



## Charter Curriculum - September 2018

### Year 6

<b>English</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u>- You have the right to your own opinion.</li> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing and writing.</li> <li>➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources.</li> <li>➤ <u>Article 28</u>- You have the right to good quality education.</li> <li>➤ <u>Article 29</u>- Your education should help you use and develop your talents.</li> </ul>		
	<b>Statutory Requirement Objectives</b>	<b>Greater Depth Objectives</b>	<b>References</b>
<u>Reading - Word</u> (Decoding)	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the context of what is read.	Rising stars page 1
<u>Reading - Comprehension</u> (Range of reading)	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Pupil can discuss how their reading preferences have developed through their experiences of reading a wide range of fiction and non-fiction including some whole books and series that they have chosen for themselves.	Rising stars page 1 - 2  TTEducation year 6  National curriculum page
	Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.	Pupil can give examples of where they feel a book has not been structured well to achieve its purpose and make suggestions as to how this could have been changed.	
	Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books.	Pupil can make comparisons within and between books and between versions of the same text, giving examples and drawing confidently on wider reading to support opinions: e.g. Sam the onion seller is a bit like Stanley because they are both	



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		judged harshly and punished for things they had no control over.	
(Familiarity with texts)	Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Pupil is familiar with a wide range of age-appropriate books and can identify, name and describe most genres.	Rising stars page 2 - 3  TTEducation year 6  National curriculum
	Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.	Pupil can confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.	
(Performance poetry)	Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart.	Pupil can select and learn by heart an ever-widening range of age-appropriate poems.	Rising stars page 3  TTEducation year 6  National curriculum
	Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Pupil can confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so as to gain and maintain the attention of an audience.	
(Understanding)	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts, identifying a word from	Rising stars page 4  TTEducation year 6  National curriculum



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		their reading and giving alternative meanings for it.	
	Understand what they read by: asking questions to improve their understanding.	Pupils can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	
	Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely produce a succinct summary.	
(Inference)	Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. Kate was a kind, happy person and it took Sam's death to turn her into a ruthless killer. If she and Sam had been left alone to be happy, I think she would never have turned to a life of crime and revenge.	Rising stars page 5 TTEducation year 6 National curriculum
(Prediction)	Understand what they read by: predicting what might happen from details stated and Implied.	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.	Rising stars page 6 TTEducation year 6 National curriculum
(Authorial Intent)	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Pupil can almost always identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and almost always discuss and evaluate the impact on them as a reader e.g. The boys' nicknames are all really gross like Armpit, Squid and Barfbag or	Rising stars page 7 - 8 TTEducation year 6 National curriculum



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		super-hero style like Magnet and X-ray and they hardly know each other's real names. I think the writer is showing us that the only way they can cope with the dreadful conditions is by inventing new, tough, names and hiding their feelings and fears behind them. The names are part of a tough act they all put on to survive.	
	Understand what they read by: identifying how language, structure and presentation contribute to meaning.	Pupils can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.	
(Non-fiction)	Distinguish between statements of fact and opinion.	Pupil can almost always, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.	Rising stars page 9 TT Education year 6 National curriculum
	Retrieve, record and present information from non-fiction.	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved. Almost always presents information in ways that are coherent and useful to themselves and others.	
(Discussing Reading)	Maintain positive attitudes to reading and	Pupil can almost always share their opinions about age-appropriate books they have read	Rising stars page 10 - 11



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	understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices.	independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.	TTEducation year 6 National curriculum
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Pupil can almost always take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.	
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Pupils can present their points clearly and thoroughly, taking into account likely conflicting opinions to minimise the impact of them.	
	Provide reasoned justifications for their views.	Pupil can justify their view, almost always offering coherent evidence to support it.	
<u>Writing - Transcription</u> (Phonic and Whole Word Spelling)	Spell some words with 'silent' letters: e.g. knight, psalm, solemn.	Spells nearly all ps, psy, gn and silent n words correctly.	Rising stars page 12 - 13
	Continue to distinguish between homophones and other words which are often confused.	Distinguishes and correctly spells nearly all confusing pairs: e.g. as at left.	TTEducation year 6 National curriculum
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; operates a range of effective strategies for learning and recalling spelling of anomalous words.	
(Other Word Building Spelling)	Use further prefixes and suffixes and understand the guidelines for adding them.	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.	



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	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Pupil turns spontaneously to the dictionary to extend vocabulary, especially when reading independently or after listening to a speaker.	
<u>Handwriting</u>	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.	
	Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.	
<u>Writing - Composition</u> (Context for writing)	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing.	Rising stars page 14 - 19
	Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own, and is capable of developing lively, convincing narratives.	TTEducation year 6  National curriculum
(Planning and Drafting Writing)	Plan their writing by: noting and developing initial ideas, drawing on reading and research where Necessary.	Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.	



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	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs <examples: then, after that, this firstly>	Pupil can produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and understands and deploys a range of hooking devices to create cohesion between paragraphs: e.g. Conclusions explicitly refer back to openings; element of summary included in conclusions.	
	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Pupil can apply what they have learned about standard English and non-standard English: e.g. writing dialogue for character.	
	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.	
	Draft and write by: précisising longer passages.	Pupil can almost always précis longer passages identifying key ideas, reformulating them elegantly in their own words and justifying inclusions and exclusions.	
	Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box, footnotes, references, bibliography.	



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(Editing Writing)	Evaluate and edit by: assessing the effectiveness of their own and others' writing.	Pupil can almost always work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.	
	Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.	
	Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.	Pupil can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.	
	Proof-read for spelling and punctuation errors.	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.	
	Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing.	



