

	Autumn Term – Yabba, Dabba, Do!	Spring Term – To infinity and Beyond	Summer Term – Battle of the Ancients
Key text(s)	Stig of Dump by Clive King Stone Age Boy by Satoshi Kitamura	The Girl of Ink and Stars by Kiran Millwood Hargrave The Viewer by Shaun Tan	Secrets of the Sun King by Emma Carroll How to Live Forever by Colin Thompson
English	Instructions – How to survive the Stone Age Stories – Adventure Report – Skara Brae Newspaper report – Stig found in local Tip Explanation – How to make Stonehenge Poetry – War poetry (Flanders Fields By John McCrae)	Biography – Neil Armstrong Story – Fantasy/Mystery/Sci-fi Persuasive – Visit space station/Space travel Poetry – Cinquains (Nights by William Blake, Stars by The Bronte Sisters)	Explanation – impact of Ancient Greece on modern Western Civilisation Story – historical fiction, fantasy, Recount – Diary (Howard Carter) Instructions – recipes (Linked to DT) Poetry – Kennings (Roger Stevens 'Where do I play? Who am I?')
Science	<u>Living things and their habitats (Y4)</u> Pupils should be taught to: <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. <u>Living things and their habitats (Y5)</u> Pupils should be taught to: <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <u>Living things and their habitats (Y6)</u> Pupils should be taught to: <ul style="list-style-type: none"> 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 give reasons for classifying plants and animals based on specific characteristics <u>Evolution and inheritance (Y6)</u> Pupils should be taught to: <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring 	<u>Rocks (Y3)</u> Pupils should be taught to: <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <u>Earth and space (Y5)</u> Pupils should be taught to: <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<u>States of matter (Y4)</u> Pupils should be taught to: <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Properties and changes of materials (Y5)</u> Pupils should be taught to: <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes

	<p>of the same kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 		<ul style="list-style-type: none"> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
History	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	<p><u>Locational Knowledge (LKS2)</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Place knowledge (LKS2)</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America <p><u>Geographical skills and fieldwork (LKS2)</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Geographical skills and fieldwork (LKS2)</u></p> <ul style="list-style-type: none"> 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 	
DT	<p>Technical knowledge</p> <ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p><u>Design</u></p> <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks 	<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

		<p>[for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • 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 	
Key piece of music/composer	Samba music	Holst 'The Planets'	Ludwig Van Beethoven 'Symphony No 5'
Music	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Develop an understanding of the history of music
Key piece of art/artist	Cave paintings	Peter Thorpe 'Rocket Paintings' Vincent Van Gough ' Starry Night'	Cezanne - Still life paintings
Art and Design	<ul style="list-style-type: none"> • about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> • about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • about great artists, architects and designers in history. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
PE	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Swimming</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. • compare their performances with previous ones 	<ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

		and demonstrate improvement to achieve their personal best.	
Computing	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
RE	<p>A What do Hindus believe God is like? What is the Trinity and why is it important for Christians?</p> <p>B What do Christians learn from the Creation story? How do festivals and family life show what matters to Jewish people?</p>	<p>A Why do Christians call the day Jesus died 'Good Friday.' What does it mean to be a Hindu in Britain today?</p> <p>B What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim?</p>	<p>A For Christians, what was the impact of Pentecost? How and why do people mark significant events of life?</p> <p>B What kind of world did Jesus want? How and why do people try and make the world a better place?</p>
PSHE	<p>Rules and responsibilities in the classroom</p> <p>Illness and medicine</p> <p>Developing a growth mindset</p>	<p>Relationships – Bullying</p> <p>Coping with worries</p>	<p>Smoking and keeping fit</p> <p>Safety – road, railway etc</p>
French	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words describe people, places, things and actions orally* and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly listen attentively to spoken language and show understanding by joining in and responding
Cultural diversity/SMCS	<p>S – respect for the world we live in, explore the beliefs of Hindu and Jewish communities.</p> <p>M – understand our impact on the world we live in.</p> <p>S – respect for our community, understanding how other communities live</p>	<p>S – Explore the beliefs of the Hindu faith, Explore the Christian faith (Easter), Awe and wonder for the world we live in.</p> <p>M – Water safety (consequences).</p> <p>S – Explore the beliefs of the Hindu faith within our community and the wider world, Conflict within the Easter story.</p>	<p>S – Explore Pentecost within the Christian community, how to stay healthy.</p> <p>M – pollution and the consequence.</p> <p>S – Are we looking after the world we live in? How can we make our world a better place?</p> <p>C – understand and respect how other</p>

	throughout the world, elections for school council. C - Learning and understanding Hindu communities, understanding Jewish communities and what matters to them. School council elections - British parliament.	C -Understanding Muslim and Hindu communities and what matters to them.	people live their lives.
Trips/visit to school	Stonehenge	We the Curious	

