



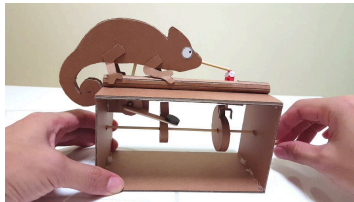
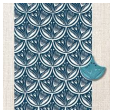
Year 5: Enquiry Questions Overview 2026-2027															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	RSHE: How many ways can I be proactive to keep myself safe?	Computing: What does being ethical online mean?	Art: Can I draw a dream?	History: Would you rather live in the Stone Age, the Bronze Age or the Iron Age?		RE: What can be done to reduce racism? Can religion help?		Geography: Which would you rather visit: the Rockies or the Andes?	History: What were the experiences of Windrush arrivals who came to help rebuild Britain after WW2?	RE: Why do some people think God exists?	Computing: How can I combine multiple sprites in a Scratch program?	Music: How can we evaluate and improve our performance for Young Voices?	Geography: How can destruction be a form of creation?	Computing: How does a Google search work?	ODL: What can I do with a clove hitch knot?
Spring	Music: Why do we have music in the background of films?			Art: How can you create texture in 2D art?		ODL: How can I sustain a fire long enough to boil water?	RSHE: Should I spend or save?	DT: How can I make my own moving toy?		History: What impact have Ancient Greeks had on our lives today? (British Museum)					
Summer	Geography: Will we need to outrun the tide?	Art: How can I represent what isn't there?		ODL: How relevant is 'Make Do and Mend' today?	DT: What's in season?		Art: Why does photography have rules?		Geography: How clean is my local area?	RSHE: How can I look after my changing body?	RSHE: Are stereotypes ever helpful?	RE: What does it mean to be a Muslim in Britain today?			

Autumn Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Autumn 1 Week 1	RSHE: How many ways can I be proactive to keep myself safe?	Focus: Physical Health Domains: Physical Health Enrichment opportunity: Use of ipads to create documentary. Key concept: Experiences and Responsibility	Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body, and when to seek support including which adults to speak to in school if they are worried about their health. Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Know the facts and science relating to allergies, immunisation and vaccination. Know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. <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>	Children create one page of a "staying safe" guide covering three areas: one legal or illegal substance risk with a fact, one early warning sign of physical illness and who to tell, and one home hazard with a prevention step. They finish with a concluding paragraph on why good sleep matters for health, mood and learning, pulling the range of learning objectives together rather than assessing them separately.
Autumn 1 Week 2	Computing: What does being ethical online mean?	Focus: E Safety Domain: E Safety Concept: Connections and Responsibility Enrichment opportunity: E-Safety Assembly	Recognise inappropriate content, contact and conduct and know how to report concern. Know how to keep their information private e.g. privacy settings. To understand that gaming and other types of online activity can be addictive and that screen time needs to be managed. To understand the ethical responsibilities and rights associated with online behaviour and content (consent).	Children analyse 3 short online scenario cards (e.g. sharing a friend's photo without asking, an age-restricted game, someone using a fake profile) and for each write whether it is ethical, why or why not, and what responsible action to take. They finish with a paragraph

			Know why social media, some computer games and online gaming, for example, are age restricted. (RSHE) Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (RSHE)	explaining the ethical responsibilities and rights, including consent, associated with online behaviour.
Autumn 1 Week 3	Art: Can I draw a dream?	Focus: Drawing Key person: Paul Nash Movement: Surrealist Landscapes Media: Sketching pencils Key concept: Making Connections Enrichment opportunity: Possible gallery visit to view portraits in person (subject to art installations at the time of teaching) Changed to a local walk to view street art in central Southend - enrichment of local artists.	To begin to demonstrate increasing creativity and experimentation with increasingly controlled and accurate techniques. To apply their technical knowledge of shading, light and shadow, tone and texture to add depth and realism to their images. To develop an awareness of how perspective or viewpoints can change an image. To begin to use a range of techniques to show shadows and reflection. <i>To engage in research and exploration in the process of initiating own ideas, and to then use sketchbooks confidently for a variety of purposes including recording observations, refining and develop ideas, testing materials, and planning and recording information.</i> <i>To analyse and critique own artwork and that of others, making links and comparisons.</i> <i>To know about and explain the ideas and approaches of a range of artists, architects, craftspeople and designers studied, taking account of their particular historical and cultural contexts, and the impact of these on their work.</i>	Children complete a surrealist landscape sketch using shading, tone and at least one technique to show depth or a shifted viewpoint, then write an artist's statement (3 to 4 sentences) explaining the symbolic meaning behind their imagery and linking it to Paul Nash's approach. 