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(Performing Writing)	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions.	
<u>Vocabulary, grammar and punctuation</u> (Vocabulary)	Use a thesaurus.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.	
	Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.	Pupil can almost always use expanded noun phrases to convey complicated information concisely and uses them across a range of independent writing.	
	Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy.	Pupil can almost always convert nouns or adjectives into verbs.	
	Verb prefixes: e.g. dis-, de-, mis-, over-, re-.	Pupil can almost always use prefixes to generate new verbs: e.g. decelerate, demystify.	
(Grammar)	Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil confidently uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetical commas for embedded relative clauses.	
	Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of	Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines	



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	Possibility.	them appropriately in writing: e.g. they had always intended to have a holiday there but the recent earthquake has changed their plans.	
	Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause.	Pupil confidently and appropriately uses the passive voice across a wide range of independent writing, demonstrating understanding of the nuances of meaning thus achieved.	
	Devices to build cohesion, including adverbials of time, place and number.	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number. Y6 tense choices he had seen her before...	
(Punctuation)	Brackets, dashes or commas to indicate Parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and confidently uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing and is exploring in their own writing the use of more sophisticated punctuation encountered in their personal wider reading.	
<u>Genre and style</u>	<u>Narrative:</u> Diaries, narrative texts, stories with flashbacks, setting description/writing, reading and writing. <u>Non-fiction:</u> Recounts, letters- formal and informal, autobiographies, biographies, journalistic texts - newspapers, arguments, reading and writing authors and texts, formal/impersonal writing, non-chronological reports. <u>Poetry:</u> Narrative poetry, reading poetry, finding a voice, the power of imagery.		
<u>Spoken Language</u>	<u>Terminology taken from National Curriculum:</u> Subject Object	<u>Terminology taken from Rising Stars:</u> Fluent/ fluency Personification	



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	<p>Active Passive Synonym Antonym Ellipses Hyphen Colon Semi-colon Bullet points</p>	<p>Cohesion Stressed and unstressed syllables Subjective mood Superlative Past progressive verb form Perfect verb form Subordinating conjunction Coordinating conjunction</p>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u> - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>		
<u>Number - Place Value</u>	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	Pupils use the whole number system, including saying, reading and writing numbers accurately.	Teaching Mastery Year 6-pg.9-11
	Round any whole number to a required degree of accuracy.		Rising Stars Framework Year-6 pg.2
	Use negative numbers in context, and calculate intervals across zero.		



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	Solve number and practical problems that involve all of the above.		A guide to Mathematical Vocabulary Year 6
<u>Number- Place Value Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Factorise, recurring, numbers to 10 million +		
<u>Number - Addition and Subtraction, Multiplication and Division</u>	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	Pupils practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division (see Mathematics Appendix 1).	Teaching Mastery Year 6-pg.12-17  Rising Stars Framework Year-6 pg.3-8
	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	They undertake mental calculations with increasingly large numbers and more complex calculations.	A guide to Mathematical Vocabulary Year 6
	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.	Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.	
	Perform mental calculations, including with mixed operations and large numbers.	Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc., but not to a specified number of significant figures.	
	Identify common factors, common multiples and prime numbers.	Pupils explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$ .	



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	Use their knowledge of the order of operations to carry out calculations involving the four operations.	Common factors can be related to finding equivalent fractions.	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
	Solve problems involving addition, subtraction, multiplication and division.		
	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.		
<u>Number - Addition, subtraction, multiplication and division vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Brackets, order of operations (BIDMAS), Long division, long multiplication, common multiple, quotient, recurring decimal.		
<u>Number - Fractions and decimals</u>	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	Pupils should practise, use and understand the addition and subtraction of fractions with different denominators by identifying equivalent fractions with the same denominator. They should start with fractions where the denominator of one fraction is a multiple of the other (for example, $+$ = ) and progress to varied and increasingly complex problems. 2 1 8 1 8 5.	Teaching Mastery Year 6-pg.18-22  Rising Stars Framework Year-6 pg.9-12  A guide to Mathematical Vocabulary Year 6
	Compare and order fractions, including fractions $> 1$ .		
	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.		
	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $41 \times 21 = 81$ ]	Pupils should use a variety of images to support their understanding of multiplication with fractions. This follows earlier work about	



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Divide proper fractions by whole numbers [for example, $31 \div 2 = 61$ ]	fractions as operators (fractions of), as numbers, and as equal parts of objects, for example as parts of a rectangle.	
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$ ]	Pupils use their understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if of a length is 36cm, then the whole length is $36 \times 4 = 144$ cm). 4 1	
Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.		
Multiply one-digit numbers with up to two decimal places by whole numbers.	They practise calculations with simple fractions and decimal fraction equivalents to aid fluency, including listing equivalent fractions to identify fractions with common denominators.	
Use written division methods in cases where the answer has up to two decimal places.	Pupils can explore and make conjectures about converting a simple fraction to a decimal fraction (for example, $3 \div 8 = 0.375$ ). For simple fractions with recurring decimal equivalents, pupils learn about rounding the decimal to three decimal places, or other appropriate approximations depending on the context. Pupils multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers. Pupils multiply decimals by whole numbers, starting with the simplest cases, such as $0.4 \times 2 = 0.8$ , and in practical contexts, such as measures and money.	
Solve problems which require answers to be rounded to specified degrees of accuracy.	Pupils are introduced to the division of decimal numbers by one-digit whole number, initially, in	



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		practical contexts involving measures and money. They recognise division calculations as the inverse of multiplication.	
	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Pupils al develop their skills of rounding and estimating as a means of predicting and checking the order of magnitude of their answers to decimal calculations. This includes rounding answers to a specified degree of accuracy and checking the reasonableness of their answers.	
<u>Number</u> <u>Fractions,</u> <u>decimals and</u> <u>percentages</u> <u>Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Thousandth, common denominator, rational number.		
<u>Ratio and</u> <u>proportion</u>	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	Pupils recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes).	Teaching Mastery Year 6-pg.
	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.	Pupils link percentages or 360° to calculating angles of pie charts.	Rising Stars Framework Year-6 pg.22
	Solve problems involving similar shapes where the scale factor is known or can be found.	Pupils should consolidate their understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems. They might use the notation $a:b$ to record their work.	A guide to Mathematical Vocabulary Year 6
	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Pupils solve problems involving unequal quantities, for example, 'for every egg you need three spoonfuls of flour', 'of the class are boys'. These	



