


<p style="text-align: center;">Riverside Primary School Medium-Term Curriculum Plan 2025-2026 Year 5/6</p>
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Term: Autumn 1 Theme: Behind Enemy Lines


	Unit	Skills	Week 1 objectives and brief outline of learning Week 1 02.09.25 4 day week	Week 2 objectives and brief outline of learning Week 2 08.09.25	Week 3 objectives and brief outline of learning Week 3 15.09.25	Week 4 objectives and brief outline of learning Week 4 22.09.25 Assessment Y6	Week 5 objectives and brief outline of learning Week 5 29.09.25	Week 6 objectives and brief outline of learning Week 6 06.10.25	Week 7 objectives and brief outline of learning Week 7 13.10.25 15.10.25 - Duxford Visit	Week 8 objectives and brief outline of learning Week 8 20.10.25 Black History week - Slave Trade
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Wow start:

English Writing	The Gas Mask	Autobiographies	Fiction - The Gas Mask	Fiction - The Gas Mask	Fiction - The Gas Mask	Non Fiction - Recount	Non Fiction - Recount	Non Fiction - Recount	If needed as not covered last year
	Portal Story		Portal story	Portal story	Portal story	News Paper Article about WW2 bombing	News Paper Article about WW2 bombing	News Paper Article about WW2 bombing	Writing to entertain - Alma - THE LITERACY SHED
	Focus Opening and Ending		Focus Setting	Focus Setting	Focus Setting		Modelled write	Hot Write	
	News Paper Article about WW2 bombing			Modelled write	Hot Write				
	Recount								write the story of Alma

[illegible]

Class Reader:	An Eagle in the Snow by Michael Morporgo 5.2 Non-Linear Texts
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Grammar and Punctuation:	Word Classes	Word classes <ul style="list-style-type: none">• Nouns• Verbs• Adjectives• Making adjectives• Conjunctions expressing time place and cause• Pronouns• Possessive pronouns• Relative pronouns• Adverbs -use of ly• Expressing time place and cause• Indicating degrees of possibility• Adverbials Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]		<ul style="list-style-type: none">• Nouns• Verbs• Adjectives• Adverbs -use of ly	<ul style="list-style-type: none">• Making adjectives• Conjunctions expressing time place and cause	<ul style="list-style-type: none">• Pronouns• Possessive pronouns• Relative pronouns	<ul style="list-style-type: none">• Indicating degrees of possibility• Using modal verbs or adverbs to indicate degrees of possibility	<ul style="list-style-type: none">• Adverbials Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	<ul style="list-style-type: none">• Prepositions• Determiners	<ul style="list-style-type: none">• Synonyms• Antonyms

		<ul style="list-style-type: none">• Preposition s• Determiners• Subject object• Synonyms• Antonyms• Using modal verbs or adverbs to indicate degrees of possibility• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]								
Spelling:		<ul style="list-style-type: none">• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Alphabet games and dictionary skills• ance ence• ancy ency• cial tial• Words ending with dge sound• Words ending in tion, sion ssion cian.	<ul style="list-style-type: none">• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Alphabet games and dictionary skills	<ul style="list-style-type: none">• ance ence	<ul style="list-style-type: none">• ancy ency	<ul style="list-style-type: none">• cial tial	<ul style="list-style-type: none">• Words ending with dge sound	<ul style="list-style-type: none">• Words ending in tion, sion ssion cian	<ul style="list-style-type: none">• Words ending in ible, able	<ul style="list-style-type: none">• Recap any words children have struggled with
Handwriting		Penpals Y5 Autumn 1. Practising sloped writing: diagonal join to	1)Introducing sloped writing in letter families	2)Practising sloped writing: diagonal join to ascender: th sh nb nd ht st	3)Practising sloped writing: diagonal join no ascender: ai ay kn er ie en	4) Practising sloped writing: diagonal join to an anticlockwise letter: ac sc bo da ea ho	5)Practising sloped writing: horizontal join to ascender: wh wl oh ol of ob	6)Practising sloped writing: horizontal join, no ascender: oi oy ou op vo	7)Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo	8) Practising sloped writing: joining from r: ra, re, ri, ro, ru


