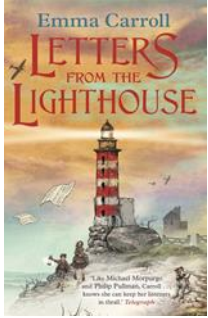
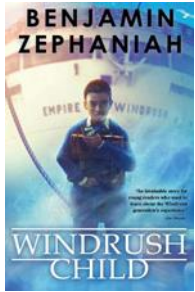
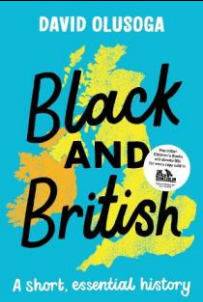
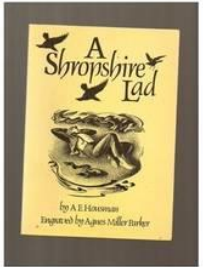
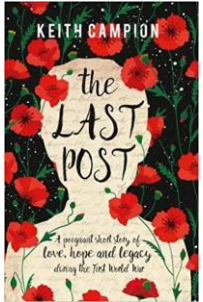


## Year Curriculum Coverage



Autumn Term Year 6 Autumn 1 Autumn 2			
Topic texts	Knowledge	Skills	Enrichment Opportunities
  	<p><b><u>English</u></b></p> <p><b><u>Reading</u></b>            Increase 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.            Make comparisons within and across books.            Learn a wider range of poetry by heart.            Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b><u>Writing</u></b>            Draft and write by:            Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.            In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.            Read books that are structured in different ways and reading for a range of purposes.            Recommend books that they have read to their peers, giving reasons for their choices.            Identify and discuss themes and conventions in and across a wide range of writing.            Prepare 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.            Distinguish between statements of fact and opinion.            Retrieve, record and present information from non-fiction.</p> <p>Plan their writing by:            Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>WWII Day</p> <p>Artefact exploration WWII</p> <p>Library visit</p> <p>Drama</p> <p>Performance poetry</p> <p>Black History Month</p> <p>Christmas Carols</p> <p>Harvest Festival</p>

## Year Curriculum Coverage

  	<p>precising longer passages. Use a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b><u>Vocabulary, grammar &amp; punctuation</u></b> Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing. Use hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use a colon to introduce a list. Punctuate bullet points consistently.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Remembrance Day</p> <p>Anti-Bullying Week (15-19 Nov '21)</p> <p>Roald Dahl Day (13<sup>th</sup> Sept)</p> <p>MacMillan Coffee Morning (24<sup>th</sup> Sept)</p> <p>National Poetry Day (7<sup>th</sup> Oct)</p> <p>World Singing Day  21<sup>st</sup> Oct)</p> <p>Children in Need (12<sup>th</sup> Nov)</p>
--	--	---	---



## Year Curriculum Coverage

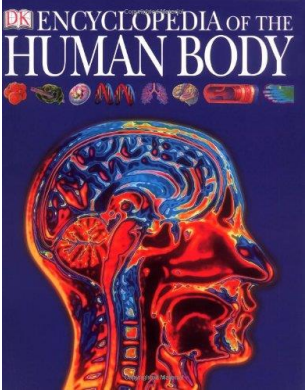
	<p><b><u>Maths</u></b></p> <p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"><li>• read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</li><li>• round any whole number to a required degree of accuracy</li><li>• use negative numbers in context, and calculate intervals across 0</li></ul> <p><b><u>Four operations</u></b></p> <ul style="list-style-type: none"><li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li><li>• 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</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• solve number and practical problems that involve all of the above</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li><li>• solve problems involving addition, subtraction, multiplication and division</li><li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li><li>• identify common factors, common multiples and prime numbers</li><li>• perform mental calculations, including with mixed operations and large numbers</li><li>• use their knowledge of the order of operations to carry out calculations involving the 4 operations</li></ul>	<p>Christmas Hat Day (17<sup>th</sup> Dec)</p> <p>TT Rockstars Purple Mash</p> <p>Church visits</p> <p>Clergy worships</p>
--	--	--	--



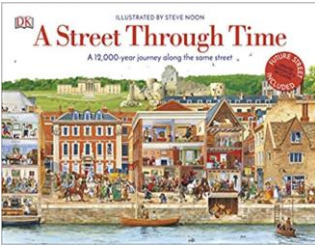
## Year Curriculum Coverage

	<p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li><li>• compare and order fractions, including fractions <math>&gt; 1</math></li><li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li><li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math> ]</li><li>• divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ]</li></ul> <p><b>Geometry – Position and direction</b></p> <ul style="list-style-type: none"><li>• describe positions on the full coordinate grid (all 4 quadrants)</li></ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"><li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math> ]</li><li>• multiply one-digit numbers with up to 2 decimal places by whole numbers</li></ul>	<ul style="list-style-type: none"><li>• use written division methods in cases where the answer has up to 2 decimal places</li><li>• solve problems which require answers to be rounded to specified degrees of accuracy</li></ul> <ul style="list-style-type: none"><li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li></ul> <ul style="list-style-type: none"><li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li><li>• identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li></ul>	
--	---	---	--