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		problems are the foundation for later formal approaches to ratio and proportion. 5 3	
<u>Ratio and Proportion Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Quantities, comparison, scale, scale factor, proportion, ratio.		
<u>Algebra</u>	Use simple formulae.	Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as: - Missing numbers, lengths, coordinates and angles - Formulae in mathematics and science - Equivalent expressions (for example, $a + b = b + a$ ) - Generalisations of number patterns - Number puzzles (for example, what two numbers can add up to).	Teaching Mastery Year 6-pg.26-29  Rising Stars Framework Year-6 pg.23  A guide to Mathematical Vocabulary Year 6
	Generate and describe linear number sequences.		
	Express missing number problems algebraically.		
	Find pairs of numbers that satisfy an equation with two unknowns.		
	Enumerate possibilities of combinations of two variables.		
<u>Algebra Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Symbol, formula, formulae, algebra, algebraic, equation, variable, unknown, expression, equivalent expression, evaluate.		
<u>Measurement</u>	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	Pupils connect conversion (for example, from kilometres to miles) to a graphical representation as preparation for understanding linear/proportional graphs.	Teaching Mastery Year 6-pg.30-33  Rising Stars Framework Year-6 pg.13-16  A guide to Mathematical Vocabulary Year 6
	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places.	They know approximate conversions and are able to tell if an answer is sensible.	



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	Convert between miles and kilometres.	Using the number line, pupils use, add and subtract positive and negative integers for measures such as temperature.	
	Recognise that shapes with the same areas can have different perimeters and vice versa.	They relate the area of rectangles to parallelograms and triangles, for example, by dissection, and calculate their areas, understanding and using the formulae (in words or symbols) to do this.	
	Recognise when it is possible to use formulae for area and volume of shapes.		
	Calculate the area of parallelograms and triangles.	Pupils could be introduced to compound units for speed, such as miles per hour, and apply their knowledge in science or other subjects as appropriate.	
	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example, $\text{mm}^3$ and $\text{km}^3$ ].		
<u>Measurements Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: TIME: miles per hour, MONEY: profit, loss. LENGTH; yard, foot, feet. WEIGHT/MASS; tonne, ounce (OZ) CAPACITY; centilitre (cl) PERIMETER, AREA, VOLUME; Cubic meter $\text{m}^3$ , cubic millimetre $\text{mm}^3$ , cubic kilometre $\text{km}^3$ .		
<u>Geometry - Properties of Shapes</u>	Draw 2-D shapes using given dimensions and angles.	Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles.	Teaching Mastery Year 6-pg.34-36
	Recognise, describe and build simple 3-D shapes, including making nets.	Pupils describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.	Rising Stars Framework Year-6 pg.17-19
	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.	These relationships might be expressed algebraically for example, $d = 2 \times r$ ; $a = 180 - (b + c)$ .	A guide to Mathematical Vocabulary Year 6



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	<p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>		
<u>Geometry Vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Circumference, radius, diameter, concentric, arc, intersecting, intersection, plane, tangram, dodecahedron, icosahedron, kite, net, cross-section, geometric, vertically opposite angles.</p>		
<u>Geometry - Position and Direction</u>	<p>Describe positions on the full coordinate grid (all four quadrants)</p>	<p>Pupils draw and label a pair of axes in all four quadrants with equal scaling. This extends their knowledge of one quadrant to all four quadrants, including the use of negative numbers.</p>	<p>Teaching Mastery Year 6-pg.34-36</p> <p>Rising Stars Framework Year-6 pg.17-19</p> <p>A guide to Mathematical Vocabulary Year 6</p>
	<p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex <math>(a, b)</math> to <math>(a - 2, b + 3)</math>; <math>(a, b)</math> and <math>(a + d, b + d)</math> being opposite vertices of a square of side <math>d</math>.</p>	
<u>Geometry Vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Four quadrants.</p>		
<u>Statistics</u>	<p>Interpret and construct pie charts and line graphs and use these to solve problems.</p>	<p>Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts.</p>	<p>Teaching Mastery Year 6-pg.37-39</p>



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		Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.		Rising Stars Framework Year-6 pg.20-21  A guide to Mathematical Vocabulary Year 6
	Calculate and interpret the mean as an average.	Connect conversion from kilometres to miles in measurement to its graphical representation.		
		Pupils know when it is appropriate to find the mean of a data set.		
<u>Statistical Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Pie chart, mean, average, median, statistics, distribution, rate, sample.			
<u>Mental Maths</u>	<u>Rapid recall</u> All x and corresponding ÷ facts to 12 x 12 - squares of all integers from 1 -10	<u>Mental strategies</u> Consolidate all strategies from previous years • Use knowledge of number facts and place value to add or subtract pairs of three-digit multiples of 10 and two-digit numbers with one decimal place • Add or subtract the nearest multiples of 10, 100 or 1000 the adjust • Continue to use the relationship between addition and subtraction • Use factors • Partition to carry out multiplication • Use doubling and halving	<u>Mental calculations</u> Multiply any two-digit number by a single digit e.g. 34 x 6 • Multiply and two-digit number by 50 or 25 e.g. 23 x 50, 47 x 25 • Multiply or divide any whole number by 10 or 100, giving any remainder as a decimal e.g. 47/10 = 4.7, 1763/ 100 = 17.63 • Find squares of multiples of 10 to 100 • Find any multiple of 10% of a whole number or quantity e.g. 70% of £20, 50% of 5kg, 20% of 2 metres.	<u>Times tables</u> Know 2x, 3x, 4x, 5x,6x, 7x, 8x, 9x, 10x, 11x, and 12x tables and related division facts



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		<ul style="list-style-type: none"> <li>• Use closely related facts to carry out multiplication and division</li> <li>• Use the relationship between multiplication and division</li> <li>• Use knowledge of number facts and place value to multiple or divide.</li> </ul>		
<b>Science</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 17-</u> The right to reliable information from a variety of sources.</li> <li>➤ <u>Article 24-</u> Every child has the right to the best possible health.</li> <li>➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> </ul>			
<u>Working Scientifically</u>	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Pupil can suggest which type of enquiry is likely to be more successful at providing answers to a particular question. Pupil can identify and manage variables and recognises variables that cannot easily be managed.	Rising Stars Progression Frameworks, Science Year 6 P.1-8.  Primary National Curriculum P.165-166 & P.172-175	
	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Pupil can recognise limitations of available equipment, e.g. accuracy of balance. Pupil can evaluate different techniques, with reference to accuracy and precision. Pupil can explain why repeatedly taking repeat readings is of little value.		
	Recording data and results of increasing complexity using scientific diagrams and labels,	Pupil can explain why a labelled diagram may be particularly effective.		