		<div>ascender: th sh nb nd ht st</div> <div>2. Practising sloped writing: diagonal join no ascender: ai ay kn er ie er</div> <div>3. Practising sloped writing: diagonal join to an anticlockwis e letter: ac sc bo da ea ho</div> <div>4. Practising sloped writing: horizontal join to ascender: wh wl oh ol of ob</div> <div>5. Practising sloped writing: horizontal join, no ascender: oi oy ou op vo</div> <div>6. Practising sloped writing: horizontal join to an anticlockwis e letter: oo oa wa wo v vo</div>								
Maths Year 6:	<div>Place Value</div> <div>Addition, subtractions and multiplication and division</div> <div>Fractions A</div>		<div>Place Value -</div> <div>Step 1 - Numbers to 1,000,000 Step 2 - Numbers to 10,000,000 Step 3 - Read and write numbers to 10,000,000</div>	<div>Step 4 - Powers of 10 Step 5 - Number line to 10,000,000 Step 6 - Compare and order integers Step 7 - Round any integer Step 8 - Negative numbers</div>	<div>Sumdog assessment</div> <div>Addition, subtractions and multiplication and division -</div> <div>Step 1 - Add and subtract integers</div>	<div>Step 5 - Primes to 100 Step 6 - Square and cube numbers</div> <div>SATs papers - arithmetic and 2 x reasoning papers</div>	<div>Step 7 - multiply up to 4 digit numbers by 2 digit numbers Step 8 - Solve problems with multiplication Step 9 - short division Step 10 - division</div>	<div>Step 12 - long division with remainders Step 13 - solve problems with division Step 14 - solve multi-stop problems Step 15 - order of</div>	<div>Step 17 - reason from known facts Sumdog assessment</div> <div>Fractions A</div> <div>Step 1 - Equivalent fractions and simplifying</div>	<div>Step 3 - Compare and order (denominator) Step 4 - Compare and order (numerator) Step 5 - Add and subtract simple fractions Step 6 - Add and</div>

					Step 2 - Common factors Step 3 - Common multiples Step 4 - Rules of divisibility		using factors Step 11 - introduction to long division	operations Step 16 - mental calculations and estimation	Step 2 - Equivalent fractions on a number line	subtract any two fractions Step 7 - Add mixed numbers
Maths Year 5	Place value Addition and subtraction Multiplication and division A		Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000	Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000	Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000	Step 14 Round within 1,000,000 End of unit assessment Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits	Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers	End of unit assessment Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors	Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000	
Maths Year 5 Lower group	Place value Addition and Subtraction Multiplication and Division		Place value Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands	Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000	Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10	Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000 End of block assessment Recap any misconceptions	Addition and Subtraction Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers - no exchange Step 3 Add two 4-digit numbers - one exchange Step 4 Add two 4-digit numbers - more than one exchange Step 5 Subtract two 4-digit numbers - no exchange	Step 6 Subtract two 4-digit numbers - one exchange Step 7 Subtract two 4-digit numbers - more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies	End of block assessment Recap any misconceptions Multiplication and Division Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts	Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts
Science	Year 6: Light	To recognise that light appears to travel in straight lines. To explain how a shadow is formed. To	To recognise that light appears to travel in straight lines. To explain how a shadow is formed. To explore	To recognise that light appears to travel in straight lines. To explain how a shadow is formed. To explore	To apply the idea of how light travels to explain how we see things. To explore how light behaves on	To apply the idea of how light travels to explain how we see things. To explore how light behaves on	To explore how light can be reflected and bent in various ways. To explore how white light can be split	To explore how light can be reflected and bent in various ways. To explore how white light can be split		Black History week