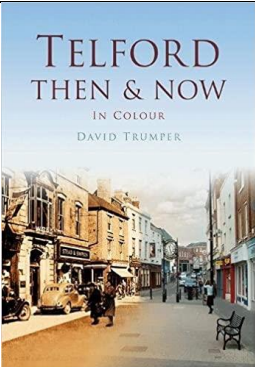
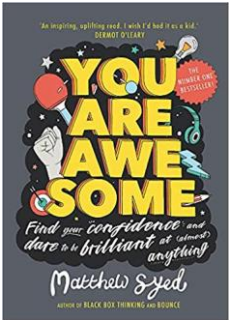
## Year Curriculum Coverage

	<p><b><u>Science</u></b></p> <p><b><u>Healthy Bodies</u></b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (CC: D&amp;T)</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b><u>Seeing Light</u></b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	
---	--	---	--

## Year Curriculum Coverage

	<p><b><u>History</u></b></p> <p><b><u>WWII</u></b></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>How has Britain changed since 1948?</u></b></p> <ul style="list-style-type: none"> <li>• describe some of the features of life in Britain for each decade from the 1950s to the 1990s.</li> <li>• suggest which changes have had the biggest impact in Britain since 1948.</li> <li>• summarise the changes in Britain since 1948.</li> </ul>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>• place the events of leading up to and during WW2 on a timeline</li> </ul> <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out about the causes and consequences of the war</li> <li>• know the difference between a primary and a secondary source.</li> <li>• suggest which sources I would need to consult to research different eras in British history.</li> <li>• use primary and secondary sources to research different decades.</li> </ul> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Describe how some past events and actions of people affect life today.</li> </ul>	
	<p><b><u>Geography</u></b></p> <p><b><u>Our Local Area</u></b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>	

## Year Curriculum Coverage

	<p>physical geography of a region of the United Kingdom</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>		
	<p><b>D&amp;T</b></p> <p><b>Burgers</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>investigate and analyse a range of existing products</li> <li>understand and apply the principles of a healthy and varied diet</li> <li>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</li> </ul>	

## Year Curriculum Coverage



		<ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	
	<p><b><u>Art</u></b></p> <p><b><u>Famous Fashions</u></b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• use all knowledge of designers and fashion to create their own design that reflects their personalities character</li> </ul>	
	<p><b><u>Computing</u></b></p> <p><b><u>Coding</u></b></p> <ul style="list-style-type: none"> <li>• Design a solution by breaking a problem up.</li> <li>• Recognise that there are different solutions for the same problem.</li> <li>• Select, use and combine software on a range of digital devices.</li> </ul>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	





## Year Curriculum Coverage

	<p><b>Online Safety (CC:PSHE)</b></p> <ul style="list-style-type: none"><li>• identify benefits and risks of mobile devices broadcasting the location of the user/device.</li><li>• identify secure sites by looking for privacy seals of approval.</li><li>• identify the benefits and risks of giving personal information.</li><li>• review the meaning of a digital footprint.</li><li>• have a clear idea of appropriate online behaviour.</li><li>• begin to understand how information online can persist.</li><li>• understand the importance of balancing game and screen time with other parts of their lives.</li><li>• identify the positive and negative influences of technology on health and the environment.</li></ul> <p><b>Blogging</b></p> <ul style="list-style-type: none"><li>• identify the purpose of writing a blog.</li><li>• identify the features of a successful blog.</li><li>• plan the theme and content for a blog.</li><li>• understand how to write a blog and a blog post.</li><li>• consider the effect upon the audience of changing the visual properties of the blog.</li><li>• understand how to contribute to an existing blog.</li><li>• understand how and why blog posts are approved by the teacher.</li><li>• understand the importance of commenting on blogs.</li></ul>	<ul style="list-style-type: none"><li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• create a blog around a theme and evaluate its effectiveness</li><li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>	
--	---	--	--

## Year Curriculum Coverage

	<p><b>Music</b></p> <p>Singing and performing</p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs as part of a choir including three- and four-part rounds (see guidance for more detail)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• develop an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing respond to a wide range of recorded and live performances of various genres (CC: History/RE)</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Plan, compose and play an 8- or 16-beat melodic phrase using the pentatonic scale. (CC: Art)</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen</li> </ul> <p>Reading Notation/Performance</p> <ul style="list-style-type: none"> <li>• Play a melody following staff notation written on one staff and using notes within an octave range</li> <li>• Understand the differences between minims, crotchets, paired quavers and rests.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and move to the pulse with ease.</li> <li>• think about the message of songs.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>• perform (singing or playing an instrument)</li> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style</li> <li>• improvise music using a range of musical instruments</li> </ul>	
	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Types of Training</li> <li>• Gymnastics/Dance</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> </ul>	



## Year Curriculum Coverage

		<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	
	<p><b><u>RE</u></b></p> <p><u>Gospel</u> know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world.</p> <ul style="list-style-type: none"> <li>• know a range of Jesus teachings: The wise and foolish builder's/ the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).</li> <li>• know that these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities.</li> <li>• know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>• Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</li> <li>• Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</li> </ul>	