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	classification keys, tables, scatter graphs, bar and line graphs.	Pupil can evaluate various ways of recording complex data. Pupil can explain the advantages of using line graphs.	
	Using test results to make predictions to set up further comparative and fair tests.	Pupil can evaluate which further comparative or fair tests would be particularly useful.	
	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Pupil can suggest possible limits to causal relationships. Pupil can evaluate the best way of displaying and presenting key findings. Pupil can, in conclusions, indicate, if appropriate, why the results may not be entirely trustworthy.	
	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupil can suggest how factors other than evidence may support or oppose an idea.	
<u>Living Things and their Habitats</u>	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	Explore why some living things, such as the duck billed platypus, don't neatly fit into one group.	
	Give reasons for classifying plants and animals based on specific characteristics.	Explain why other features are less useful as a basis for classification, such as size or colour.	
<u>Animals, including humans</u>	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Explain some characteristics of the heart, blood vessels and blood, e.g. explain that the arteries are thicker because they carry blood at a higher pressure.	
	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Explain how decisions about lifestyle can affect the quality of life, e.g. recognise that making excessive use of convenience foods may introduce more additives into the diet.	



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	Describe the ways in which nutrients and water are transported within animals, including humans.	Compare the ways in which nutrients and water are transported in two animals that are quite different.
<u>Evolution and Inheritance</u>	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Suggest possible reasons for changes to living things over time, e.g. why penguins can't fly but are good at swimming.
	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Recognise that selective breeding may result in offspring with certain features, e.g. pedigree dogs with a certain shape or colour.
	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Give examples of living things that have evolved in different ways, e.g. different types of finch.
<u>Light</u>	Recognise that light appears to travel in straight lines.	Recognise that even when light changes in direction, the path is still continuous.
	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	Draw diagrams using straight lines showing light reflecting off objects into the eye.
	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Refer to the idea that some objects may be better reflectors than others.
	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Use a diagram to explain that although a shadow is the same shape as the object, it may not be the same size.
<u>Electricity</u>	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	Relate the number or voltage of cells to the number and operation of bulbs or buzzers that can be run from them.
	Compare and give reasons for variations in how components function, including the brightness	Explain the effect of changing the order of the components in a circuit.



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	of bulbs, the loudness of buzzers and the on/off position of switches.		
	Use recognised symbols when representing a simple circuit in a diagram.	Design circuits using symbols.	
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		
	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use their skills and knowledge to experiment, evaluate and further develop their work.	
	Create sketch books to record their observations and use them to review and revisit ideas.	Develop different ways of recording observations using different materials and techniques.	
	Be taught about great artists, architects and designers in history. Artists e.g. Salvador Dali, Stella McCartney, Antoni Gaudi	Develop critical thinking and understand how art and design contribute to our culture.	
<b>Computing</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</li> <li>➤ <u>Article 16</u> - You have the right to privacy.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> </ul>		



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	<ul style="list-style-type: none"> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>		
<p><u>Computer Science- Programming &amp; Coding</u> <u>Creative Technology- Communication &amp; Collaboration</u></p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>The child can design, write and <b>debug</b> a <b>program</b> using a second programming language based on their own ideas, using iterative development to make improvements. The child can design a program of their own and write this in a programming language other than Scratch (or whichever language has formed the focus for their programming in other years), such as Touch Develop or App Inventor. The second language does not need to be text based, but Logo or Python could be used. The child can test and <b>debug</b> their code, explain what bugs they found and how they fixed these. The child can review their code, decide for themselves how this might be extended or improved, and then implement, test and <b>debug</b> these modifications. At this level, expect the child to be able to develop relatively complex apps with a degree of independence.</p> <p>The child can design, write and <b>debug</b> own computer control application, using iterative development to make improvements.</p>	<p>Knowsley- Let's learn a language Appy times Pt2 Lego</p>



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		<p>The child can add computer control and/or sensors to a smartphone app or to products they design and make in design and technology, perhaps using Lego WeDo kits, MaKey MaKey or similar. The child can show evidence of designing, writing and debugging their <b>program</b>, ensuring that this functions correctly on the available <b>hardware platform</b>. The child can review their code and, perhaps, their <b>hardware</b>, decide for themselves how this might be extended or improved, and then implement, test and <b>debug</b> these modifications.</p>	
<p><u><a href="#">Computer Science- Programming &amp; Coding</a></u></p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>The child can use <b>sequence, selection, repetition, variables</b> and procedures in <b>programs</b>. The child's program should include <b>sequences of commands</b> or <b>blocks, repetition, selection, variables</b> and user-defined procedures, functions or custom <b>blocks</b>. <b>Repetition</b> might include exit conditions (e.g. repeat...until...) and perhaps a counter-variable for <b>iteration</b>. <b>Selection</b> would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine <b>repetition</b> with <b>selection</b> and <b>variables</b>. Procedures or custom <b>blocks</b> need not include passing parameters, although they might. <b>Programs</b> might include a smartphone app. The child can use principles of good user-<b>interface</b> design, including accessibility, when</p>	<p>Knowsley- Heroes &amp; Villains- Graphics</p>



