



Year 4: Enquiry Questions Overview 2026-2027															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	RSHE: How can I improve my emotional and mental wellbeing?	Computing: Can I spend too much time on my computer?	Geography: Is Europe all the same?		Music: How can I transfer my skills from playing the glockenspiel to the keyboard?		DT: How does technology help with design?		History: How many Commonwealth soldiers and civilians did it take to win WW1 and WW2?		Computing: Can I create my own game in Scratch?	ODL: What if you removed an element from the fire triangle?	Geography: When is water a gift and a curse?	RE: Why do some people think that life is like a journey and what significant experiences mark this?	
Spring	RSHE: What forms of prejudice are there and can I do anything about it?	History: Was Anglo-Saxon Britain fairly known as the 'Dark Ages'?		Art: How do artists show movement in their art?		RSHE: If you are what you eat, then what should we eat?		Art: Why is watercolour a good medium for landscape painting?		RE: Why is Jesus inspiring to some people?	Geography: How many daffodils can I plant in Prittlewell Square?				
Summer	Music: How can non-verbal gestures help me to understand what I need to do with my voice when singing?	DT: Is it possible for pizzas to be healthy?		Art: Where do maths and art meet?		RE: What can we learn from religions about deciding what is right and what is wrong?		History: How did England become England?	RSHE: How might puberty affect me?	Computing: Is the internet an accurate and reliable source of information?	ODL:When is a timber hitch knot useful?	ODL: What local support systems are out there for those who need support?			

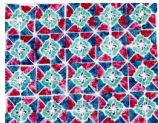
Autumn Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Autumn 1 Week 1	RSHE: How can I improve my emotional and mental wellbeing?	Focus: Mental Health Domains: Mental Health Enrichment opportunity: Mental health nurse to give tips and answer questions. Magnus, mental health worker visit school. Key concept: Experiences and Acceptance and Connection	Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Understand change and loss (including death) to identify feelings associated with this, and explore ways of expressing and managing grief and bereavement.	Children create a personal wellbeing toolkit page with three parts: two self-care strategies (rest, hobbies, time with others) with a reason why each helps, one way exercise or time outdoors could support mood, and a short reflective paragraph on how someone might manage a loss or big change in their life, showing they understand this is a normal feeling to work through rather than hide.
Autumn 1 Week 2	Computing: Can I spend too much time on my computer?	Focus: E Safety Domain: E Safety Concept: Connections and Responsibility Enrichment opportunity: E-Safety Assembly. Children to share their key recommendations in assembly.	Understand how to manage their own screen time independently in order to support their digital wellness. To give examples of the risks posed by online communication. To understand that harmful or offensive communication continuously online is a form of bullying. Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (RSHE) Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (RSHE) Know that people sometimes behave differently online, including by pretending to be someone they are not. (RSHE)	Children write one page of an e-safety leaflet for a younger pupil with three sections: a short self-audit of their own screen time habits, an explanation of one online risk (cyberbullying, harmful content, someone pretending to be someone else) and its effect on wellbeing, and one practical strategy for rationing time online. This checks understanding and self-management, not just recall of facts.

Autumn 1 Week 3 Week 4	Geography: Is Europe all the same?	Domain: Locational Knowledge, Place Knowledge Concept: Connections. Enrichment opportunity: To prepare interview questions and invite family members from different parts of Europe to share their experiences growing up, living, working, etc, in different parts of Europe.	Name and locate the world's countries, using maps and atlases to focus on Europe (including the location of Russia), concentrating on their countries, environmental regions, major cities and key human and physical characteristics. Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. Identify the position and significance of the tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle. Understand geographical similarities and differences through the study of human and physical geography in a region of Europe different from that studied in Year Three.	Children complete an annotated map task: locate and label at least 6 European countries plus Russia, mark the Equator, the Northern and Southern Hemispheres and one Tropic or Circle studied, then write a short paragraph (3 to 4 sentences) comparing one human and one physical difference between two European regions studied, answering the enquiry question directly with evidence.
