



Year 1		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials X
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Locational and Place Knowledge</b>	Explain where I live and tell someone my address. Name the four countries in the UK and locate them on a map. Name some of the main towns and cities in the UK. Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing.	Use pictures and videos to find out about a place and make observations. Express my views about a place, people and environment. Identify human impact on a place.
	<b>Human and Physical Geography</b>	Explain how the weather changes throughout the year and name the seasons. I can keep a weather chart and answer questions about the weather (fieldwork). I can explain some of the main things that are in hot and cold places.	Explain the clothes that i would wear in hot and cold places. Describe the similarities and differences between the features of the two localities.
	<b>Fieldwork</b>	Take photographs and make drawings to help describe a place. Use bird's eye view to make a simple map.	Draw my own maps of the local area; use and construct basic symbols in a key. I can observe and record the features around the school/local area.
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	<b>Global Learning and Sustainability</b>	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

**Our Christian Vision and Curriculum Intent:**

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*



Year 2		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss the similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Locational and Place Knowledge</b>	Find where I live on a map of the UK. Name the capital cities of England, Wales, Scotland and Ireland. Name the continents of the world and locate them on a map. Name and locate the world oceans and locate them on a map. Use simple compass directions (North, South, East and West) to describe the location of features on a map.	Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley. Give detailed reasons to support own likes, dislikes and preferences about a variety of places. Explain the facilities that a village, town and city may need and give reasons. Explain how an area has been spoilt or improved and give my reasons.
	<b>Human and Physical Geography</b>	Use technology to find out the weather in a different location (UK and non-European country). Identify weather patterns and make predictions. Observe and record weather such as temperature, rainfall and hours of sunshine. Compare and contrast weather in two locations.	Identify the equator and locate the places on the Equator which are the hottest. Express opinions about the seasons and relate the changes to changes in clothing and activities.
	<b>Fieldwork</b>	Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Create a map to direct others which uses a key and includes the main physical and human features.	Plan a route using a map. Observe and record environmental features around the school and compare with features of another area. Make a map of the things I see or are finding out about.
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	<b>Global Learning and Sustainability</b>	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

**Our Christian Vision and Curriculum Intent:**

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*



Year 3		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials ss
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
<b>Believe</b> 	<b>Locational and Place Knowledge</b>	<p>Name a number of countries in the northern hemisphere.</p> <p>Name and locate the capital cities of neighbouring European countries</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn</p>	<p>Use the correct geographical words to describe a place.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and another country.</p> <p>Explain how an area has been changed by human actions.</p>
	<b>Human and Physical Geography</b>	<p>Make comparisons between several locations</p> <p>Use technical language to describe the weather.</p> <p>Locate places in the world where volcanoes/mountains/ rivers occur. Understand (and be able to communicate in different ways) different physical processes such as river/mountain/volcano formation.</p>	<p>Link the features of the land to why people settle there.</p> <p>Discuss how land use has changed over time (e.g. in my local area).</p> <p>Explain why places are linked (tourism, trade etc.).</p>
	<b>Fieldwork</b>	<p>Make detailed sketches of the features of a location.</p> <p>Look at maps of areas I am studying and identify features.</p> <p>Draw maps and plans of localities I have studied that include keys, grid references, a simple scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols.</p>	<p>Plan a route using 8 points of the compass.</p> <p>Undertake environmental surveys of the school grounds e.g. litter, noise, likes/ dislikes, areas for improvement -I can record data and draw simple conclusions from my findings.</p>
	<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

