**YEAR GROUP: ACADEMIC YEAR 2017-2018**

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| **Wider curriculum: Calendar of Events** | | **TERM 1** | **TERM 2** | | **TERM 3** | | **TERM 4** | | **TERM 5** | | **TERM 6** | |
| **Week 1 (4th – 8thSept)**  **04.09.17 STAFF DEVELOPMENT DAY**  **05.09.17 Pupils return**  **Foundation cohort 2 (AM) cohort 1 (PM)**  **07.09.17 Year 6 PESE** | **Week 1(30th Oct-3rd Nov)** | | **Week 1 (4th-5th Jan)** | | **Week 1 (19th-23rd Feb)** | | **Week 1(16th-20th April)** | | **Week 1 (4th-8th June)** | |
| **Week 2 (11th-15th Sept)**  **All Foundation in am only** | **Week 2 (6th-10th Nov)** | | **Week 2 ( 8th-12th Jan)** | | **Week 2 ( 26th Feb-2nd March)**  **01.03.17 WORLD BOOK DAY** | | **Week 2 (23rd-27th April)** | | **Week 2 (11th-15th June)** | |
| **Week 3 (18th-22nd Sept)**  **19-22nd Foundation start Full Time**  **20.09.17 Y1, 2, 3 Under the Sea Drama workshops** | **Week 3 (13th-17th Nov)**  ANTI-BULLYING WEEK: ALL DIFFERENT, ALL EQUAL | | **Week 3 (15th-19th Jan)** | | **Week 3 (5th-9th March)**  **BRITISH SCIENCE WEEK** | | **Week 3 (30th April-4th May)** | | **Week 3 (18th-22nd June)**  **20.06.18 Governor Training**  **22.06.18 IOW Trip leaves** | |
| **Week 4 (25th-29th Sept)**  **27.09.17 Olympic Assembly 9-12 (fitness activities outside)**  **29.09.17 Macmillan Cake and Coffee Morning (WH)** | **Week 4 (20-24th Nov)**  **21.11.17 Reading Comprehension Skills Training (JE)** | | **Week 4 (22nd-26th Jan)** | | **Week 4 (12th-16th March)**  **12.03.18 STAFF DEVELOPMENT DAY** | | **Week 4 (8th-11th May)**  **May Bank Holiday** | | **Week 4 (25th-29th June)**  **25.06.18 IOW Trip returns** | |
| **Week 5 (2nd-6th Oct**)  **04.10.17 Governor Training** | **Week 5 (27th Nov-1st Dec)** | | **Week 5 (29th Jan-2nd Feb)**  **31.01.18 Governor Training** | | **Week 5 (19th-23rd March)** | | **Week 5 (14th-18th May)** | | **Week 5 (2nd-6th July)** | |
| **Week 6 (9th-13th Oct)**  **BOOK WEEK**  **09.10.17 M&M Productions Oliver Twist**  **10.10.17 Young Voices Teacher Workshop (KT)** | **Week 6 (4th-8th Dec)**  **07.12.17 Y3/4 Panto**  **08.12.17 Y5/6 Panto** | | **Week 6 (5th-9th Feb)** | | **Week 6 (26th-29th March)** | | **Week 6 (21st-25th May)** | | **Week 6 (9th-13th July)** | |
| **Week 7 (16th-20th Oct)**  **Geography Enrichment Day 1 : Shanghai**  **17.10.17 Foundation flu vaccination (small hall)** | **Week 7(** 11-15th Dec)  13.12.17 Foundation and KS1 Panto at Leas Cliff Hall | | **Week 7 (16th-20th July)** | |
| **Week 8 (18th-20th Dec)**  **20.12.17 STAFF DEVELOPMENT DAY** | | **Week 8 (23rd-24th July)**  **23.07.18 STAFF DEVELOPMENT DAY**  **24.07.18 STAFF DEVELOPMENT DAY** | |
| SUBJECT | | **TERM 1**  Topic(s): **WE ARE COMPUTER CHAMPIONS** (Link to eSafety and Computing) | | **TERM 2**  Topic(s): **WE ARE RESPECTFUL AND TOLERANT** (Link to Class Play and British Values). | | **TERM 3**  Topic(s): **WE ARE WW2 HISTORIANS** (Link to History/WW2). | | **TERM 4**  Topic(s): **WE ARE GEOGRAPHERS** (Link to Human and Physical Geography with case study comparison). | | **TERM 5**  Topic(s): **WE ARE MUSCIANS** (Link to Music) | | **TERM 6**  Topic(s): **WE ARE INVENTORS** (Link to Science and DT). |
| HOOK TO OPEN  TOPIC: | | *Computing Challenge: Set of computing and code breaking challenges to compete against.* | | *P4C stimulus to provoke discussion on perceptions of identity. SJ and HG to cross dress as prompt.* | | *Visit to Army Barracks.* | | *Geography visit/fieldtrip with Human Geography focus on Folkestone (regeneration).* | | *Drumming session to build rhythm and explore ‘drum notation’.* | | *Conduct real life research to find out what toy to ‘invent’.* |
| **ENGLISH** | **W**  **R**  **I**  **T**  **I**  **N**  **G** | WEEK 6 – BOOK WEEK  Narrative:  Suspense stories  Suspense Setting  Plan opening, using Description/ action.  Developed 5 parts to a story  (Introduction, Build-up, Problem/ Dilemma, Resolution, Ending )  Build in suspense writing to introduce the dilemma.  Expanded –‘ing’ clauses as starters.  Drop in -‘ing’ clause.  Long and short sentences: long sentences to enhance description or information; Short sentences to move events on quickly.  Introduce fronted adverbials. | | Narrative:  *Conflict Resolution*  Dialogue  Characterisation  Paragraphs: to organise each part of a story; to indicate a change in place or jump in time.  Start with a simile.  Dialogue- verb + adverb- e.g. : “Hello,” she whispered, shyly.  Fronted adverbials. | | *Non Fiction:*  *Recounts*  Paragraphs: Link information within paragraphs with a range of connectives; Use of bullet points, diagrams.  Chronological order.  Past tenses.  Conjunctions for time.  Emotions/feelings.  Writing in the 1st person and 3rd person singular.  Adjectives/adverbs. | | Non Fiction:  *Discussion Texts:* Should we build on the Kent countryside? (Environment and Wildlife link).  Giving opinions and putting forward a convincing argument.  Effective introduction, arguments for and against, conclusion to give informed decision for opinion.  Discussion conventions’ to put forward a balanced argument | | Narrative:  *Temptation Tale*  Secure use of simple/embellished simple sentences.  Secure use of compound sentences ( Coordination ).  Sentence of 3 for action.  Appropriate choice of pronoun or noun across sentences to aid cohesion.  Dialogue  Emotive language  Consolidate fronted adverbials. | | Non Fiction:  *Explanation Texts:* How does X work? (Based on invention picked by class).  Paragraphs to organise ideas around a theme; Logical organisation  Causal connectives.  Time connectives.  Introduction, developed explanation, conclusion. |