Autumn 1 Week 5 Week 6	Music: How can I transfer my skills from playing the glockenspiel to the keyboard?	Focus: Composition and Performance Instrument(s): Keyboard Key musician and song(s): Elton John - Your Song Leonard Cohen - Hallelujah Chopin - Raindrop Genre/Tradition: Romantic period/Modern Enrichment opportunity: Performance to each other and pupils in other year groups Domains: Composing, Musicianship and Performance Key concept: Connection, Experiences, Acceptance.	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Introduce major and minor chords. Include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of the following: graphic symbols, rhythm notation and time signatures, staff notation and/or technology. Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Understand how triads (chords) are formed, and play them on tuned percussion, melodic instruments or keyboards.	Children perform a short phrase they have learned on the glockenspiel, then perform the same phrase on the keyboard, and complete a short written reflection identifying one skill that transferred directly (e.g. reading the note range) and one thing they had to adapt (e.g. finger technique or hand position).
Autumn 1 Week 7 Week 8	DT: How does technology help with design?	Focus: To make a badge using a computer. Key person: Susan Kare Key concept: Experiences. Domains: Design, Technical Knowledge, Make and Evaluate. Enrichment opportunity: Possible visit to the local recycling centre	Investigate and analyse a range of existing products. To identify some great designers in order to generate ideas for designs. Gather information through research and development and use evaluation of existing products to develop a simple design criteria. Design an innovative, functional and appealing product for a target audience that have a clear purpose and intended user. Use annotated sketches, cross-sectional drawings and diagrams to explain how their products work. To select and use a wider range of materials and components, including functional properties, recyclability and aesthetic qualities. Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). To select the appropriate cutting, shaping, joining and finishing techniques and apply them with increasing accuracy. To measure and mark out to the nearest half centimetre. Assemble, join and combine material and components with increasing degrees of accuracy. Apply their understanding of computing to program, monitor and control their products. Evaluate their work against their own design criteria and discuss how they would improve their work as well as explaining the particular features of their product that will appeal to users.	Children complete a design evaluation of their badge, explaining with an annotated sketch how they used a computer to develop their design, what their evaluation of existing products told them, and one way technology helped them improve their product compared with designing by hand alone.
Autumn 2 Week 9 Week 10	History: How many Commonwealth soldiers and civilians did it take to win WW1 and WW2?	Concept: Connections and Responsibility Enrichment opportunity: Find members of our school community of grandparents from different faiths and backgrounds who have a link to WW2 and invite them in to interview.	To learn about a local history study. <i>To place historically significant events and people on a timeline using key dates, understanding that the past can be divided into Before Christ and Anno Domini.</i> <i>To understand the concept of continuity and change over time.</i>	Children are given 3 short sources (a data table, a poster, a first-hand account) about Commonwealth contributions and complete a source evaluation grid (what it shows, primary or secondary, how reliable

			To understand that the past can be divided into different eras and begin to identify some of these. To start to devise their own historically valid questions about similarities and differences in aspects of life in the past. To make suggestions of suitable sources of evidence, evaluating the reliability of primary and secondary sources. To look at different accounts of the same time period studied and identify differences, realising that sources can contradict each other. Know that the past can be represented in a way that persuades others and begin to understand why this might be. To begin to consider the causes and consequences of events and changes in history. Make valid statements about the changes occurring within & across periods, and compare the importance and reasons for these changes, informed by their historical research and evidence. To use historical vocabulary that continues to build upon broader historical concepts and that begins to question the validity of sources.	it seems), then write an extended paragraph (4 to 5 sentences) explaining why representations of Commonwealth soldiers may vary between sources and the potential wider impact of this on society today. Individual written extension of the original class discussion, so every child's understanding is properly assessed.