Long term plans:

Year B

	Autumn Term - World War 2 - The Home Front	Spring Term - Rainforest Explorers	Summer Term - Invaders and Settlers
Key text(s)	Letters from the Lighthouse by Emma Carroll Rose Blanche by Ian McEwan	The Explorer by Katherine Rundell Firebird by Saviour Pirotta	Cogheart by Peter Bunzl Tuesday by David Wiesner
English	Story - Historical, mystery Recount - Letter from the front, letter to a soldier, diary of character from 'Letters from the Lighthouse.' Discussion Text - Should children have been evacuated? Instructions - recipes (Linked to DT) Poetry - List poem ('Bleezer's Ice Cream by Jack Prelutsky and 'Sick' by Shel Silverstein)	Auto-Biographies - Write as character from 'The Explorer' Explanation - Link to Science Persuasive writing - Save the rainforest, endangered animals Stories - fables, traditional tales, Poetry - Haikus (poems by Basho, Issa, Busont and Shili)	Newspaper report - The Vikings are coming! Stories - legend/ play writing Reports - Romans and impact on Britain Poetry - Narrative poetry (The Highway man By Alfred Noyes) Explanation - How to be a Warrior

Science

Light (Y3)

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

Electricity (Y4)

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Light (Y6)

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- 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
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity (Y6)

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Animals, including humans (Y3)

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Animals, including humans (Y4)

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Animals, including humans (Y5)

Pupils should be taught to:

- describe the changes as humans develop to old age

Animals including humans (Y6)

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Sound (Y4)

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

Plants (Y3)

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Forces and magnets (Y3)

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Forces (Y5)

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

History	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> A local history study The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography		<p><u>Locational Knowledge (LKS2)</u></p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and physical geography (LKS2)</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p><u>Locational knowledge (LKS2)</u></p> <ul style="list-style-type: none"> 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><u>Human and physical Geography (LKS2)</u></p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geography skills and field work (LKS2)</u></p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
DT	<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> Apply their understanding of computing to program, monitor and control their products. 	<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Key piece of music/composer	Dame Vera Lynn 'White Cliffs of Dover' and 'We'll meet again'	Pan Pipe music George Frideric Handel 'Water Music'	Johann Sebastian Bach 'The Well-Tempered Clavier'
Music	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers 		

	and musicians		
Key piece of art/artist	Propaganda Art LS Lowry 'Blitzed Site'	Henri Rousseau 'Surprised!'	Frida Kahlo - portrait paintings
Art and Design	<ul style="list-style-type: none"> about great artists, architects and designers in history. 	<ul style="list-style-type: none"> about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> about great artists, architects and designers in history.
PE	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Swimming In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
Computing	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
RE	<p>C What does it mean to be a Muslim in Britain today? What does it mean if Christians believe God is Holy and loving?</p> <p>D For Christians what kind of king is Jesus? Why do Christians believe Jesus was the Messiah?</p>	<p>C Why is the Torah so important to Jewish people? What do Christians believe Jesus did to 'save' people?</p> <p>D Creation and Science - Conflicting or complementary? Why do Hindus want to be good? (continue into next term)</p>	<p>C How do Christians decide how to live? What would Jesus do? How does faith help people when life gets hard?</p> <p>D Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?</p>
PSHE	Rules and responsibility in the classroom	Money responsibility	Sex education and changing bodies

	Online safety	Legal and illegal drugs Democracy, elections and laws	Developing healthy relationships
French	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words describe people, places, things and actions orally* and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly listen attentively to spoken language and show understanding by joining in and responding
Cultural diversity/SMCS	<p>S – Explore the beliefs of the Muslim and Christian faith, Staying safe around electricity,</p> <p>M – What makes a good leader?</p> <p>S – Elections for school council, conflict during WW2.</p> <p>C – School council elections – British parliament, respect diversity within faiths.</p>	<p>S – Explore Jewish, Christian and Hindu faiths, explore their own beliefs.</p> <p>M – consequences of deforestation, water safety.</p> <p>S – deforestation (right or wrong?),</p> <p>C – respect diversity within faiths, cultural differences.</p>	<p>S – Explore Humanist and Christian faiths.</p> <p>M – What would Jesus do?</p> <p>S – understanding conflict.</p> <p>C – respect differences between communities and countries.</p>
Trips/visit to school	STEAM Swindon	The Wild Place Bristol	Gloucester Roman Ramparts and gates (underground)