| **R**  **E**  **A**  **D**  **I**  **N**  **G** | WEEK 6 – BOOK WEEK  **Class Text: Kensuke’s Kingdom (Michael Morpurgo)**  **Poetry:**  **Suspense Poetry**  Specific focus: Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  **Focus Skills: Visualising and Retrieval** | | **Class Text: James and the Giant Peach (Roald Dahl)**  **Poetry:**  **Anti-Bullying poetry**  Specific focus: **Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.**  **Focus Skills: Background Knowledge and Inference** | | **Class Text: The Amazing Story of Adolphus Tips (Michael Morpurgo)**  **Poetry:**  **WW2 Poetry**  Specific focus: **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**  **Focus Skills: VIP Words/Making links and Inference** | | **Class Text: Charlotte’s Web (E.B. White)**  **Poetry:**  **Classic British poetry**  Specific focus: **Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.**  **Focus Skills: Author’s Choice and Compare/Contrasting** | | **Class Text: The Day I Swapped My Dad for Two Goldfish (Neil Gaiman)**  **Poetry:**  **Poetry from other cultures around the World**  Specific focus: **Performance poetry: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**  **Focus Skills: Retrieval and Inference** | | **Class Text: Frank Einstein and the Antimatter Motor (J. Scieszka).**  **Poetry:**  **Performance poetry**  Specific focus: **Understand what they read by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.**  **Focus Skills: Retrieval and Inference** |
| **S**  **P**  **A**  **G** | Spelling:  Use further prefixes and suffixes and understand how to add them.  See Appendix 1.  Punctuation and Grammar:  Consolidate Sentence accuracy fundamentals from KS1/Year 3 (FS/CL).  The use of paragraphs to organise ideas around a theme.  To develop children’s understanding of Standard English forms for verb inflections instead of local spoken forms. | | Spelling:  Spell further homophones.  See Appendix 1.  Punctuation and Grammar:  To develop use of inverted commas and other punctuation to indicate direct speech.  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. | | Spelling:  Spell words that are often misspelt.  See Appendix 1.  Punctuation and Grammar:  To introduce apostrophes to mark plural possession.  To understand the grammatical difference between plural and possessive –s. | | Spelling:  Use the first two or three letters of a word to check its spelling in a dictionary.  See Appendix 1.  Punctuation and Grammar:  Fronted adverbials (e.g.: Later that day, I heard the bad news)  To develop use of commas after fronted adverbials. | | Spelling:  Write with memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  See Appendix 1.  Punctuation and Grammar:  Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. | | Spelling:  Place the possessive apostrophe accurately in words with regular plurals (e.g.: girls’, boys’) and in words with irregular plurals ( e.g.: children’s  See Appendix 1.  Punctuation and Grammar:  Consolidation of all new areas introduced this year, throughout Terms 1-5. |
| **MATHS** | | Number – Place Value  Number – Addition & Subtraction | | Measurement – Length & Perimeter  Number – Multiplication & Division | | Number – Multiplication & Division  Measurement – Area  Fractions | | Fractions  Decimals | | Decimals  Measurement – Money  Measurement - Time | | Statistics  Geometry – Properties of Shape  Geometry – Position and Direction. |
| **SCIENCE** | | **Sound**   * Describe sounds around them. * Identify high and low sounds. • Identify loud and quiet sounds. * Observe how different sounds are made. * Describe how sounds change over distance. * Participate in an investigation to find the best material for absorbing sound. * Answer questions based on their learning using prompts. * Create a musical instrument that will play different sounds. Predict what will happen in an investigation. * Make observations. | | **States of Matter**   * Sort materials into solids, liquids and gases. * Explain that heating causes melting, and cooling causes freezing. * Identify the melting and freezing point of water. * Describe evaporation and condensation using practical examples. * Describe the effect of temperature on evaporation referring to their investigation. Identify the stages