

2016-2017

Year group: 6

Term:	AUTUMN		SPRING		SUMMER	
Topic Umbrella and Title	Let's Investigate Being human Farm trip	Time Travellers Mighty Mayans Drama workshop	Unique Universe Extreme Earth Shakespeare workshop	Small Surprises Out of Africa	Before you were born Myths and legends SATs	Wonderful World Full Power Watersports centre
Science	<p>Animals including humans: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> □ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function □ describe the ways in which nutrients and water are transported within animals, including humans. <p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.</p> <p><i>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p>			<p>Evolution and inheritance: <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		<p>Light: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function,</p>

						<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> □ use recognised symbols when representing a simple circuit in a diagram.
<p>Working scientifically</p>	<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> □ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate □ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 			<p>using test results to make predictions to set up further comparative and fair tests</p> <ul style="list-style-type: none"> □ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations □ identifying scientific evidence that has been used to support or refute ideas or arguments. 		<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> □ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate □ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs □ using test results to make predictions to set up further comparative and fair tests □ reporting and presenting findings from

						<p>enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>□ identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
<p>Questioning and enquiring planning</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of Information.)</p>			<p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p>		<p>Begin to recognise scientific ideas change and develop over time.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of Information.)</p>

<p>Observing and measuring pattern seeking</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Identify patterns that might be found in the natural environment.</p> <p>Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.</p> <p>Choose the most appropriate equipment and explain how to use it accurately.</p>			<p>Can interpret data and find patterns. Select equipment on my own. Can make a set of observations and say what the interval and range are.</p>		<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Accurate and precise measurements - N, g, kg, mm, cm, mins, seconds, cm² V, km/h, m per sec, m/ sec Graphs - pie, line, bar (Year 6)</p>
<p>Investigating</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test.</p>					<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons.</p> <p>Decide when it is appropriate to do a fair test.</p>

<p>Recording and reporting findings</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Report and present findings from enquiries.</p>					<p>Decide how to record data from a choice of familiar approaches.</p> <p>Can choose how best to present data.</p>
<p>Identifying grouping and classifying</p>	<p>Use and develop keys and other information records to identify, classify and describe living things and materials.</p>					<p>Use and develop keys and other information records to identify, classify and describe living things and materials.</p>
<p>Research</p>	<p>Recognise which secondary sources will be most useful to research their ideas.</p>					<p>Recognise which secondary sources will be most useful to research their ideas.</p>
<p>Conclusions</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparatives and fair tests.</p>			<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Separate opinion from fact.</p> <p>Can draw conclusions and identify scientific evidence.</p>		<p>Look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Use their results further tests and observations are needed.</p> <p>Separate opinion from fact.</p> <p>Can draw conclusions and identify scientific evidence.</p>

						<p>Can use simple models. Know which evidence proves a scientific point.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>
Vocabulary	<p>Read, spell and pronounce scientific vocabulary correctly.</p> <p>Use relevant scientific language. And illustrations to discuss, communicate and justify scientific ideas.</p> <p>Can confidently use a range of scientific vocabulary.</p>			<p>Can use scientific ideas when describing simple processes. Can use the correct science vocabulary</p>		<p>Can use conventions such as trend, rogue result, support prediction and er word generalisation.</p>
Understanding	<p>Can talk about how scientific ideas have changed over time.</p> <p>Can explain the positive and negative effects of scientific development.</p> <p>Can see how science is useful in everyday life.</p> <p>Can say which parts of our lives rely on science.</p>			<p>Can talk about how scientific ideas have changed over time.</p> <p>Can explain the positive and negative effects of scientific development.</p> <p>Can see how science is useful in everyday life.</p> <p>Can say which parts of our lives rely on science</p>		<p>Can see how science is useful in everyday life.</p> <p>Can say which parts of our lives rely on science.</p>
Geography Location		<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p>			

			<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
Place			<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>			

<p>Human and physical</p>			<p>Describe and understand key aspects of : physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (DT links)</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>			
<p>Geographical skills and fieldwork</p>			<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range</p>			

			of methods, including sketch maps, plans and graphs, and digital technologies.			
History- include coverage	(Science links) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Non-European society that contrasts with British history. One of: Mayan civilization c. 900 AD		(Science links) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Understand how key events and individuals in design and technology have helped shape the world.(DT links)		
Knowledge/ understanding of British History					Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	
Knowledge/ understanding of Wider World History		Non-European society that contrasts with British history. One of: Mayan civilization c. 900 AD				
The ability to...		Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate			Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate	