Autumn 2 Week 11	Computing: Can I create my own game in Scratch?	Focus: Programming: Selection Domain: Computer Science Concept: Experiences Enrichment opportunity: Share game with year three and get feedback for how to make improvements	Design and write simple algorithms using loops and selection in Scratch (e.g. IF statements). Decompose code to inform own program design.	Children build a short maze or game level in Scratch that includes at least one IF (selection) statement and one loop, then write a short annotation explaining what their selection statement does and how they broke the problem down into smaller parts to build it. For example a maze game (IF sprite is touching <i>colour</i> send to x,y)
Autumn 2 Week 12	ODL: What if you removed an element from the fire triangle?	Domain: Tool Use and Risk Management Concept: Experiences and Responsibility Enrichment opportunity:	Know how to use a fire steel safely. Demonstrate different methods of managing fire, explaining the fundamentals of the fire triangle. Differentiate between risk and hazard.	Children complete a labelled diagram of the fire triangle, then for two given scenarios (removing oxygen, removing fuel) explain what would happen to the fire and why, finishing with one sentence distinguishing a risk from a hazard in a fire-lighting context.
Autumn 2 Week 13	Geography: When is water a gift and a curse?	Domain: Human and physical Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Water Cycle: Free Workshop booked on https://www.wateraid.org/uk/get-involved/teaching/bo-uk-free-educational-workshop/request	Describe and understand key aspects of human geography including the distribution of natural resources including minerals and water. Describe and understand key aspects of physical geography including rivers, mountains and the water cycle.	Children complete a two-column table, "Water as a gift" and "Water as a curse", using key vocabulary (mineral resources, rivers, mountains, the water cycle) with at least 2 examples in each column, then write a short paragraph explaining one thing that could be done to help people without access to clean water. https://www.wateraid.org/uk/stories/water-means-life
Autumn 2 Week 14 Week 15	RE: Why do some people think that life is like a journey and what significant experiences mark this?	Domain: Expressing Concept: Acceptance and Connection Enrichment opportunity:	Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.	Children create a labelled map of life for one religion studied (Christian, Jewish or Hindu), showing at least 3 milestones or ceremonies of commitment with a sentence on what each means, then write one sentence linking a milestone to their own idea of an important life experience.
Spring Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Spring 1 Week 1	RSHE: What forms of prejudice are there and can I do anything about it?	Focus: No Room for Racism Domains: Living in the Wider World Enrichment opportunity: Book SUFC Workshop and stadium visit for Show Racism the Red Card Key concept: Responsibility and Acceptance	Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). Understand prejudice and how to recognise behaviours and actions which discriminate against others and ways of responding if witnessed or experienced. Know practical steps they can take in a range of different contexts to improve or support respectful relationships.	Children complete 2 short comic-strip scenarios, each showing a discriminatory behaviour and a respectful, active response, labelling the protected characteristic involved and a practical step for getting help or reporting it, then

			Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Know about Human Rights and the UN Conventions on the Rights of the Child. <i>Show awareness of personal rights, privacy and boundaries.</i> <i>Know how to respond safely and appropriately to adults/children they may encounter (in all contexts, including online) whom they do not know.</i> <i>Know how to recognise and report feelings of being unsafe or feeling bad about any adult/child.</i> <i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	write one sentence connecting this to a human right or the UN Convention on the Rights of the Child. Run in small groups with adult support given the sensitivity.
Spring 1 Week 2 Week 3	History: Was Anglo-Saxon Britain fairly known as the 'Dark Ages'?	Concept: Connections Enrichment opportunity: Southend Museum visit: Anglo-Saxon Adventurers workshop on Prittlewell Anglo Saxon burial artefacts + workshop on Anglo-Saxon art and writing. Enrichment - Changed to borrowing an Educational Loan Box from Southend Museum.	To learn about Britain's settlement by Anglo-Saxons and Scots. <i>To place historically significant events and people on a timeline using key dates, understanding that the past can be divided into Before Christ and Anno Domini.</i> <i>To understand the concept of continuity and change over time.</i> <i>To understand that the past can be divided into different eras and begin to identify some of these.</i> <i>To start to devise their own historically valid questions about similarities and differences in aspects of life in the past.</i> <i>To make suggestions of suitable sources of evidence, evaluating the reliability of primary and secondary sources.</i> <i>To look at different accounts of the same time period studied and identify differences, realising that sources can contradict each other.</i> <i>Know that the past can be represented in a way that persuades others and begin to understand why this might be.</i> <i>To begin to consider the causes and consequences of events and changes in history.</i> <i>Make valid statements about the changes occurring within & across periods, and compare the importance and reasons for these changes, informed by their historical research and evidence.</i> <i>To use historical vocabulary that continues to build upon broader historical concepts and that begins to question the validity of sources.</i>	Children are given 3 sources or artefacts from Anglo-Saxon Britain and complete a table showing what each source reveals, whether it supports or challenges the 'Dark Ages' label, and why. They finish with a paragraph (4 to 5 sentences) giving their own reasoned view, referencing at least 2 pieces of evidence, which tackles the enquiry question directly and builds on the source evaluation objectives.