of the water cycle. * Predict what will happen in an investigation. * Make observations | | **Electricity**   * They will learn to identify electrical and nonelectrical appliances. * They will be able to explain, with support, how a circuit works. * Children will be able to name at least two electrical conductors and insulators. * They will be able to create a simple series circuit both with and without a switch. * They will be able to accurately record their findings in a table. | | **Living Things and Their Habitats**   * Sort living things into groups. * Generate questions about animals. * See similarities and differences between vertebrates. * Identify vertebrate groups. * Identify the characteristics of living things. * Suggest how to have a positive effect on the local environment. * Record observations on a map. * Name some endangered species. | | **Animals Including Humans**   * Generate questions and use scientific evidence that is given to answer questions. * Identify similarities related to scientific ideas. * Set up a simple enquiry with support. * Make observations, record findings and use results to draw simple conclusions. * Name parts of the digestive system. * Add functions to the parts of the digestive system. • Identify the function of teeth in humans. * Construct a simple food chain. | | **Scientists & Inventors**   * Investigate and describe the dangers of deforestation in Madagascar. * Name some endangered animals in Madagascar. * Describe Gerald Durrell and his conservation work in Madagascar. * Give five facts about Alexander Graham Bell’s life and work. * Present their research into Alexander Graham Bell to an audience. * Sort facts about the scientists who discovered oxygen. * Use prompts and key words to explain the effect of oxygen on burning. * Describe absolute zero as the coldest possible temperature. * Sort statements to describe Lord Kelvin’s life and work. • Identify temperatures on a thermometer. * Identify appliances that run on electricity. * Use given ingredients to invent their own toothpaste. * Compare the effectiveness of different toothpastes. |
| **RE** | | **Judaism**  WORSHIP   * Rosh * Hashanah * Yom Kippur   BELIEFS & QUESTIONS  God: Creator, loving, just  God: Trinity, Father, Son and Holy Spirit | | **Christianity**  PILGRIMAGE   * Life as a journey * Canterbury * Rome * Lourdes * The Hold Land   RELIGIOUS  EXPRESSION   * Festivals * Christmas * (Light) | | **Christianity**  RELIGIOUS  EXPRESSION   * Festivals: * Epiphany * Lent: Shrove Tuesday * Ash Wednesday   INSPIRATIONAL  PEOPLE   * Jesus’ temptations | | **Judaism**  SYMBOLS & RELIGIOUS  EXPRESSION   * Pesach and Sedar Plate * Moses and Exodus from   Egypt   * Easter (Betrayal and   trust) | | **Islam**  TEACHINGS &  AUTHORITY   * Traditions about   Muhammad   * Guidance from the   Qur’an   * Qur’an as the word of God, its study and treatment   WORSHIP  5 Pillars Of Islam:   * Shahadah (faith) * Salah (prayer) | | **Islam**  WORSHIP   * 5 Pillars of Islam: * Zakah (almsgiving) * Sawn (fasting in month of Ramadan) * Hajj (pilgrimage) * Status of Ka’bah   RELIGIOUS  EXPRESSION   * Festivals: Id-ul-Fitr * Id-ul-Adha |
| **INDOOR PE** | | **Swimming**   * To develop basic pool safety skills and confidence in water. * To develop travel in vertical or horizontal position and introduce floats. * To develop push and glides, any kick action on front and back with or without support aids. * To develop entry and exit, travel further, float and submerge. * To develop balance, link activities and travel further on whole stroke. * To show breath control. * Introduction to deeper water. Treading water. | | **Gymnastics**   * To identify and practise body shapes. * To identify and practise symmetrical and asymmetrical body shapes. * To construct sequences using balancing and linking movements. * To use counterbalances and incorporate them into a * sequence of movements. * To perform movements in canon and in unison. * To perform and evaluate own and others’ sequences. | | | | **Dance**   * To identify and practise the patterns and actions of chosen dance style. * To demonstrate an awareness of the music’s rhythm and phrasing when improvising. * To create an individual dance that reflects the chosen dancing style. * To create partnered dances that reflect the dancing style and apply the key components of dance. * To perform dance using a range of movement patterns. * To perform and evaluate own and others’ work. | | | | **Young Olympians (Athletics)**   * To select and maintain a running pace for different distances. * To practise throwing with power and accuracy. * To throw safely and with understanding. * To demonstrate good running technique in a competitive situation. * To explore different footwork patterns. * To understand which technique is most effective when jumping for distance. * To utilise all the skills learned in this unit in a competitive situation. |