Autumn 1 Week 4 Week 5	History: Would you rather live in the Stone Age, the Bronze Age or the Iron Age?	Concept: Experiences Enrichment opportunity: Southend Museums - Prehistoric Southend workshop.	To learn about changes in Britain from the Stone Age to the Iron Age. <i>To describe the main changes in a period in history and create an accurate scaled and dated timeline.</i> <i>To understand the concepts of continuity and change over time.</i> <i>To show an awareness of events happening in similar times, but in different places.</i> <i>To devise and answer historically valid questions about change, cause, similarity and difference regarding periods studied.</i> <i>Compare sources of information available for the study of the past, evaluating the efficacy of these, understanding that the type of information depends on the period studied.</i> <i>Make some links and comparisons between aspects of periods of history and the present day.</i> <i>To suggest why there might be different interpretations of the same event.</i> <i>To show an awareness of the concept of propaganda.</i> <i>To begin to formulate responses regarding connections, contrasts and trends over time that involve the selection and analysis of relevant historical information.</i> <i>To use a wide range of historical vocabulary that begins to identify social structures and that refers to specific ideas or themes.</i>	Children complete a comparison chart of the three periods (at least 2 features each: tools, homes, food) using at least one primary and one secondary source, then write a balanced argument (6 to 8 sentences) with a clear conclusion on which period they would choose to live in, evaluating the reliability of the evidence they used.
Autumn 1 Week 6 Week 7	RE: What can be done to reduce racism? Can religion help?	Domain: Expressing Concept: Acceptance and Connection Enrichment opportunity: Contact the charity Show Racism the Red Card https://www.theredcard.org/england/ Visitor from charity to discuss racism.	Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities. Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas. Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.	Children choose 2 key ideas about racism studied and write an evaluative paragraph on their significance, then create a short piece of art with a caption expressing their reaction to the idea that "we have far more in common than what keeps us apart," weighing their own view against what they have learned.
Autumn 2 Week 8	Geography: Which would you rather visit: the Rockies or the Andes?	Domain: Locational Knowledge, Place knowledge Concept: Connections.. Enrichment opportunity:	Name and locate the world's countries, using map (atlases, globes and digital/computer mapping) to focus on North and South America, concentrating on their countries, environmental regions, major cities and key human and physical characteristics. Identify the position and significance of latitude and longitude. Identify the position and significance of the Prime/Greenwich Meridian and time zones including day and night. Understand geographical similarities and differences through the study of human and physical geography in a region of North and South America.	Children complete a comparison table for the Rockies and the Andes covering location (latitude, longitude, hemisphere), and human and physical characteristics, then write a persuasive paragraph justifying which range they would visit, using specific geographical vocabulary.
Autumn 2 Week 9	History: What were the experiences of Windrush arrivals who came to help rebuild Britain after WW2?	Concept: Connections and Responsibility Enrichment opportunity: South Essex African Caribbean Association workshop. Visits from any members of our community linked with the Windrush generation.	To learn about a local history study: Tilbury Docks. <i>To describe the main changes in a period in history and create an accurate scaled and dated timeline.</i> <i>To understand the concepts of continuity and change over time.</i> <i>To show an awareness of events happening in similar times, but in different places.</i> <i>To devise and answer historically valid questions about change, cause, similarity and difference regarding periods studied.</i>	Children examine 2 short sources about Windrush experiences and complete a source evaluation table, then write an extended piece (a diary entry in role, or an explanatory paragraph) on what made Windrush a scandal and one lesson society could learn for the future, referencing real stories studied.

			Compare sources of information available for the study of the past, evaluating the efficacy of these, understanding that the type of information depends on the period studied. Make some links and comparisons between aspects of periods of history and the present day. To suggest why there might be different interpretations of the same event. To show an awareness of the concept of propaganda. To begin to formulate responses regarding connections, contrasts and trends over time that involve the selection and analysis of relevant historical information. To use a wide range of historical vocabulary that begins to identify social structures and that refers to specific ideas or themes.	