Spring 1 Week 4 Week 5	Art: How do artists show movement in their art?	Focus: Drawing - The Human Body Key person: Edgar Degas Movement: Impressionism Media: pencils, pastels, charcoal Key concept: Making Connections Enrichment opportunity: Virtual Museum Tour - looking at various examples of Degas' gesture drawings (e.g.: https://www.themorgan.org/exhibitions/images/degas-drawings-and-sketchbooks)	To accurately use learned techniques with increased control to create a desired outcome. To begin to apply their technical knowledge of line, shading, light and shadow, form, tone and texture. To use line, tone, shape and represent figures and forms in movement and to show body language. <i>To use sketchbooks purposefully to gather references, improve understanding, inform ideas, refine techniques, and plan for outcomes.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the key ideas of a variety of artists, architects, craftspeople and designers studied.</i>	Children complete a timed gesture drawing (about 10 minutes, from observing a moving partner or a short video) using line, tone and shape to capture movement and body language, then annotate it identifying 2 techniques used and one similarity or difference with Degas' approach. 
Spring 1 Week 6	RSHE: If you are what you eat, then what should we eat?	Focus: Physical Health Domains: Physical Health Enrichment opportunity: Visit from school nurse. Email contact: KateDryden@southend.gov.uk Key concept: Experiences and Responsibility.	Know what constitutes a healthy diet (including understanding calories and other nutritional content). Know the principles of planning and preparing a range of healthy meals. Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of sugar on mental and physical health). Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist, how to brush teeth correctly, and the impact of sugary/acidic drinks and snacks. Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Children plan a day of healthy meals that meets the principles of a balanced diet, then write a short paragraph explaining 2 risks of a poor diet (such as obesity or tooth decay) and one dental hygiene habit that supports good health.
Spring 2 Week 7 Week 8	Art: Why is watercolour a good medium for landscape painting?	Focus: Painting Key person: J.M.W. Turner Movement: Romanticism Media: Watercolours Key concept: Experiences That Shape Us	Choose paints and tools to implement appropriately and experiment with a wider range of effects, e.g. colour blocking, washes, dotting and splashing. To use different shades, tools and techniques increasingly accurately to express mood and begin to show an awareness of colour harmony: analogous and complementary colours.	Children create a small watercolour landscape study using at least 2 techniques (wash, wet-on-wet, dotting or splashing) to express mood, plus one example of colour harmony (analogous or

		Enrichment opportunity: Local nature walk to the cliffs/beach to observe colour in nature which will inspire a watercolour painting.	<i>To use sketchbooks purposefully to gather references, improve understanding, inform ideas, refine techniques, and plan for outcomes.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the key ideas of a variety of artists, architects, craftspeople and designers studied.</i>	complementary), then annotate it explaining why watercolour suited their chosen effect. 
Spring 2 Week 9 Week 10	RE: Why is Jesus inspiring to some people?	Domain: Believing Concept: Acceptance and Connection Enrichment opportunity:	Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. Make connections between some of Jesus' teachings and the way Christians live today.. Describe how Christians celebrate Holy Week and Easter Sunday. Present their own ideas about the most important attitudes and values to have today, making links with Christian values.	Children choose 2 values (e.g. from the Fruit of the Spirit) and write or illustrate a short piece showing how a Christian might live out each value today, then write one sentence on how a non-religious person might also show that value, linking back to the "inspiring" theme.