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		<p>developing <b>programs</b>. In developing their program, the child should take account of the needs of their intended users and be able to explain how these have influenced design and development decisions. The child should test their program with intended users, making changes on the basis of the feedback they receive. The child should consider design for accessibility, perhaps providing haptic feedback, audio narration or internationalisation to make, e.g. a smartphone app, more accessible.</p>	
<p><u>Computer Science- Programming &amp; Coding</u></p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>The child can use logical reasoning to explain how more complex <b>algorithms</b> work. Given an <b>algorithm</b>, the child should be able to describe what it does and, using logical reasoning, give precise explanations of how it works.</p> <p><b>Algorithms</b> could be linked to programming projects, but might include key <b>algorithms</b> such as binary search, bubble sort or finding highest common factors.</p> <p>The child can suggest ways in which the efficiency of <b>algorithms</b> and <b>programs</b> can be improved. The child can consider alternative <b>algorithms</b> for particular problems, using logical reasoning to compare these for efficiency. Examples might include comparing linear and binary search, or comparing exhaustive search and Euclid's <b>algorithm</b> for finding highest common factors.</p>	<p>Knowsley- Heroes &amp; Villains- Graphics</p>



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<p><u>Computer Science- Understanding networks</u></p>	<p>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.</p>	<p>The child can understand differences between <b>network</b> technologies. The child can compare and contrast different <b>network</b> technologies, discussing differences in topology, range, Band width and fault tolerance.</p> <p>The child can show awareness of some of the security implications of <b>DNS</b> lookups.</p> <p>The child can discuss some of the security implications of being given the wrong <b>IP address</b> when looking up a domain name, recognising that malware could compromise the integrity of this system on their computer and the importance of <b>network</b> managers maintaining the integrity of this system at internet service provider level.</p> <p>The child might also be aware of how seriously the security of root <b>DNS servers</b> is treated.</p> <p>The child can use online tools to plan, carry out and evaluate a collaborative project. The child can make use of an online tool to plan, carry out and then evaluate a collaborative project (such as developing an app).</p>	<p>Y6 separate planning scheme</p>
<p><u>Digital Literacy- Safety &amp; Security</u></p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>The child can consider critically some of the wider implications of the use of digital technology. The child can discuss critically some wider implications of the use of digital technology, such as the ready availability of smartphones and connectivity; creating and distributing digital content; designing and developing apps.</p>	<p>Knowsley- Digital Citizenship &amp; Technology</p>



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		<p>The child can consider questions of ethics and morality in relation to digital technology.</p> <p>The child can consider some of the ethical or moral questions raised by the use of digital technology in a range of contexts. Contexts could include smartphone or tablet use; the use of online project management tools; online surveys and recording of interviews; creating and sharing digital content.</p> <p>Consider how they would determine the best way to address particular concerns or inappropriate behaviour. Pupils should think about how they would determine the best way to address particular concerns or inappropriate behaviour.</p> <p>They should take into account whether their concerns, or the behaviour, relates to home or to school, whether the person is another pupil, an adult they know or someone else, whether it might be illegal, how serious it is and whether others are likely to be affected.</p>	
	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>The child can consider principles they can use to evaluate digital content. The child should identify some principles they could use to evaluate digital content, such as absence of bias, effective design, acknowledgement of sources, agreement with other sources, the reputation of the author, any indication that it has been checked or reviewed, absence of errors or logical inconsistencies.</p>	<p>Cross curricular Knowsley- Appy times part 2</p>



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		<p>The child can appreciate that much information cannot easily be found using search engines. The child should be aware that not all questions can be answered using search engines. They should be able to give examples of 'ungoogleable' questions and consider some other ways in which these could be answered.</p> <p>The child can appreciate that search engines now use many additional 'signals' to provide more relevant results. The child should be aware of the Page Rank <b>algorithm</b> used for ranking search results, but should also be able to discuss other signals used in ranking <b>algorithms</b>, such as bounce back rates, accessibility indicators, localisation and personalisation of search results.</p>	
<p><a href="#">Digital Literacy- Digital Research Creative Technology- Digital Content: Multimedia</a></p>	<p>Select, use and combine a variety of software (Including internet services) on a range of digital devices to design and create a range of programs systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>The child can show some understanding of the differences between, and relative merits of, different applications, <b>operating systems</b> and <b>hardware</b>. The child can discuss the differences between smartphones, tablets, laptops and <b>servers</b>. They should be able to compare and contrast different applications (e.g. Word and Google Docs). They should be able to compare and contrast <b>operating systems</b> they have used (e.g. Windows and iOS or Android).</p> <p>The child can design and create systems in response to a given goal, paying attention to the needs of a known audience. The child can plan, design and implement a system with multiple,</p>	<p>Knowsley- Young Authors Appy times part 1</p>



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		<p>interrelated components with a given goal and a known audience in mind. E.g. They could develop a smartphone app, taking into account <b>input, output</b> and connectivity, the <b>operating system</b>, the <b>algorithms</b>, code and user <b>interface</b> of their own <b>program</b>. They should evaluate how effectively their system meets the specified goal and the needs of their audience.</p> <p>The child can analyse, evaluate and interpret <b>data</b>, being aware of the limitations of any conclusions drawn. The child can evaluate the quality of numerical data, deciding the extent to which it is affected by systematic or random errors. They should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. They should provide an interpretation of their data and discuss the limitations of their findings. E.g. They could conduct market research for a smartphone app, and evaluate, analyse and interpret the data they obtain.</p>	
<b>Design and Technology</b>	<ul style="list-style-type: none"><li>➤ <u>Article 24</u>- You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</li><li>➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level.</li><li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li><li>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li></ul>		



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<u>(Design)</u>	Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose aimed at particular individuals or groups.	Carry out independent research on a product examining its design and purpose. Has it been attempted with other materials and not worked in the past?	Suggested: Design & make a moving model of a sporting hero/superhero using cams, levers and pivots.  Design and make a bag.
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces, computer-aided design and prototypes.	Use exploded diagrams. Model their ideas producing prototypes with detail.	
<u>(Make)</u>	Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.	Using a range of materials decide on the product they are going to design and make. Identify ways of assembling and fixing it.	
	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Identify other uses for the materials they are using and alternatives for the materials they have selected.	
<u>(Evaluate)</u>	Investigate and analyse a range of existing products.	Research William Caxton and the printing press and how this has impacted.	
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
	Understand how key events and individuals in design and technology have helped shape the world.		
<u>Technical knowledge</u>	Apply their understanding of how to strengthen more complex structures.	Identify the mechanical systems used and what would happen without them.	