Autumn 2 Week 10	RE: Why do some people think God exists?	Domain: Believing Concept: Acceptance and Connection Enrichment opportunity: Invite some Christians, agnostics, muslims, Jewish people and atheists in to answer questions about why they do or do not believe in God. It would be great if all could come in one session and show acceptance and tolerance of each other's views.	Outline clearly a Christian understanding of what God is like, using examples and evidence. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.	Children produce a piece of work in two clearly labelled sections: first outlining a Christian understanding of what God is like with evidence and examples, and second presenting at least two different views on why people believe or do not believe in God, reflecting on the possible benefits and challenges of each.
Autumn 2 Week 11	Computing: How can I combine multiple sprites in a Scratch program?	Focus: Programming: Variables Domain: Computer Science Concept: Experiences Enrichment opportunity:	Use variables and loops (UNTIL). Make a computer complete a simple task through a list of commands using various forms of input and output. Design and create programs that use sequence, selection and repetition (IF, THEN, ELSE).	Children extend their existing Scratch game, adding a second sprite that interacts with the first using variables, a loop (UNTIL) and at least one IF, THEN, ELSE statement, then annotate their code explaining how the sprites communicate and what each command does. https://scratch.mit.edu/projects/19220863/editor/
Autumn 2 Week 12	Music: How can we evaluate and improve our performance for Young Voices?	Focus: Singing, Listening and Performance Key musician and song(s): TBC Genre/Tradition: Variety Enrichment opportunity: Young Voices Domains: Singing, Listening and Performance Key concept: Connection, Experiences, Acceptance.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Listen with attention to detail to live and recorded music drawn from different traditions and from great composers and musicians, and recall sounds with increasing aural memory.	In small groups, children perform a section of their repertoire, then complete a structured self or peer evaluation identifying one strength (e.g. phrasing, pitch accuracy) and one area to improve, using specific musical vocabulary such as ensemble, style and dynamics.
Autumn 2 Week 13	Geography: How can destruction be a form of creation?	Domain: Human and Physical Concept: Responsibility. Enrichment opportunity: Potential VR workshop	Describe, understand and explain key aspects of physical geography including the formation of volcanoes and earthquakes and how they affect both human geography and physical features.	Children complete a labelled diagram explaining how volcanoes or earthquakes form, then write a paragraph explaining one way this destructive process also creates something (new land, resources) and how it affects human and physical geography.
Autumn 2 Week 14	Computing: How does a Google search work?	Focus: Technology around us Domain: Information Technology Concept: Internet searches Enrichment opportunity:	Understand how search results are ranked. To describe how search engines select results. To record, edit and present digital media and use titles transitions and other effects. Use key shortcuts. Bookmark a link.	Children compare 2 search results for the same query, identifying which ranks higher and hypothesising why using their knowledge of ranking, then create one slide explaining how search engines select and rank results.
Autumn 2 Week 15	ODL: What can I do with a clove hitch knot?	Domain: Knotting Concept: Experiences and Responsibility Enrichment opportunity:	Demonstrate a specific knot such as a clove hitch that gives a secure grip on a stick.	Practical task: children tie a clove hitch to secure a stick, test its grip, then write an explanation of why they chose this knot for the task and evaluate whether it was effective, comparing it with at least one alternative knot.
Spring Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment

Spring 1 Week 1 Week 2 Week 3	Music: Why do we have music in the background of films?	Focus: Composition and Performance Instrument(s): Ukulele Key musician and song(s): Somewhere Over the Rainbow - Israel Kamakawiwo'ole Better Together - Jack Johnson Genre/Tradition: Folk Enrichment opportunity: Domains: Composing, Musicianship and Performance Key concept: Connection, Experiences, Acceptance.	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary (ABA) piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of the following: graphic symbols, rhythm notation and time signatures, staff notation and/or technology. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do).	Children compose and perform a short piece (using chords and a range of dynamics) to accompany a given short film scene, then write a paragraph explaining how their musical choices (dynamics, mood, key) were designed to support the atmosphere of the scene.