Summer 2 Week 11	Geography: How many daffodils can I plant in Prittlewell Square?	Domain: Geographical skills and fieldwork Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Local walks.	To use the eight points of a compass, two figure grid references, OS symbols and keys (Including the use of Ordnance Survey maps) to navigate and to develop their knowledge of the wider community. Use fieldwork skills in the wider locality of the city to observe, measure, collect data, record (using the skill of drawing sketch maps) and then present the human and physical features of the wider locality.	Children use fieldwork sketch-mapping skills to record the human and physical features of a local area on a simple sketch map with a key, then use given measurements to calculate or estimate how many daffodil bulbs could be planted in a defined area, showing their working.
Summer Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Summer 1 Week 1	Music: How can non-verbal gestures help me to understand what I need to do with my voice when singing?	Focus: Singing, Listening and Performance Key musician and song(s): Variety Genre/Tradition: Variety Enrichment opportunity: Junior Music Festival Domains: Singing, Listening and Performance Key concept: Connection, Experiences, Acceptance.	Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Evaluate live and recorded music, drawn from different genres and traditions, justifying reasons.	In pairs, children perform a short song responding to a leader's non-verbal gestures for dynamics (crescendo and decrescendo) and pitch, then complete a short self or peer evaluation identifying 2 moments where a gesture changed their singing and how they responded.
Summer 1 Week 2 Week 3	DT: Is it possible for pizzas to be healthy?	Focus: Following a recipe to make a healthy pizza using a heat source. Key person: Tony Gemignani, Master Instructor at the International School of Pizza. Key concept: Food preparation techniques, healthy eating and following a recipe. Domains: Cooking and Nutrition Enrichment opportunity: A possible visit to Pizza Express in Southend High Street to learn about food hygiene and safety or to make their pizzas there.	Understand and apply the principles of a healthy and varied diet. Investigate and analyse a range of existing products. Gather information through research and development and use evaluation of existing products to develop a simple design criteria. Use annotated sketches, cross-sectional drawings and diagrams to explain how their products work. To independently follow safe procedures for food safety and hygiene. To select appropriate equipment to measure ingredients accurately. To be able to use different food preparation techniques e.g. cutting (bridge and claw, baton and cubing), grating, spreading, etc. To follow a recipe to make a healthy meal (controlling timing and the temperature of the oven or hob if cooking). Prepare and cook predominantly savoury dishes safely and hygienically, including the use of a heat source. Evaluate their work against their own design criteria and discuss how they would improve their work as well as explaining the particular features of their product that will appeal to users.	Children evaluate their finished pizza against 2 to 3 design criteria linked to healthy eating (balanced ingredients, food safety followed, presentation), write a short evaluation with one redesign suggestion, and explain in a sentence why food hygiene mattered during preparation. 
Summer 1 Week 4	Art: Where do maths and art meet?	Focus: Printing Key person: William Morris	To create a stencil with a symmetrical design. To experiment with colour combinations, layering, pattern, form and space.	Children create a small symmetrical block-print or stencil design showing an

Week 5		Movement: Art Nouveau Arts and Crafts Media: Polystyrene and block printing ink Key concept: Responsible Action Enrichment opportunity: Nature walk to observe patterns in nature. Possible gallery visit to view portraits in person (subject to art installations at the time of teaching)	To create an accurate, controlled and repeated image. <i>To use sketchbooks purposefully to gather references, improve understanding, inform ideas, refine techniques, and plan for outcomes.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the key ideas of a variety of artists, architects, craftspeople and designers studied.</i>	accurate, repeated, controlled pattern, then annotate it identifying where symmetry, repetition or pattern appear in their artwork and how they achieved accuracy.  
Summer 1 Week 6	RE: What can we learn from religions about deciding what is right and what is wrong?	Domain: Living Concept: Acceptance and Connection Enrichment opportunity: Visit by a police officer at the beginning of unit to discuss right and wrong. Ask the question to them 'Do religious people ever chose to do the wrong thing.?'	Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.	Children respond to 2 short moral dilemmas (one clear-cut, one less clear), writing what they would do and why, then explain in 2 to 3 sentences how a religious believer studied might use their faith to help decide, referencing one example from the religions covered.