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	Understand and mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)		
	Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)		
	Apply their understanding of computing to program, monitor and control their products.		
<u>Cooking &amp; nutrition</u>	Understand the principles of a healthy & varied diet.	Plan a healthy diet for specific age group e.g. old person, child.	Easy cottage pie Quick curry Fruit flapjacks
		Suggest ways of introducing foods not liked e.g. carrot to a child in a Bolognese.	
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Explain to others how to use equipment safely.	
	Understand seasonality & know where and how a variety of ingredients are grown, reared, caught and processed.	Research impact of demand being greater than availability e.g. salmon. Look at ways foods are protected or alternatives used.	
		Impact of cost on sourcing particular foods e.g. when out of season have to import foods.	
		Look at how foods are available all year because of Polly tunnels and importing foods.	
<b>Geography</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 17</u>- The right to reliable information from a variety of sources.</li> <li>➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> </ul>		



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	Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle, GMT time zones.	Understand geographical similarities and differences through a study of human and physical geography of a region of the <b>UK</b> , a region in a <b>European country</b> and a region in <b>South America</b> .
<u>Locational Knowledge</u>	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains and coasts.	The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. The child can identify broad land-use patterns of the UK.
<u>Place Knowledge</u>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America.	The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. The child can understand the importance of a region in Europe and North or South America, its human and physical environment, and how they are connected.
<u>Human and Physical Geography</u>	Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.	The child can understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. The child can describe and understand some key physical processes and the resulting landscape features. The child can understand how fold mountain regions are formed.



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	Describe and understand human geography, including: distribution of natural resources including energy, food, minerals and water.	<p>The child can understand that our shopping choices have an effect on the lives of others.</p> <p>The child can explain how, and offer reasons why, the types of industry in the area have changed over time.</p> <p>The child can understand where our energy and natural resources come from, and the impacts of their use.</p> <p>The child can understand that no one type of energy production will provide all our energy needs.</p>	
<u>Geographical Skills and Fieldwork</u>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<p>The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America.</p> <p>The child can use globes and atlases to accurately locate places by their latitude and longitude.</p> <p>The child can use digital maps to research factual information about features.</p>	
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<p>The child can use four- and six-figure grid references with ease and accuracy.</p> <p>The child can describe the shape of the land from contour patterns.</p> <p>The child can work confidently with a range of maps from large-scale street maps to 1:50,000 maps.</p>	
<b>History</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 8</u>- You have the right to an identity - an official record of who you are. No one should take this away from you.</li> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> </ul>		



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	<ul style="list-style-type: none"> <li>➤ <u>Article 17-</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> <li>➤ <u>Article 38-</u> You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</li> </ul>		
<u>Change and development</u>	<b>Early Islamic civilization. Suggested Topic: Baghdad c.AD900 or Mayan civilization c.AD900</b>		
	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and change over time.	Compare independently how typical similarities, differences and changes were.	Rising Stars progression Guidance Upper Key Stage 2
	Establish clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Understand overview.	Show a detailed awareness of the themes, events, societies and people covered across topics.	
Develop chronologically secure knowledge and understanding of world history.	Explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms correctly.		
<u>Historical enquiry</u>	<b>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Suggested Topic: Battle of Britain, Changes in crime and punishment from the Anglo-Saxons to the present day, the gunpowder plot, WWI or WWII.</b>		
	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.	Rising Stars progression Guidance Upper Key Stage 2



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	Understand how our knowledge of the past is constructed from a range of sources.	Evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.	
	Understand depth.	Show a detailed awareness of the themes, events, societies and people covered across topics.	
	Develop chronologically secure knowledge and understanding of British world history.	Explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms correctly.	
	Address and devise historically valid questions about significance.	Compare the significance of events, development and people across topics and time periods.	
<b>Languages (Latin)</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others.</li> <li>➤ <u>Article 28</u>- You have the right to good quality education</li> <li>➤ <u>Article 29</u>- Your education should help you use and develop your talents.</li> <li>➤ <u>Article 30</u>- You have the right to practice your own culture, language and religion.</li> </ul>		
<b><u>Speaking and Listening</u></b>	Listen carefully to the teacher and to other children speaking in the target language.		NC p. 193-195 Minimus Scheme
	Respond confidently using vocabulary and phrases that have been heard before.		
	Sing songs in the target language.		
	Identify words that are masculine or feminine by how they sound.		
	Join in with words in rhymes and songs.		
	Recognise some rhyming words.		
	Say words and short sentences.		
	Ask and answer simple questions.		



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	Join in a game where they have to say words and phrases.		
	Take part in simple, short conversations involving questions and answers, opinions and explanations.		
	Use familiar vocabulary to build sentences orally using sentence structures that the teacher has given.		
	Make up spoken sentences using a noun, a verb and an adjective.		
	Listen to the teacher speaking Latin and begin to pronounce new vocabulary carefully.		
	Learn a song or poem by heart and perform it to others.		
	Tell people their own name and family relationship.		
	Describe people and their clothes.		
<u>Reading and Writing</u>	Read some words and phrases that they have seen before and read them aloud correctly.		
	By using pictures, make connections about what words mean by looking carefully at labels.		
	Join in a game where they have to read words and phrases.		
	Begin to read a range of songs, stories and poems in Latin.		
	Make connections between familiar poems and rhymes in the new language and my own.		