Spring 1 Week 4 Week 5	Art: How can you create texture in 2D art?	Focus: Painting Key person: David Hockney Movement: Impressionism Media: Acrylic Key concept: Experiences That Shape Us Enrichment opportunity: Local walk to the beach to take photographs of the scenery, to use for inspiration for paintings.	To test media and materials independently before employing a range of effects on different scales . To mix a range of paints to create a palette (gradient) based upon colours observed in the natural world. To experiment with layering of different paints and materials to create desired effects, e.g. thickening paint, scratching. <i>To engage in research and exploration in the process of initiating own ideas, and to then use sketchbooks confidently for a variety of purposes including recording observations, refining and develop ideas, testing materials, and planning and recording information.</i> <i>To analyse and critique own artwork and that of others, making links and comparisons.</i> <i>To know about and explain the ideas and approaches of a range of artists, architects, craftspeople and designers studied, taking account of their particular historical and cultural contexts, and the impact of these on their work.</i>	Children create a small acrylic paint sample testing 2 layering or texture techniques (e.g. thickening paint, scratching) inspired by a colour palette they have mixed from observation, then annotate it identifying which technique created which effect and why they chose that palette. 
Spring 1 Week 6	ODL: How can I sustain a fire long enough to boil water?	Domain: Tool Use and Risk Management Concept: Experiences and Responsibility Enrichment opportunity: Make a cup of coffee for Mrs Jones, using water boiled as part of the lesson.	Use appropriate tools, such as an axe or bill hook with a mallet, to split wood. Use a cutting tool such as a bow saw, alone or in a pair, modelling good safe working. Work with a partner to use a tool, such as an axe or saw, developing effective communication and trust.	Children explain, in a diagram and short written account, the steps and materials needed to sustain a fire long enough for a specific purpose, identify what safe practice looks like when using cutting tools, and evaluate what worked well or could be improved.
Spring 2 Week 7	RSHE: Should I spend or save?	Focus: Money Domains: Living in the Wider World Enrichment opportunity: Charity Fundraisers or visit from Barclays or Mrs Overton to talk about how to manage finances. Key concept: Responsibility	Explain the role money plays in their own and others' lives, including how to manage their money as a critical consumer. Begin to understand how to manage finances. Recognise the different skills and routes that will help them towards future careers. Understand that spending decisions can have an impact on the wider world, e.g. the impact of fast fashion, and how we can take responsible action.	Children complete a decision-making exercise with a fixed budget across 4 to 5 scenarios (bills, savings, an impulse buy, a charitable donation), recording their choices and reasoning, then write a paragraph on how one spending decision (such as fast fashion) can impact the wider world and what responsible action they could take instead.
Spring 2 Week 8 Week 9	DT: How can I make my own moving toy?	Focus: To make their own moving toy. Key person/company: Mattel Inc. Key concept: Responsibility. Domains: Design, Technical Knowledge, Make and Evaluate.	Understand how key events and individuals in design technology have helped change the world. Analyse and investigate existing products e.g. how well products have been designed and made, why materials are chosen, methods of construction, using this knowledge to refine own design criteria.	Children test their moving toy against 2 to 3 design criteria (uses a mechanism correctly, functions as intended, is well finished), then write an evaluation explaining their choice of materials and mechanism (gears, pulleys, cams, levers)

		Enrichment opportunity: A walk down to Toys and Tuck to research what makes an appealing product and what different mechanisms can be utilised.	Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose. Explore different initial ideas before coming up with a final design. Design innovative and appealing products that have a clear purpose, fulfil a need or desire, and are aimed at a specific user. Start to explain their choice of materials and components including function and aesthetics. Generate, develop, model and communicate ideas through discussion and cross-sectional and exploded diagrams, and prototypes. Understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers and linkages. Select from and use a wider range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing. Select from a range of materials, textiles and components according to their characteristics. To measure and mark out to the nearest millimetre. Consider their design criteria as they make progress and be willing to alter their plans, sometimes considering the views of others if this helps them to improve their product. Refine the finish of products using techniques to improve the appearance of their product. Critically evaluate the quality of design, manufacture and 'fitness for purpose' of their own products against the design criteria.	and one thing they would refine. 