		<p>explore how to change the size of a shadow. To represent and report on findings. To take accurate measurements. To identify and manage variables in an investigation.</p> <p>To apply the idea of how light travels to explain how we see things. To explore how light behaves on reflective surfaces. To present findings and conclusions from experiments. To use secondary sources to answer questions. To explore how light can be reflected and bent in various ways. To explore how white light can be split up. To make observations and raise further questions to investigate. To recognise that light is made up of more than one colour</p>	<p>how to change the size of a shadow. To represent and report on findings. To take accurate measurements. To identify and manage variables in an investigation.</p>	<p>how to change the size of a shadow. To represent and report on findings. To take accurate measurements. To identify and manage variables in an investigation.</p>	<p>reflective surfaces. To present findings and conclusions from experiments. To use secondary sources to answer questions.</p>	<p>reflective surfaces. To present findings and conclusions from experiments. To use secondary sources to answer questions.</p>	<p>up. To make observations and raise further questions to investigate. To recognise that light is made up of more than one colour.</p>	<p>up. To make observations and raise further questions to investigate. To recognise that light is made up of more than one colour.</p>		
History	<p>National history over time reflected in our locality A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Southend during WW2</p>	<p>See here: History Unit Plan: Year 5/6 What were some of the impacts of World War II on the people in our locality?</p>	<p>Where does World War 2 fit chronologically with our existing knowledge? What were some of the key events of WW2?</p>	<p>What was the Blitz and was Southend targeted for bombing raids?</p>	<p>What was evacuation and what was it like for evacuees from Southend during WW2?</p>	<p>Did children from Southend think evacuation was a good or bad thing during WW2?</p>	<p>I can compose and follow my own lines of historical enquiry with questions: 'how', 'why' and 'to what extent' I can evaluate the usefulness of different primary and secondary sources considering: reliability, bias</p>	<p>What was life like in Hullbridge during WW2? How does this compare and contrast with cities like London and a large town such as Southend?</p> <p>Mrs Watts to lead workshops with Y5/6 classes.</p>		Black history week

							and making comparisons between sources.			
DT	Structures Focus- frame structures	Key learning in design and technology Prior learning <ul style="list-style-type: none"> • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. Designing <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. 	Lesson 1 <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. <p>Look at different designs and discuss what works/doesn't work about the design.</p> <p>Discuss the shape, materials and user of the structures - a bomb shelter - studying the different types etc andersen and morrison</p>	Lesson 2 <ul style="list-style-type: none"> • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. <p>Children use images of bomb shelters to create a design for their structure.</p> <p>Think about the scale of the structure and the materials needed to complete it</p>	Lesson 3 <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. <p>Now think about the measurements for the structure and the materials</p> <p>Calculate the lengths needed</p>	Lesson 4 <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. 	Lesson 5 <ul style="list-style-type: none"> • Use finishing and decorative techniques suitable for the product they are designing and making. 	Lesson 6 <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. 	Lesson 7 <p>Time to finish and complete project if needed</p>	

		<div><div>Making</div><div><ul style="list-style-type: none">• Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.• Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.• Use finishing and decorative techniques suitable for the product they are designing and making.</div><div>Evaluating</div><div><ul style="list-style-type: none">• Investigate and evaluate a range of existing frame structures.• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.• Research key events and individuals relevant to frame structures.</div><div>Technical knowledge and understanding</div></div>								
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		<ul style="list-style-type: none">• Understand how to strengthen, stiffen and reinforce 3-D frameworks.• Know and use technical vocabulary relevant to the project.								
Computing:	Acceptable use. Make a Noise - Google Form on the Children’s Hub x1 New unit Digital Citizenship 6  Digital CITIZE... X5	Throughout the unit, children will: <ul style="list-style-type: none">• understand how misinformation is shared online;• understand the dangers of posting or sharing misinformation;• learn how to critically evaluate the authenticity and trustworthiness of online content;• know how to manage their digital footprint;• identify and recognise online risks;• understand how to protect themselves against cybersecurity threats.	Acceptable use. Make a Noise - Google Form on the Children’s Hub	To understand how misinformation is shared online. To understand the dangers of posting or sharing misinformation.	To understand how to evaluate the reliability of online content.	To understand how to manage a digital footprint.	To identify possible online risks	To recognise ways to increase cybersecurity.		
Music:	Unit 1 - Music and Technology In this unit, children explore how modern technology is used to create music. They'll get hands-on experience using	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.		Lesson 1 Do what you want to Part 1 Musicianship Options - Understanding Music and	Lesson 2 Do what you want to Part 2 Musicianship Options - Understanding Music and	Lesson 3 It’s all about love Part 1 Musicianship Options - Understanding Music and improvise together	Lesson 4 It’s all about love Part 2 Musicianship Options - Understanding Music and improvise together	Lesson 5 Sunshine on a rainy day Musicianship Options - Understanding Music and improvise together		Lesson 6 Assessment checkpoint Musicianship Options - Understanding Music and improvise together