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	Listen and join in reading a rhyme or story they have seen before.		
	Identify new words within a sentence and can make sensible guesses about what it might mean.		
	Ask questions about new language.		
	Begin to make links between words that they have already seen before and new language.		
	Write simple sentences.		
	Write simple sentences that use adjectives and adverbs.		
<u>Grammar</u>	Begin to recognise which words are feminine and masculine.		
	Speak and read simple sentences that are in the present, past or future.		
	Read sentences aloud, using punctuation to make them make sense.		
	Use 'because' to make what is said more interesting.		
<u>Intercultural understanding</u>	Talk about own attitudes to things in everyday life and compare them with those of people from Roman times.		
	Use information gathered from Roman times to identify similarities and differences with here and now.		
	Give some reasons why it is good to learn about other languages and cultures.		



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<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, by drawing, by writing or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		
	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p>	<p>Children should be growing in confidence when playing and performing. Singing should be very confident and self-assured. Posture and breathing should be controlled and singing should be increasingly accurate. Two-part singing should be introduced and children should be able to sing <i>either</i> of the two parts. Music plays a really important role in all school life and all children are actively engaged in making music regularly.</p>	
	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Children should regularly have opportunities to improvise and compose music (clear creative links to other areas of the curriculum such as History). Children should confidently use ICT to record and evaluate their compositions.</p>	
	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Children should use ICT to listen to a range of music (including their own compositions) and notice detail and make changes accordingly.</p>	
	<p>Use and understand staff and other musical notations.</p>	<p>Begin to record simple melodies using the correct notation in the Treble clef. Be sure that what they have written corresponds with the</p>	



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		intention of their composition. Can children pair some notes (two or three notes of a chord)?	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Children should now have a knowledge of several key composers (Mozart, Handel, Holst, Beethoven) from earlier years. They should now be able to listen to a well-known piece of music and name the composer Eg: 'Mars' from the Planet Suite by Holst. Children should feel confident naming various genres of music such as: Jazz, Opera, Folk, Musical Theatre. Children should be confident in giving an opinion about their preferences and open-minded about any music they are exposed to.	
	Develop an understanding of the history of music.	Children should have a reasonable idea of a 'Musical Timeline' - know approximately when and where some of the key composers were living and writing music Eg: Gustav Holst was writing in Britain in the late 19 <sup>th</sup> century and Andrew Lloyd -Webber is still writing currently.	
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 17-</u> You have the right to get information that is important to your well-being.</li> <li>➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</li> <li>➤ <u>Article 28-</u> You have the right to good quality education</li> <li>➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities.</li> <li>➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		
	Use running, jumping, throwing and catching in isolation and in combination.	Link running, jumping and throwing actions and apply them accurately and appropriately. Show precision, control and fluency in performance.	REAL PE pe.primary.co.uk imoves.com



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		Modify and refine skills and techniques to improve performance.	
	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Choose, combine and perform skills more fluently and effectively. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games.	
	Develop flexibility, strength, technique, control and balance.	Combine and perform gymnastic actions, shapes and balances more fluently and effectively. Develop gymnastic sequences by understanding, choosing and applying a range of compositional principles.	REAL PE peprimary.co.uk REAL GYM imoves.com
	Perform dances using a range of movement patterns.	Explore, improvise and combine movement ideas fluently and effectively. Create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances. Understand how a dance is formed and performed. Prepare effectively for dancing	REAL PE peprimary.co.uk imoves.com
	Take part in outdoor and adventurous activity challenges both individually and within a team.	Strong co-operation, teamwork/leadership skills. Developed map reading, using keys and symbols. Planning and recording in a range of different activities.	
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Choose and use information and criteria to evaluate their own and others' work.	



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		Modify and refine skills and techniques to improve performance.	
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously.</li> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family.</li> <li>➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities.</li> </ul>		
<b>AT1</b>	To understand some of the ways Muslims show commitment to Allah.	To have a good knowledge and understanding of the 5 pillars of Islam, and how they demonstrate commitment to Allah.	Discovery RE Autumn 1 Islam Belief and Practice
	To learn the different practices which show commitment to Allah.	To evaluate whether there is a best way.	
	To begin to analyse the Christian belief in the Virgin Birth.	To assess the significance of the Virgin Birth to Christians.	Discovery RE Autumn 2 Christianity Christmas
	To evaluate different beliefs about eternity from a Christian perspective.	Comparative religion study - the concept of eternity.	Discovery RE Spring 1 Christianity Belief and Meaning
	To understand how the concept of eternity affects the way Christians live.	Comparative religion study - compare and contrast.	



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	To examine the influences Christianity still has in the world.	To ask whether Christianity is still a strong religion.	Discovery RE Spring 2 Christianity Easter
	To learn to identify ways in which Muslims try to lead good lives, and how their belief in Akhirah influences this.	To ask whether their own belief in an afterlife influences the ways they live their lives.	Discovery RE Summer 1 and 2 Islam
	To learn to challenge stereotypes through understanding different Muslim interpretations of Jihad, and how this links to getting to heaven.	To consider religions in a wider socio-political context.	Beliefs and Moral Values
<u>AT2</u>	To ask how the concept of community shapes people's lives.	To consider the importance of belonging.	
	To begin to ask probing questions to further their knowledge and understanding.	To begin to ask critical questions.	
	To consider the similarities and differences of groups within a single religion.	To consider the similarities and differences of beliefs across religions.	
	To ask how religious belief affects the way a person behaves.	To consider whether religious belief can have both positive and negative outcomes.	
	To begin to think more critically about aspects of faith and religious practice.	To use debate skills to present an argument.	
	To express understanding of religious concepts using appropriate and thematic vocabulary.	To listen and respond to other's ideas in a reflective manner.	
	To ask how religion inspires people.	To ask what inspires them.	
	To consider how religious belief is related to a moral code.	To understand how religious belief affects progress in areas such as science, technology, medicine.	