		<p>use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>			<p>use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>	
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<p>Computing</p>	<p>6.1 Planning the creation of a mobile app</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Work with ... various forms of input and output. <p>Child Friendly</p> <p>Develop an awareness of the capabilities of smartphones and tablets.</p> <ul style="list-style-type: none"> • Understand geolocation, including GPS. • Identify interesting, solvable problems. • Evaluate competing products. • Pitch a proposal for a smartphone or tablet app. 	<p>6.2 developing project management skills</p> <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>6.3 researching the app market</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Child Friendly</p> <ul style="list-style-type: none"> • Create a set of good survey questions. • Analyse the data obtained from a survey. • Work collaboratively to plan questions. • Conduct an interview or focus group. • Analyse and 	<p>6.4 designing an interface for an app</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Be discerning in 	<p>6.5 developing a simple mobile phone app</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>6.6 creating video and web copy for a mobile phone app</p> <ul style="list-style-type: none"> • Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) ... to design and create ... content that accomplishes given goals, including collecting, analysing, evaluating and presenting ... information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
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		<p>Child Friendly</p> <ul style="list-style-type: none"> • Scope a project to identify different components that must be successfully combined. • Identify their existing talents and plan how they can develop further knowledge and skills. • Identify the component tasks of a project and develop a timeline to track progress. • Identify the resources they'll need to accomplish a project. • Use web-based research skills to source tools, content and other resources. • Consider strategies to ensure the quality of a collaborative project. 	<p>interpret the information obtained from interviews or a focus group.</p> <ul style="list-style-type: none"> • Present their research findings. 	<p>evaluating digital content.</p> <ul style="list-style-type: none"> • Recognise acceptable/unacceptable behaviour. <p>Child Friendly</p> <ul style="list-style-type: none"> • Work collaboratively to design the app's interface. • Use wireframing tools to create a design prototype of their app. • Develop or source the individual interface components (media assets) they will use. • Address accessibility and inclusion issues. • Document their design decisions and the process they've followed. 	<p>Child Friendly</p> <ul style="list-style-type: none"> • Become familiar with another programming toolkit or development platform. • Import existing media assets to their project. • Write down the algorithms for their app. • Program, debug and refine the code for their app. • Thoroughly test and evaluate their app. 	<p>Child Friendly</p> <p>Consider key marketing messages, including identifying a unique selling point.</p> <ul style="list-style-type: none"> • Develop a printed flyer or brochure incorporating text and images. • Further develop knowledge, skills and understanding in relation to creating a website. • Further develop skills relating to shooting and editing video.
<p>esafety</p>	<p>The pupils consider the capabilities of smartphones and tablet computers, and how these can be used purposefully. They become aware of some of the capabilities of these devices,</p>	<p>The pupils use online tools safely and effectively, considering how they can contribute positively to a shared project.</p>	<p>The pupils show regard for the ethical and legal frameworks around conducting interviews and online surveys, such as the need</p>	<p>The pupils need to think carefully about copyright in relation to both sourcing and creating their own digital content and user interface</p>	<p>Pupils using their own or the school's tablets or smartphones for this unit need to consider how to do so safely and</p>	<p>In marketing their app, the pupils should consider the legal and ethical frameworks around advertising across different media. They should also</p>

	<p>including how they can be used to record and share location information; they consider some of the implications of this. They use search engines safely and effectively. The pupils could make use of their own tablets or smartphones in school, considering how they can do this safely and to good effect.</p>	<p>Again, they use search engines safely and effectively. They may also make use of online content, respecting any copyright conditions.</p>	<p>to preserve anonymity and/or confidentiality. In conducting their research, the pupils need to act safely and responsibly, as well as showing respect for those participating in the research.</p>	<p>components for their apps.</p>	<p>purposefully. Children participating in online communities for either of the development platforms here need to do so in a safe, responsible and respectful manner. The pupils should also think carefully about any safety implications of the apps they develop.</p>	<p>think about the need to protect personal information about themselves and other members of their group when marketing their app. In creating websites for their apps, the pupils need to consider the online safety implications for the site's users as well as themselves.</p>
<p>Art</p>	<p>Same as year 6 but with more control and accuracy</p> <p>More materials</p> <p>Drawing - Work with a wider range of media/mixed media to achieve desired effects.</p> <p>Work from a variety of sources including observation, photographs and digital images. Use a sketchbook to collect and develop ideas.</p> <p>Make and drawings (painting) from observations/experiences and imagination with the emphasis on first-hand experience</p>					