| **OUTDOOR PE** | | **Invasion** (Football/Hockey)   * To keep possession of a ball. * To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. * To use accurate passing and dribbling in a game. * To identify and apply ways to move the ball towards an opponent’s goal. * To learn concepts of attack and defence. * To play in a mini competition. | | | | **Nimble Nets (Short Tennis)**   * To become familiar with balls and short tennis rackets. * To get the ball into play. • To accurately serve underarm. * To build up a rally. * To build a rally, focusing on accuracy of strokes. * To play a variety of shots in a game situation and to explore when different shots should be played. * To play a competitive tennis game. | | | | **Striking and Fielding (Cricket/Rounders)**   * To develop and investigate different ways of throwing, and to know when each is appropriate. * To use ABC (agility, balance, co-ordination) to field a ball well. * To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. * To use hand-eye co-ordination to strike a moving and a stationary ball. * To develop fielding skills and understand their importance when playing a game. * To play in a competitive situation, and to demonstrate sporting behaviour. |
| **COMPUTING** | | We are software developers  -To develop an educational computer game using selection and repetition  -To understand and use variables  -To start to debug computer programs  -To recognise the importance of user interface design, including consideration of input and output | |  | |  | | We are meteorologists  -To understand different measurement techniques for weather, both analogue and digital  -To be able to use spread sheets to record data  -To be able to use spread sheets to create graphs and charts  -To develop skills at using presentation software. | | We are musicians  -To develop an understanding of what digital audio is and how it may be used (Isle of Tunes)  -To develop skills at sequencing sound clips for a desired effect.  -To create and develop a musical composition.  -To insert a melody in LMMS / Review  -To export and add audio file to Powerpoint | |  |
| **HISTORY** | | **Mayans**  • Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. • Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. • Research and provide some of their own ideas about the significance of corn and chocolate. • Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation. | |  | | **World War 2**  offer reasons to explain why the war started and explore the significance of key events;  explore the significance and impact of the Battle of Britain as a turning point in comparison to other wartime events; • describe different aspects of life on the home front in more detail and explore how different people were affected; • suggest reasons why entertainment during the war was important; • say why different commemorative events are celebrated each year. | |  | | **Anglo-Saxons**   * Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. * Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture. * Describe the work of some key individuals at the time. * Explain where and why some Viking raids or attacks took place. * Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. * Compare and contrast aspects of Anglo Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments. | |  |
| **GEOGRAPHY** | |  | | **World Zones**   * To explain the position and significance of the Equator, Northern/Southern Hemisphere. * To identify lines of latitude/longitude. * To describe key features of polar regions and compare to UK. * To compare the climate of the tropics with the UK climate. * To explain the position and significance of the Prime Meridian. * To explain the position and significance of time zones, | |  | | **Cardiff (Case Study UK Region)**   * To identify Cardiff and its major features. * To compare the physical geography of Cardiff with Folkestone. * To compare land use in Cardiff with Folkestone. * To compare the human geography of Cardiff with Folkestone. * To create a travel guide for a trip to Cardiff. * To compare the human and physical features of Cardiff with those of the area I live in. | |  | | **Settlement**   * To explain why settlements develop in certain locations. * To explain why settlements develop in certain locations and identify my own needs. * To use maps to identify settlements built by invaders. * To compare land use in different settlements. * To use maps to identify links between settlements. * To create a map of a settlement. |