	<p>DAWs (Digital Audio Workstations) to produce sounds and create music digitally—learning how to tell the difference between live and digital instruments.</p> <p>They'll also combine this technology with live performance, giving them a well-rounded understanding of how music is made today.</p>	<ul style="list-style-type: none">• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing (voice) and skillful playing (instrument).		<p>improvise together</p> <p>Listening - Listen and respond - Do what you want to</p> <p>Singing - Learn to sing the song - Do what you want to</p> <p>Playing - Play your instruments with the song - Do what you want to</p> <p>Performing - Perform the song - Do what you want to</p>	<p>improvise together</p> <p>Listening - Listen and respond - Fanfare for the common Man</p> <p>Singing - Learn to sing the song - Do what you want to</p> <p>Composing and Improvising - Improve with the song Do what you want to</p> <p>Performing - Perform the song - Do what you want to</p>	<p>Listening - Listen and respond - It's all about love</p> <p>Singing - Learn to sing the song - It's all about love</p> <p>Playing - Play your instruments with the song - It's all about love</p> <p>Performing - Perform the song - It's all about love</p>	<p>Listening - Listen and respond - Let's write a song</p> <p>Singing - Learn to sing the song - It's all about love</p> <p>Composing and Improvising - Composing with the song It's all about love</p> <p>Composing with the song - Compose with a theme - moving pictures</p> <p>Performing - Perform the song - It's all about love</p>	<p>Listening - Listen and respond - Dance the night away</p> <p>Singing - Learn to sing the song - Sunshine on a rainy day</p> <p>Playing - Play your instruments with the song - Sunshine on a rainy day</p> <p>Performing - Perform the song - Sunshine on a rainy day</p>		<p>Listening - Listen and respond - Fanfare for the common man</p> <p>Singing - Learn to sing the song - Do what you want to</p> <p>Singing - Learn to sing the song - It's all about love</p> <p>Learn to sing the song - Sunshine on a rainy day</p> <p>Playing Options - Play your instruments with the song - Do what you want to, It's all about love and Sunshine on a rainy day</p> <p>Composing and Improvising options - Improve with the song - Do what you want to and It's all about love</p> <p>Performing options - Perform the song - Do what you want to, It's all about love and Sunshine on a rainy day</p>
MfL:	Irregular verbs	<p>Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. Conjugate in</p>		<p>Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: CH OU ON OI</p>	<p>Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: I IN IQUE ILLE</p>	<p>Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: É E È EAU EUX</p>	<p>Introduce the fourth and final set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: QU GNE Ç EN AN</p>	<p>Introduce the new unit Les Verbes Irréguliers. In this lesson we will: Learn/revise what a pronoun is in English. Learn what these look like in French. Use simple supported listening and reading matching activities</p>		<p>In this lesson we will: Learn about the French irregular verb ALLER ('to go'). Use graded writing activities to help consolidate our learning of the French irregular verb ALLER.</p>