	<p>Compose work and effect use of space/scale/size.</p> <p>Choosing the style of drawing to match the purpose. And the expression of the ideas and feelings.</p> <p>Develop techniques to enable the use of the key elements and further consider to proportion and simple perspective.</p> <p>Look at and consider the work of great artists / architects / craft makers and designers in history.</p> <p>Continue to make links to their own work and have an increasing awareness of different kinds of art, craft and design.</p> <p>Describe what they achieved and how it was produced using language of how media/ tools equipment/ processes of working in the context of the key elements.</p> <p>Make drawing using the computer.</p> <p>Use sketchbooks to collect and record visual information from different sources. Recording/ exploring and experimenting.</p> <p>To improve their mastery of drawing with a range of materials.</p>					
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	<p>Painting Use the primary colours, black and white to mix a full range of hues and tones.</p> <p>Choosing the style of painting to match the purpose.</p> <p>Use sketchbooks to collect and record visual information from different sources. Recording/ exploring and experimenting. To improve their mastery of painting with a range of materials.</p>					
	<p>Sculpture Design and create and plan the sculpture and think ideas about materials / techniques and tools to use: -use clay and consider a range of techniques for building, joining and decorating Choose materials appropriate to the subject Use and combine a wider range of tools to cut/shape and impress patterns and textures into a range of materials. Create simple shapes from paper and card. Create papier-mache and use it to model 3D shapes. Working on a range of scales and sizes. Talk about materials, how they have been worked and the final results. To improve their mastery of sculpture</p>					

	<p>with a range of materials.</p> <p>Look at the work of a range of artist/ craft makers and designers. Describe the differences and similarities between different practises and disciplines and make links to their own work and working in 3 dimension.</p>					
	Printing/collage/textiles					
<p>DT December/March</p> <p>Design</p>		<p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>		<p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>		
Make		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials</p>		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials</p>		

		and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		
Evaluate		<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		
Technical Knowledge		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		
Cooking and Nutrition		Use research and develop design criteria to inform the design of innovative, functional, appealing products that		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. <i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i>		are fit for purpose, aimed at particular individuals or groups. <i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i>		
PE	Master different movements – running, throwing, catching, as well as agility, balance and co-ordination. Apply these across a range of activities. Team games, attacking and defending. Perform dances using simple patterns.	.		.		
Music	Use voices expressively – chants and rhymes. Play tuned and untuned instruments musically. Listen to and concentrate with recorded and live music. Experiment with and explore a range of inter related dimensions music.					
PSHE	Relationships <ul style="list-style-type: none"> To be able to work collaboratively towards a shared goal (in a variety of different contexts) (PE links) To develop skills needed to maintain a positive/healthy relationship. 	Health and wellbeing <ul style="list-style-type: none"> To know how and why people are there to keep us safe and how we can help them. To identify 	Health and wellbeing <ul style="list-style-type: none"> To identify what gives people positive and negative physical, mental and emotional health and how to deal with 	Relationships <ul style="list-style-type: none"> To know when it is ok to break a confidence. <ul style="list-style-type: none"> To constructively challenge different viewpoints. 	Living in the wider world <ul style="list-style-type: none"> To offer recommendation with regards to topical issues. To participate in making and changing 	Living in the wider world <ul style="list-style-type: none"> To understand the terms debt and tax. <ul style="list-style-type: none"> To know that economic choices affect communities. To develop

	<ul style="list-style-type: none"> • To recognise signs of an unhealthy relationship and skills needed to deal with it including who to talk to for support. • To understand that people have different relationships. • To identify different physical contact and know what is acceptable, unacceptable and how to respond appropriately. • To identify what actions affect ourselves and others. • To identify strategies to resolve disputes through negotiation and give constructive feedback. 	<p>scenarios that involve 'risk, danger and hazard' and how to deal with appropriately.</p> <ul style="list-style-type: none"> • To deepen understanding of risk by assessing different scenarios and how to deal with appropriately. • To develop areas for improvement. • To understand what conflicting in emotions are and how to deal with it appropriately. • To know how to ask for help when in an uncomfortable situation. • To learn about human reproduction. 	<p>these.</p> <ul style="list-style-type: none"> • To know what might influence choices of a balanced diet.(Cooking and science links) • To understand that people may have pressure to behaviour in an unacceptable way. • To know why habits are difficult to change. • To know that some drugs are legal and others illegal and the affect these have on immediate and future. • To develop strategies to keep emotionally safe. • To set high aspirations and goals. 	<ul style="list-style-type: none"> • To recognise similarities and differences in peoples religion. • To know how prejudice language can affect others. • To develop strategies to deal with dares in a variety of contexts. • To know how stereotypes affect people and how to deal with this. 	<p>rules.</p> <ul style="list-style-type: none"> • To explain choices made to solve differences by looking at others point of view. • To realise the consequences of anti-social and aggressive behaviour. • To recognise the role of voluntary, community and pressure groups. 	<p>skills to make someone enterprising.</p> <ul style="list-style-type: none"> • To realize consequences of anti-social behaviour on individuals and communities. • To understand about the lives of people in other places with different values and customs. • To understand that resources can be allocated in different ways and this affects community and environments. • To critique how the media present information.
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