**Our Christian Vision and Curriculum Intent:**

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*



Year 4		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
<b>Believe</b> 	<b>Locational and Place Knowledge</b>	<p>Explain the difference between the British Isles, Great Britain and the UK.</p> <p>Name the countries that make up the EU.</p> <p>Find at least six cities in the UK on a map.</p> <p>Name and locate some of the main islands that surround the UK.</p> <p>Name the areas of origin of the main ethnic groups in the UK and in our school. I can use the language of 'north', 'south', 'east', 'west' to relate countries.</p> <p>Use maps, locate the Equator, the Tropics of Cancer and Capricorn.</p>	<p>Look at pictures and make reasonable judgements about where they are taken, explaining own ideas.</p> <p>Carry out research to discover features of villages, towns or cities.</p> <p>Explain why people may choose to live in one place rather than another.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc).</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p> <p>Identify areas that have been impacted by humans in the UK or abroad.</p>
	<b>Human and Physical Geography</b>	<p>Locate places in the world where volcanoes/mountains/ivers occur. I can understand different physical processes such as river/mountain/volcano formation.</p> <p>Draw diagrams and use the correct vocabulary to label features of physical and human geography.</p> <p>Give geographical reasons why people live in certain localities.</p> <p>Explain why an area has certain facilities (land use).</p>	<p>Research given questions and explain what I have discovered about settlement and land use over time.</p> <p>Explain trade and discuss why countries trade with other places.</p> <p>Able to explain an environmental issue. I can suggest how to improve an aspect of the environment/locality.</p>
	<b>Fieldwork</b>	<p>Plan a journey to a place in England.</p> <p>Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p>	<p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Draw conclusions from data.</p>
	<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

**Our Christian Vision and Curriculum Intent:**

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 🏠

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*



Year 5		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Locational and Place Knowledge</b>	<p>Explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>Identify the different hemispheres on a map.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Explain why many cities are situated on or close to rivers.</p> <p>Identify main trade and economy in another country and compare to region of the UK.</p>	<p>Critically study photographs and use them as evidence for conclusions I make from them.</p> <p>Explain how an area has been impacted or improved by humans around the world and in the UK.</p>
	<b>Human and Physical Geography</b>	<p>Use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.)</p> <p>Lead a geographical enquiry into a contrasting region.</p> <p>Compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement.</p> <p>Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</p>	<p>Ask questions, research and explain what I have discovered about settlement and land use over time.</p> <p>Show how a country uses and distributes its natural resources (food, energy, minerals and water).</p>
	<b>Fieldwork</b>	<p>Use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.)</p> <p>Lead a geographical enquiry into a contrasting region.</p> <p>Compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement.</p> <p>Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements.</p>	<p>Ask questions, research and explain what I have discovered about settlement and land use over time.</p> <p>Show how a country uses and distributes its natural resources (food, energy, minerals and water).</p>
	<b>Creativity and Imagination</b>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	<b>Global Learning and Sustainability</b>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

**Our Christian Vision and Curriculum Intent:**

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*



Year 6		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Locational and Place Knowledge</b>	<p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>Explain how time zones work and calculate time differences around the world.</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Locate landmarks and manmade features of a country and reflect on the importance and value of the tourism industry in these areas.</p>	<p>Use maps, aerial photographs, plans and e-resources to describe and raise questions about what a locality might be like.</p> <p>Discuss evidence and explain my conclusions using appropriate geographical language.</p> <p>Reach reasoned and informed solutions and discuss the consequences of humans around the world.</p> <p>Use ordnance survey symbols and 6 figure grid references</p> <p>Answer questions by using a map.</p>
	<b>Human and Physical Geography</b>	<p>Use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.)</p> <p>Lead a geographical enquiry into a contrasting region.</p> <p>Compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement.</p> <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p>	<p>Ask and answer geographical questions to unpick why human geography may have changed over time.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas and discuss the impact of trade.</p>
	<b>Fieldwork</b>	<p>Plan an environmental or human use survey in the local area or on a visit.</p> <p>Collate data collected to produce graphs and charts of the results drawing conclusions.</p> <p>Use collected data to answer and raise further questions about my study.</p>	
	<b>Creativity and Imagination</b>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	<b>Global Learning and Sustainability</b>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

**Our Christian Vision and Curriculum Intent:**

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

*Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?*