Subject	Key Learning
RE	**God the Father** **I will learn about:** ▪ I have been given a special gift for the world. ▪ Each person is unique and irreplaceable. ▪ Learn about building up the community. ▪ Reflect on how we show commitment to our church community and what we can do to show we are part of God's Church. ▪ Know about the sacraments of initiation e.g. Baptism confirmation Reconciliation Eucharist. ▪ How to be Stewards of God's World. ▪ Know the story of the fall in Genesis. ▪ Know that there are times when we fail to be good stewards of Creation. ▪ Know about people who show respect for weakest members of society. ▪ We are all created in image and likeness of God. ▪ Canticle of St Francis

Geography	**Locational Knowledge**
	▪ Name and locate counties and cities of the United Kingdom.
	Human and Physical Geography
	▪ Describe and understand key aspects of:
	  – physical geography, including rivers, mountains.
	  – 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.
	Mapping
	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
	▪ Relate different maps to each other and to aerial photos.
	▪ Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps.
	▪ Choose the most appropriate map/globe for a specific purpose.
	▪ Interpret and use thematic maps.
	▪ Use six figure coordinates.
	▪ Use a wider range of Ordnance Survey symbols including 1:50K symbols.
	▪ Know that different scale Ordnance Survey maps use some different symbols.
	Communication
	▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
	Use of ICT/technology
	▪ Use appropriate search facilities when locating places on digital/online maps and websites.
	▪ Use wider range of labels and measuring tools on digital maps.
	▪ Start to explain satellite imagery.
	▪ Use and interpret live data e.g. weather patterns.
	▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.

History	**Chronology**
	▪ Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period.
	▪ In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts.
	▪ Analyse connections, trends and contrasts over the Anglo-Saxon period.
	Events, People and Changes
	▪ Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history.
	▪ Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied.
	▪ Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace.
	Communication
	▪ Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
	Enquiry, Interpretation and Using Sources
	▪ Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
	▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots).
	▪ Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)
Computing	**Data handling**
	Skills
	▪ Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts.
	▪ Discuss how IT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools.
	▪ Design questions and perform complex searches using key words, to search a large pre-prepared database looking for relationships and patterns, e.g. data on the Internet; census data.
	▪ Check the reliability of the data; identify and correct inaccuracies.
	▪ Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions, e.g. is there a relationship between minibeast habitat and diet?
	▪ Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question.
	▪ Search data according to more than one criterion.

	- Present data to a specified audience and display findings in other software, e.g. through presentation software. - Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes. - Select and use the most appropriate method to organise, present, analyse and interpret data. **Knowledge and understanding** - Recognise the need for accuracy when designing, entering and interrogating data and how this will affect the quality of information gained. - Recognise the consequences of using inaccurate data and relate to the outside world, e.g. police, doctors, banks, school databases. - Understand which searches and graph types are relevant to a specific problem and types of information. - Understand that there are different types of data, e.g., numeric, alphabetic, date, alphanumeric, currency. - Understand the need for data protection and some of the rights of individuals over stored data and how it affects use and storage of data in the real world.
PE	**Netball/Basketball** - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Gymnastics - To perform partner balances (matched and mirrored) - To perform counter balance - To perform Counter tension balances - To evaluate and recognise their own success - To create a gymnastic sequence with a partner - To perform the core task "Acrobatic gymnastics" - To evaluate and recognise their success - To develop a sequence onto apparatus