Spring 2 Week 10 Week 11	History: What impact have Ancient Greeks had on our lives today? (London Trip)	Concept: Connections Enrichment opportunity: British Museum	To learn about Ancient Greece: a study of Greek life and achievements and their influence on the Western world. <i>To describe the main changes in a period in history and create an accurate scaled and dated timeline.</i> <i>To understand the concepts of continuity and change over time.</i> <i>To show an awareness of events happening in similar times, but in different places.</i> <i>To devise and answer historically valid questions about change, cause, similarity and difference regarding periods studied.</i> <i>Compare sources of information available for the study of the past, evaluating the efficacy of these, understanding that the type of information depends on the period studied.</i> <i>Make some links and comparisons between aspects of periods of history and the present day.</i> <i>To suggest why there might be different interpretations of the same event.</i> <i>To show an awareness of the concept of propaganda.</i> <i>To begin to formulate responses regarding connections, contrasts and trends over time that involve the selection and analysis of relevant historical information.</i> <i>To use a wide range of historical vocabulary that begins to identify social structures and that refers to specific ideas or themes.</i>	Children complete a table listing 3 aspects of Ancient Greek life or achievement and their modern equivalent (e.g. democracy, the Olympics, theatre), then write an extended paragraph (6 to 8 sentences) identifying contrasts between Ancient Greek life and the modern Western world and trends that have continued, using historical vocabulary.
Summer Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Summer 1 Week 1	Geography: Will we need to outrun the tide?	Domain: Human and Physical, Geographical skills and Fieldwork Concept: Experiences, Responsibility. Enrichment opportunity: Visit to the beach to measure tidal activities. Link up with Essex Wildlife Trust to meet us at the Beach to talk about our changing coastline and impact on wildlife.	Describe and understand key aspects of human geography including types of settlement and land use as well as distribution of natural resources including energy and food and the impact this can have on a local and global level. Give an educated opinion, informed by the analysis of geographical data, on an environmental issue affecting an area with the reasoning behind this opinion e.g deforestation in Brazil.	Children use geographical data provided (e.g. tidal measurements, coastal erosion figures) to form an educated opinion on an environmental issue such as rising sea levels or coastal erosion, then take part in a structured mini-debate or write a persuasive argument on the impact on climate change and natural ecosystems, using data to support their reasoning.
Summer 1 Week 2 Week 3	Art: How can I represent what isn't there?	Focus: Printing Key person: M.C. Escher Movement: Media: Lino Key concept: Making Connections Enrichment opportunity: Visit from a local craftsperson to showcase first-hand lino cutting and printing techniques or a virtual gallery visit of Escher's work: https://mcescher.com/gallery/	To apply their knowledge of the impact of positive and negative space when creating their own stencil. To create a design with tessellation. To create an accurate, controlled and repeated image and justify their choices. <i>To engage in research and exploration in the process of initiating own ideas, and to then use sketchbooks confidently for a variety of purposes including recording observations, refining and develop ideas, testing materials, and planning and recording information.</i> <i>To analyse and critique own artwork and that of others, making links and comparisons.</i> <i>To know about and explain the ideas and approaches of a range of artists, architects, craftpeople and designers studied, taking account of their particular historical and cultural contexts, and the impact of these on their work.</i>	Children design a tessellating stencil pattern demonstrating understanding of positive and negative space, then write a short justification of their design choices, referencing M.C. Escher's approach to representing form through negative space. 

Summer 1 Week 4	ODL: How relevant is 'Make Do and Mend' today?	Focus: Fast fashion and fast consumption and the environmental impact of our activities on the wider world. Domain: Environmental Awareness Concept: Responsibility Enrichment opportunity: Visit from Lisa Dewey and other community members who show children easy ways to make do and mend items.	To make suggestions about how to live in a more sustainable way and how this would impact the environment (durability of materials, zero waste lifestyle). To present ways of using waste products and repurposing them.	Children examine an item that could be thrown away and complete a redesign or repurpose plan (a sketch plus written explanation), then write a paragraph explaining how their idea reflects living more sustainably and its impact on the environment, including durability and zero waste.
Summer 2 Week 5 Week 6	DT: What is in season?	Focus: Making a fruit filled bread. Key person: Nadiya Hussain Key concept: Connection, Responsibility and Experiences. Domains: Cooking and Nutrition Enrichment opportunity: A question and answer with Mrs. Penny on seasonal produce, her successful baking fund raisers and tips for baking. A bake-off competition with the kitchen staff being the judges, giving feedback and handing out 1st, 2nd and 3rd ribbons.	Explain where and how a variety of ingredients are grown, reared, caught and processed. Know that seasons can affect the kinds of food available. Design innovative and appealing products that have a clear purpose, fulfil a need or desire, and are aimed at a specific user. Explore different initial ideas before coming up with a final design. To follow safe procedures for food safety and hygiene (using knowledge of microorganisms). To create and refine recipes with creativity, including ingredients, methods, cooking times and temperatures. To demonstrate a range of baking and cooking techniques e.g. mixing, rolling, folding etc. Critically evaluate the quality of design, manufacture and 'fitness for purpose' of their own products against the design criteria.	Children research and justify why 3 ingredients used in their bake are seasonal or grown and processed a certain way, complete a food safety and hygiene checklist referencing microorganisms, then write an evaluation of their finished product against their design criteria. 