## Year Curriculum Coverage

	<p><b><u>Creation</u></b></p> <ul style="list-style-type: none"> <li>• Pupils know that there is much debate and controversy around the relationship between creation stories in</li> <li>• Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians.</li> <li>• Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</li> <li>• Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.</li> <li>• Pupils know that not all Christians believe the same about the relationship between Creation and science.</li> <li>• Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the type of text that Psalm 8 is, and its purpose.</li> <li>• Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</li> <li>• Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</li> <li>• Show understanding of why some Christians find science and faith compatible.</li> <li>• Respond to the idea that humans have great responsibility for the Earth.</li> <li>• Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.</li> </ul>	
	<p><b><u>PSHE</u></b>  <b><u>Health and wellbeing</u></b>          Healthy lifestyles:</p> <ul style="list-style-type: none"> <li>• how to respond appropriately to a wider range of feelings in others (Ongoing)</li> <li>• how it can positively and negatively affect health and wellbeing (including mental and emotional health) (Ongoing/CC: Guided Reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy and compassion (including impact on decision-making and behaviour)</li> <li>• Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> </ul>	



## Year Curriculum Coverage

	<ul style="list-style-type: none"> <li>• how to make informed choices that contribute to a 'balanced lifestyle'/the benefits of a balanced diet, different influences on food and diet, developing skills to help make their own choices about food (CC: D&amp;T/Science)</li> <li>• how images in the media can distort reality and that this can affect how people feel about themselves (CC:Computing)</li> <li>• how the spread of infection can be prevented (ongoing)</li> <li>• different influences on behaviour, including peer pressure and media influence, and how to resist unhelpful pressure and ask for help (CC:Computing/Guided Reading/Ongoing)</li> </ul> <p>Growing and Changing:</p> <ul style="list-style-type: none"> <li>• different ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements (ongoing – Dawley Mind-set)</li> <li>• different ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements (ongoing – Dawley Mind-set)</li> </ul> <p>Keeping Safe:</p> <ul style="list-style-type: none"> <li>• strategies for managing personal safety – online/consider before sharing pictures of themselves and others online (CC: Computing)</li> <li>• how to keep safe and well when using a mobile phone (CC: Computing)</li> </ul> <p><b>Relationships</b> Healthy relationships:</p>	<ul style="list-style-type: none"> <li>• Resilience (including self-motivation, perseverance and adaptability)</li> <li>• Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> <li>• Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>• Recalling and applying knowledge creatively and in new situations</li> <li>• Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy)</li> <li>• Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> <li>• Empathy and compassion (including impact on decision-making and behaviour)</li> <li>• Respect for others' right to their own beliefs, values and opinions</li> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working, negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) and leadership skills</li> <li>• Identify links between values and beliefs, decisions and actions</li> <li>• Valuing and respecting diversity</li> </ul>	
--	--	--	--



## Year Curriculum Coverage

	<ul style="list-style-type: none"><li>• the consequences of their actions on themselves and others (ongoing)</li><li>• confidentiality and times when it appropriate and necessary to break a confidence (CC: Computing)</li><li>• to respectfully listen to others but raise concerns and challenge points of view when necessary (ongoing)</li><li>• working collaboratively toward shared goals (CC: PE)</li><li>• negotiation and compromise strategies to resolve disputes, conflicts and give helpful feedback and support to others (ongoing)</li></ul> <p>Valuing Difference:</p> <ul style="list-style-type: none"><li>• factors that make people the same or different, to recognise and challenge 'stereotypes' and use of the terms sex, gender identity and sexual orientation (CC: BHM/Guided Reading)</li><li>• about discrimination, teasing, bullying and aggressive behaviour and its effect on others (Ongoing)</li><li>• discrimination, teasing, bullying and aggressive behaviour and its effect on others (Ongoing)</li><li>• recognise and manage dares (Ongoing)</li></ul> <p><b><u>Living in the wider world</u></b></p> <p>Rights and responsibilities:</p> <ul style="list-style-type: none"><li>• research, discuss and debate to discuss and debate issues concerning health and wellbeing (ongoing)</li><li>• why and how laws are rules and laws are made and how to take part in making and changing rules (CC: BV class worship)</li></ul>		
--	--	--	--



## Year Curriculum Coverage

	<ul style="list-style-type: none"><li>• how anti-social behaviours can affect wellbeing and how to handle, challenge or respond to anti-social or aggressive behaviours (ongoing)</li><li>• different kinds of responsibilities (home, school, community and the environment) (ongoing)</li><li>• resolving differences, respecting different points of view and making their own decisions (ongoing)</li><li>• what it means to be a part of a community, different groups, individuals that support the local community and the role of voluntary, community and pressure groups</li><li>• To appreciate the range of national, regional, religious and ethnic identities of people living in the UK (CC: BHM/English/History/RE)</li><li>• the lives, values and customs of people living in other places (CC: BHM/English/History)</li><li>• be critical of what they see and read in the media and critically consider information they choose to forward to others (CC: Computing/BHM)</li></ul>		
--	--	--	--