Summer 2 Week 7 Week 8	History: How did England become England?	Concept: Connections Enrichment opportunity: Southend Museum workshop.	To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <i>To place historically significant events and people on a timeline using key dates, understanding that the past can be divided into Before Christ and Anno Domini.</i> <i>To understand the concept of continuity and change over time.</i> <i>To understand that the past can be divided into different eras and begin to identify some of these.</i> <i>To start to devise their own historically valid questions about similarities and differences in aspects of life in the past.</i> <i>To make suggestions of suitable sources of evidence, evaluating the reliability of primary and secondary sources.</i> <i>To look at different accounts of the same time period studied and identify differences, realising that sources can contradict each other.</i> <i>Know that the past can be represented in a way that persuades others and begin to understand why this might be.</i> <i>To begin to consider the causes and consequences of events and changes in history.</i> <i>Make valid statements about the changes occurring within & across periods, and compare the importance and reasons for these changes, informed by their historical research and evidence.</i> <i>To use historical vocabulary that continues to build upon broader historical concepts and that begins to question the validity of sources.</i>	Children place 5 to 6 given events from the Viking and Anglo-Saxon struggle for England (400AD to 1066AD) on a timeline, then write a paragraph (4 to 5 sentences) explaining the causes and consequences of one key change, using historical vocabulary and noting whether their evidence is primary or secondary.
Summer 2 Week 9	RSHE: How might puberty affect me?	Focus: RSE Domains: Growing and Changing Enrichment opportunity: Visit from School Nurse re puberty. Key concept: Acceptance and Responsibility.	Begin to take responsibility for their own body, describing why and how to be responsible for their personal hygiene. Know about some of the initial and early physical and emotional changes that happen when approaching puberty. Identify some similarities and some differences between males and females using correct vocabulary to name internal and external sexual parts. Understand the difference between safe and unsafe touch, and that no one has a right to touch them in a way that feels unsafe - not even family.	Children write one page of a personal hygiene and puberty guide for a peer, correctly naming at least 2 physical or emotional changes associated with puberty using correct vocabulary, and explaining one way to take responsibility for personal hygiene. Run 1:1 or in a small group given the sensitive content.
Summer 2 Week 10	Computing: Is the internet an accurate and reliable source of information?	Focus: Technology around us Domain: Information Technology Concept: The internet Enrichment opportunity:	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 Evaluate the consequences of unreliable content Combine images transitions and sound to create a presentation. Differentiate searched material. Drag and drop. Know how information and data is shared and used online. (RSHE) Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.(RSHE)	Children are given 3 mock web search results (one reliable-looking, two with red flags such as adverts, sponsored ranking or no named author) and complete an evaluation table judging reliability and reasoning, then write 2 sentences explaining how search engines rank or target information and why this matters for being a discerning consumer.
Summer 2	ODL: When is a timber	Domain: Knotting	Use a simple knot such as a timber hitch that can be easily released.	Practical task: children tie a timber hitch to

Week 11	hitch knot useful?	Concept: Experiences and Responsibility Enrichment opportunity:		secure a rope to a fixed point, test that it holds under a gentle pulling force and releases easily, then write one sentence explaining a situation where this particular knot would be useful and why, compared with another knot.
Summer 2 Week 12 Week 13	ODL: What local support systems are out there for those who need support?	Domain: Environmental Awareness Concept: Responsibility Enrichment opportunity: Visitors to school: local food bank and HARP.	To develop an understanding of the importance of local organisations that provide for our local community. To explain why some groups/areas might experience inequality and suggest ways this could be addressed.	Children research one local organisation (e.g. a food bank or HARP) using provided information and complete a short fact file (what they do, who they help, why the need exists), then write 2 to 3 sentences suggesting one way to address the inequality linked to that need, feeding into their fundraising planning.