipment, materials & components</p> <ul style="list-style-type: none">• Use tools and materials precisely.• Change the way I are working if needed. <p>Electrical & mechanical components</p> <ul style="list-style-type: none">• Use different kinds of circuit in my product.• Think of ways in which adding a circuit would improve my product.• Add things to my circuits. <p>Use of materials</p> <ul style="list-style-type: none">• Justify why I selected specific materials.• Ensure that my work is precise and accurate.• Hide joints so as to improve the look of my product. <p>Mouldable materials</p> <ul style="list-style-type: none">• Justify why the chosen material was the best for the task.• Justify design in relation to the audience.
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RE

Year 6	<p>Knowledge & Understanding of Religion</p> <ul style="list-style-type: none">• Demonstrate understanding of Christianity through concept of belief• Demonstrate understanding of Christianity through concept of religious authority• Demonstrate understanding of Christianity through concept of expressions of belief• Demonstrate understanding of Christianity through concept of impact of belief• Describe how the gospels explain about the birth of Jesus <p>Critical Thinking</p> <ul style="list-style-type: none">• Give reasons to support an opposing view (see both sides of an argument.) <p>Personal Reflection</p> <ul style="list-style-type: none">• Develop empathy for people with differing beliefs and experiences.
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PSHCE

Year 6

Me and My Relationships

- Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
- Know the difference between an active and passive bystander and give examples of how these two different behaviours have an impact on a situation where someone is being bullied
- Explain what is meant by compromise.
- Give examples of negotiation and compromise.
- Explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.
- Explain what appropriate touch is and give examples.
- Explain what inappropriate touch is and give example.
- Know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch.

Valuing Difference

- Give examples of prejudice-based bullying
- Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
- Describe how empathy can help people to be more tolerant and understanding of those who are different from them.
- Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
- Give some different examples of what bystanders might do and how their behaviour affects a bullying situation.
- Give examples of when it might be safe or unsafe to be an active bystander.

Keeping Myself Safe

- Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
- Give an example of how I have been able to get one (or more) of my emotional needs met.
- Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
- Give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.
- Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
- Explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).

Rights and Responsibilities

- Explain how people's social media profiles often give a biased view of them
- Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.
- Give examples of some of the ways a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.
- Give examples of things that have an impact on the environment and explain how groups of people in the community help to do this.
- Explain that what 'environmentally sustainable' living means and give examples of how we can live in a more 'sustainable' way.
- Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.
- Describe different ways of saving money and understand the advantages and disadvantages of different ways of saving money.

Being my Best

- Describe how I can overcome problems and challenges on the way to achieving my goals.
- Give examples of ways that I've overcome challenges and barriers to achieving my goals.
- Understand that risks can be physical or emotional.
- Give examples of an emotional risk and a physical risk.
- Describe the things I (and others) can do to reduce or remove risk in different situations.

Growing and Changing

- Give an example of a secret that can be kept private (confidential).
- Give an example of a secret that should be shared with a trusted adult.
- Offer advice about whether a secret should be kept or shared, and who it should be shared with.
- Explain what the word 'puberty' means and give some examples of some of the physical changes associated with it.

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| | <ul style="list-style-type: none">• Describe some emotional changes associated with 'puberty' and how people may feel when their bodies change.• Suggest ways in which a person can feel better about their body changing and see it in a positive way.• Give examples of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.• Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).• Give examples of things that I can do or say to myself that can help me feel good about myself. |
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