		French the irregular verb AVOIR. Conjugate in French the irregular verb ÊTRE. Conjugate in French the irregular verb ALLER. Conjugate in French the irregular verb FAIRE.						to consolidate our new learning and improve our knowledge of pronouns in French		
Aesthetic PE	Swimming	Physical: Rotation Physical: Sculling Physical: Treading water Physical: Gliding Physical: Front crawl Physical: Backstroke Physical: Breaststroke Physical: Surface dives Physical: Floating Physical: Huddle and H.E.L.P. position Social: Communication Social: Supporting and encouraging others Emotional: Determination Thinking: Creating Thinking: Decision making Thinking: Using tactics		Lesson 7 To develop breaststroke and breathing technique.	Lesson 8 To develop basic skills of water safety and floating	Lesson 9 To develop the dolphin kick	Lesson 10 To learn techniques for personal survival.	Lesson 11 To develop water safety skills and an understanding of personal survival.	Lesson 12 To identify fastest strokes and personal bests.	
Games PE	Golf	Physical: Accuracy Physical: Balance Physical: Coordination Physical: Striking		Lesson 1 To develop technique for hitting accurately over a short	Lesson 2 To develop technique for hitting over a short distance.	Lesson 3 To select and apply skills for a short game.	Lesson 4 To develop the technique for a long game.	Lesson 5 To select the appropriate shot for the situation.	Lesson 6 To design a course and select the appropriate shot for the situation.	

		<p>Social: Work safely Social: Taking turns Social: Supporting and encouraging Social: Collaboration</p> <p>Emotional: Perseverance Emotional: Self regulation Emotional: Honesty Emotional: Patience</p> <p>Thinking: Analysis Thinking: Selecting and applying skills</p>		distance.						
PSHE/RSHE:	<p><u>Families and friendships</u> Attraction to others; romantic relationships; civil partnership and marriage.</p> <p><u>Safe relationships</u> Recognising and managing pressure; consent in different situations.</p>		<p>No Outsiders Kenny Lives with Erica and Martina</p> <p>To consider consequences</p>	<p>Lesson 1</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish 	<p>Lesson 2</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 	<p>Lesson 3</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	<p>Lesson 4</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship <p>(Year 4</p> <ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded <p>Year 5</p> <ul style="list-style-type: none"> • strategies to help someone feel included • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to 	<p>Lesson 5</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends 	<p>Lesson 6</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong <p>(Year 5</p> <ul style="list-style-type: none"> • about peer influence and how it can make people feel or behave 	<p>Lesson 7</p> <p>Year 6 Learning Objective:</p> <ul style="list-style-type: none"> • strategies to respond to pressure from friends including online <p>(Year 5</p> <ul style="list-style-type: none"> • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

							seek support in relation to friendships)			
RE:	Unit 6.1 - Human and Social Science - How and why does religion bring peace & conflict	<p>Children will learn:</p> <p>Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict</p> <p>Interpretations lead to beliefs about how to behave</p> <p>It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few</p> <p>'Holy' wars are justified by religions</p> <p>Lots of wars are started because of non-religious causes</p> <p>Many people see war to be a last resort and seek peace</p>	No RE	Session 1 – Research and review different religious beliefs of peace	Session 2 – Examine the connection between religion and conflict	Session 3 – Investigate the motives, actions and impact of activists promoting peace	Session 4 – Identify the different ways in which religious members express their desire for peace	Session 5 – Construct a balanced argument which examines both viewpoints and expresses a personal conclusion	No RE	No RE
Black History Week	Atlantic Slave Trade									<p>Black History Week</p> <p>To use historical sources to define what a slave is.</p> <p>To understand and describe the triangular Atlantic slave trade.</p>

										<p>To learn about the experiences of slaves during the Atlantic slave trade from historical sources.</p> <p>To understand the abolition of the slave trade and slavery in Britain</p>
Trips, visitors and experiences: Rationing tasting experience and Duxford Visit										
Outcome/final pieces: History work/Remembrance service next term										