Summer 2 Week 7 Week 8	Art: Why does photography have rules?	Focus: Craft - digital art Key person: Matt Stuart Movement: British street photography Media: Photography Key concept: Making Connections Enrichment opportunity: Local walk to take photographs to be used in the lessons.	To explore and explain what makes a successful photograph, including focal points, rule of thirds, framing, focus, positive and negative space. To explore the effect of light within photography. To plan, take and digitally process photographs and digital images to cut/paste/superimpose onto other images for a creative purpose. To capture objects to be cut, manipulated and layered to create a digital collage for a creative purpose. <i>To engage in research and exploration in the process of initiating own ideas, and to then use sketchbooks confidently for a variety of purposes including recording observations, refining and develop ideas, testing materials, and planning and recording information.</i> <i>To analyse and critique own artwork and that of others, making links and comparisons.</i> <i>To know about and explain the ideas and approaches of a range of artists, architects, craftspeople and designers studied, taking account of their particular historical and cultural contexts, and the impact of these on their work.</i>	Children take and digitally process 2 photographs applying at least 2 compositional rules (rule of thirds, framing, positive and negative space, focal point), then write a short evaluation explaining how each rule affected the final image and the message behind their composition. 
Summer 2 Week 9	Geography: How clean is my local area?	Domain: Geographical skills and Fieldwork Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Local surveys and litter picking.	Use fieldwork skills in a different area of the UK from previous years: observe, measure, collect data, record and present the human and physical features.	Children carry out a structured litter or cleanliness fieldwork survey of a defined area, record and present the data in a table or simple graph, then write a conclusion identifying patterns and one recommendation for improvement.
Summer 2 Week 10	RSHE: How can I look after my changing body?	Focus: RSE Domains: Growing and Changing Enrichment opportunity: Key concept: Responsibility	Understand that adulthood brings changes to lifestyles. Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. Know about the physical and emotional changes that happen when approaching puberty (especially between the ages of 9-11). Articulate positive ways of dealing with the changes associated with puberty.	Children take part in a small-group structured discussion, with question prompts provided, about the physical and emotional changes of puberty, then individually complete a written reflection on 2 positive strategies for managing

			Identify the external genitalia and internal reproductive organs in males and females and that the process of puberty relates to human reproduction. Understand the key facts about menstruation, the menstrual cycle, menstrual wellbeing, erections and wet dreams. RSHE_Changing_adolescent_body.pptx Explain the need to ask and receive permission (consent) for some types of touch.	these changes and one hygiene routine that matters during this time. Run in small groups or 1:1 given the sensitive content.
Summer 2 Week 11	RSHE: Are stereotypes ever helpful?	Focus: Stereotypes and Self-Esteem Domains: Living in the Wider World Enrichment opportunity: Invite people from the community who break stereotypes, e.g. female footballer from SUFC, female doctor, people of different backgrounds, etc, and interview them about any barriers they feel they have faced. - email sent to SUFC Key concept: Responsibility, Connection and Acceptance.	Know what a stereotype is, and how stereotypes can be unfair, negative or destructive, and know strategies for challenging stereotypes. Know the importance of self-respect and how this links to their own happiness. Know how important self-respect and positive body image are, and how everyone is different and special. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. Recognise peer pressure and implement strategies to resist and report this.	Children research a short biography of a person who challenges a stereotype, using provided materials, write a brief profile explaining the stereotype challenged and the barriers faced, then write a paragraph reflecting on their own strengths and how peer pressure or stereotypes could be resisted.
Summer 2 Week 12 Week 13	RE: What does it mean to be a Muslim in Britain today?	Domain: Living Concept: Acceptance and Connection Enrichment opportunity: Invite Muslim visitor into school to ask questions about what it is like to be a Muslim in Britain today.	Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.	Children label a design of a mosque or masjid identifying at least 3 features, explaining how each reflects a Muslim belief or practice such as prayer or guidance from the Qur'an, then write a paragraph comparing a form of guidance a Muslim uses to a form of guidance in their own life.