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	To begin to place religious stories into social, historical, and political context.	To be able to approach religious stories with a good understanding of their context and motivation.	
<b>PSHEE</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 2</u>- To be respected- No child should be treated unfairly.</li> <li>➤ <u>Article 5</u>- Your family has the responsibility to help you learn to exercise your rights and to ensure these are protected.</li> <li>➤ <u>Article 9</u>- Children must not be separated from their parents unless it is in their best interests.</li> <li>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</li> <li>➤ <u>Article 16</u> - You have the right to privacy.</li> <li>➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family.</li> <li>➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>		
<u>Developing confidence and responsibility and making the</u>	Recognise (as they near puberty) emotions change, how to deal with their feelings towards self, family and others in a positive way.	Pupils can recognise why emotions change at this time and can present and communicate strategies for positively dealing with a range of feelings towards self, family and others.	



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<u>most of their abilities.</u>	Look after money and realise that future wants and needs may be met through saving.	Pupil can begin to explain the concepts of 'interest', 'loan' and 'tax' e.g. their contribution to society through the payment of VAT.	
<u>Preparing to play an active role as citizens.</u>	Understand what democracy is and the basic institutions that support it locally and nationally.	Children to show appreciation by demonstrating an understanding of different national, regional, religious and ethnic values.	
	Appreciate a range of national, regional, religious, ethnic identities in the UK.		
	Know that resources are allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.	Pupils can discuss with confidence why and how these economic choices affect individuals, communities and environment.	
<u>Developing a healthy, safer lifestyle.</u>	Know which commonly available substances and drugs are legal, illegal, their effects and risks.	Pupil can explain which, why and how commonly available drugs can affect their health and the risks involved.	
	Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources e.g. people they know, how to ask for help and use basic techniques for resisting pressure to do wrong.	Pupils show a deeper understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and use this as an opportunity to build resilience.	
	Recognise different risks in different situations, decide how to behave responsibly and what kind of physical contact is acceptable and not acceptable.	To be able to explain with confidence a range of different risks and who they can go to for support, help and guidance.	
<u>Developing good relationships and respecting the differences between people.</u>	To be aware of different types of relationships, including marriage, those between friends and families, and to develop the skills to be effective in relationships.	Pupils can explain the importance of listening and responding respectfully to a wide range of people in order to develop skills, to recognise and care about other people's feelings, respect and if	



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		necessary constructively challenge different points of view.	
	To realise the nature and consequences of racism, teasing, bullying, aggressive behaviours, how to respond to them and ask for help.	Pupil recognise how increasing independence brings increased responsibility to keep themselves and others safe and can confidently explain how to get appropriate help and support.	
<b>Sex and Relationship Education</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 2-</u> To be respected- No child should be treated unfairly.</li> <li>➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 16 -</u> You have the right to privacy.</li> <li>➤ <u>Article 17 -</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28 -</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 31 -.</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people.</li> </ul>		
	What	Sheets from Living and Growing book	Other points to include
	To address misconceptions about conception.		Sex during menstruation, age, every time you have sex the female becomes pregnant, withdrawal method.
	To discuss concerns pre-teens may have.	Problem with girls and the problem with boys - use information, not sheets	Include circumcision.



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	To reflect on relationships with people they care about, in particular boy/girlfriend.		Discuss no need for sex to show you care. Sexting. Importance of saying no.
	To consider the use sexuality and sexual meaning in music and the media.		Sexting. Types of relationships - LGBT. 'I am Leo' clip on BBC website.
	To discuss the concept of a committed relationship.		Marriage, civil partnerships, cohabitation.
	To know different forms of contraception.		Share figures of pregnancy with each method.
	To understand the importance of positive sexual health.		Infections and diseases.
	To understand masturbation.		Male and female.
<b>SMSC</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 12</u>- You have the right to give your opinion, and for adults to listen and take it seriously.</li> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</li> <li>➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family.</li> </ul>		



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<u>Spiritual development</u>	<b>Statutory Requirement Objectives</b>	<b>Projects/Activities</b>
	To demonstrate imagination and creativity to further understand and appreciate their own and other people's faiths, feelings, and values.	Use P4Children to work on deeper thinking skills. Use Reflection Books to think deeply. A comparative case study.
<u>Moral development</u>	To fully recognise the difference between right and wrong, legal boundaries, and in so doing respect the criminal and civil law of England. Link with British Values.	Case study: Nelson Mandela used violent protest. The suffragettes used violent protest. Was this justified? **Use current affairs, particularly world affairs and current political debate** Case study, link the actions of the Suffragettes with life today. Should everyone be legally obliged to vote? Presentation
<u>Social development</u>	Participate in the local community by volunteering and cooperating.	Reading at the Christmas carol service Subject ambassadors Headteacher representatives Children's Parliament Chippenham Olympics
<u>Cultural development</u>	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.	Write to our MP Ask MP to visit the school. Learn about the voting system. Hold an election, including a campaign. What's in the News: Study current news stories about events in Parliament.
<b>British Values</b>	<p>➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</p>	



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	<u>Democracy</u>	Linked to the violent v's non-violent protests.
	<u>Rule of the Law</u>	Linked to the violent v's non-violent protests.
	<u>Individual Liberty</u> To have a deeper understanding of the relationship between democracy, and the right to protest. To know that one role of the rule of law is to safeguard an individual's right to protest.	Linked to the violent v's non-violent protests. Make a plan - how would you protest against something you disagree with now? Letter writing / conversation and debate / presentation / social media / striking / street protest.
<b>Global Learning</b>	<ul style="list-style-type: none"> <li>➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people.</li> <li>➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion.</li> <li>➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</li> <li>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</li> <li>➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family.</li> </ul>	



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<p><b>Big Questions</b> 1 per long term</p>	<p>Is it better to be quite good at lots of things, or extremely good at one specific thing?</p>				
	<p>Does reading make a person clever?</p>				
	<p>Are wars in other countries any of our business?</p>				