| **PSHE** | | To learn how to make informed choices and to begin to understand further the concept of a balanced diet (revision)  To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals (revision)  To deepen their understanding of good and not so good feelings (revision)  To learn about change, including transitions, loss, separation, divorce and bereavement (revision)  To recognise when and how to ask for help and use basic techniques for resisting pressure (revision) | | To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people  To understand school rules about health and safety, basic emergency aid procedures and where and how to get help (revision)  To learn strategies for keeping physically and emotionally safe –including road safety, safety in the environment, and online safety (revision) | | To recognise and respond appropriately to a wider range of feelings in others (revision)  To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships  To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision)  To work collaboratively towards shared goals  To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves | | To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage  To recognise and challenge stereotypes  To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people’s feelings and try to see, respect and if necessary constructively challenge their points of view (revision) | | To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities  To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices  To explore and critique how the media present information  To learn what being part of a community means, and about the varied institutions that support communities locally and nationally | | To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment  To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (revision)  To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (revision)  To learn about enterprise and the skills that make someone ‘enterprising’. |
| **ART** | | William Morris  Sonia Delaunay  **Tints and shades:**  Using charcoals, crayons & chalks to create different shades and textures.  Link to Mayan art homework to consolidate sketching skills. | |  | | **Proportion of objects.**  **Link to Maths and ‘Mathematical Art’ (Areas, measurements and proportion).**  Children to think about the size of objects in the distance, foreground, middle ground and background to create accurate drawings.  -Sketches  -Brief notes.  -Mood boards.  -Thought bubbles. | |  | | **Revise**  -Understanding of when to use big, medium and small brushes.  -Poster paint.  -Paint blocks.  -Watercolours  **Link to RE: Islamic art styles.**  Revise and consolidate clay skills from previous years.  -Use modelling wire to create a frame to work around and apply clay to.  **Link to History: Create Anglo-Saxon clay pottery.** | |  |
| **DT** | |  | | Sewing/ Christmas Purses  Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patterns and appropriate decoration techniques (e.g. applique).  Generate more than one idea for how to create a product.  Gather information to help design a successful product (i.e. by asking others' views).  Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.  Suggest improvements to develop and refine a planned idea. | |  | | Cooking:  Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision). | |  | | Designing and making moving toys.  Use a range of tools and equipment with accuracy.  Measure, mark out, join, assemble materials and components with accuracy.  Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.  Use sheet materials and construction tools with appropriate supervision. |
| **MUSIC** | |  | | **Performing**   * Practise and rehearse in groups, choosing a leader/conductor. * Present performance with developing awareness of audience. * Christmas performance. | |  | |  | | **Playing Instruments**   * Djembe drums. * Tuned and untuned percussion. | | **Drumming continued from last term:**  Develop understanding of standard nation and rhythmic notation.  Exploring drum notation. |
| **SPANISH** | | Revise UNITS 4-7 – especially Abordo (All aboard) & the Latin American World.  Numbers 1-100  Introduce the verb SER (one form of the verb TO BE) | | Revise UNITS 4-7 – especially Abordo (All aboard)  Numbers 1-100  Introduce the verb SER (one form of the verb TO BE) | | UNIT 8: La Paga ( Pocket Money) | | Revise telling the time to the nearest half hour  Introduce the verb ESTAR ( another form of ‘to be) | | UNIT 10: La vida deportiva ( Sporting life)  Revise the numbers 1-100 | | UNIT 9: Cuentame un Cuenta ( Tell me a story) |
| **BRITISH VALUES** | | Democracy – Class rules/transition.  Rule of Law – Class rules/transition.  Respect and Tolerance – Kensuke’s Kingdom (Between old and young). | | Rule of Law – PSHE Link – Understand school rules.  Individual Rights – Pilgrimage and Choice.  Respect and Tolerance (Anti-Bullying Week). | | Rule of law – How laws changed to help the war effort. | | Democracy – Link to case study/local governance of Cardiff.  Individual Rights – Discussion Text link.  Tolerance and respect: Listen and respond to other people’s feelings (Discussion). | | Rule of law – 5 pillars of Islam (comparison to laws).  Tolerance and respect – link to PSHE (respecting others). Liknk to Anglo-Saxons – Were they respectful? | | Democracy (Human Geography link to establishing and developing a successful settlement). |