



St. Mary's Catholic Primary School, Chiswick  
Year 5: Summer Term 2026  
Miss Scannell and Ms McLaughlin

## Living & Learning, inspired by our faith

**Topic Themes: To the Ends of the Earth and Dialogue & Encounter, What was life like in Tudor England? and Why do oceans matter?**

**How you can help...**

**RE**

### **Branch 5: To the Ends of the Earth**

#### Knowledge:

Pupils will know:

- The Holy Spirit in Scripture (Old Testament promises and fulfilment in Jesus and Pentecost).
- The events of Pentecost and how the Spirit transformed the disciples.
- The signs and symbols of the Holy Spirit (e.g. fire, wind, dove, anointing) and what they represent.
- The seven gifts of the Holy Spirit and how they support Christian life.
- That Confirmation is a sacrament which strengthens baptismal grace and gives the Holy Spirit.
- The key actions and symbols in the Rite of Confirmation (e.g. laying on of hands, anointing with chrism, role of the bishop).
- The meaning of discipleship and how it is shown through:
- Mary as a model disciple
- The lives of saints
- The difference between gifts, virtues and fruits of the Spirit.
- That the Rosary (Glorious Mysteries) reflects key events after the Resurrection.

#### Skills:

Pupils will be able to:

Understand

- Identify and explain links between scripture and Confirmation.
- Describe key religious concepts using accurate vocabulary (e.g. sacrament, chrism, anointing).
- Explain how the Holy Spirit works in the lives of Christians.

#### **Reading**

Please ensure you sign your child's homework diary daily, using the 'New words...' section to help the children incorporate new vocabulary in their writing and spoken language.

-Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record.

- Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading.

- Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing.

- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.

### Discern

- Ask and explore questions about the Holy Spirit, Trinity and faith.
- Express and justify opinions (e.g. "Does Confirmation help Christians grow in virtue?").
- Interpret symbols, artwork and scripture to develop understanding.

### Respond

- Reflect on how beliefs influence actions and choices.
- Apply learning to their own lives (e.g. using their gifts to make a difference).
- Make connections between faith and real-life examples (Mary, saints, disciples today).

## **Branch 6: Dialogue and Encounter**

### Knowledge

Pupils will know:

- The Bible is a collection of sacred texts, written by different authors over many years (Old and New Testament).
- That Sacred Scripture is inspired by God, and the Church helps Christians understand and interpret it.
- The Bible was originally written in Hebrew, Aramaic and Greek and translated into many languages.
- The Old Testament is important for Christians, showing God's covenant and preparing for Jesus.
- That Christians and Jews share scriptures, but may interpret them differently.
- The meaning of key Jewish concepts: Tanakh (Hebrew Scriptures); Torah (law/teaching); Shema (belief in one God) and Mezuzah (object containing the Shema)
- That sacred texts are treated with respect and importance in different religions.

### Skills

Pupils will be able to:

Understand

Some questions which could be asked:

- can you find the word/phrase which shows that the character is unhappy/disappointed/ ecstatic/ pleased?
- which word means the same as...?
- in your own words, explain what the writer means when he says...
- why has the author written in this way?
- what is the poem/information text trying to tell you?
- why has the author used this word?

-Please use the bookband guide which is in your child's reading record to help you support your child with reading at home.

### **Writing**

-Continue to encourage your child to use new vocabulary they have found in their reading books into their written work.

-Continue to encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work.

- Children can jot down any interesting words or phrases, in their diary) that

	<ul style="list-style-type: none"> <li>- Explain what the Bible is and how it was formed.</li> <li>- Use religious vocabulary to describe scripture and beliefs.</li> <li>- Describe how the Bible is used by Christians and Jews.</li> </ul> <p>Discern</p> <ul style="list-style-type: none"> <li>- Ask questions about truth, meaning, and interpretation of scripture.</li> <li>- Compare different viewpoints (e.g. Christian and Jewish understanding).</li> <li>- Interpret texts, symbols and translations, explaining differences.</li> </ul> <p>Respond</p> <ul style="list-style-type: none"> <li>- Reflect on the importance of sacred texts in their own and others' lives.</li> <li>- Show respect for religious beliefs and practices.</li> <li>- Discuss and explain why sacred texts matter to different people.</li> </ul>	<p>they come across whilst reading to use later in their own writing – this is key to widening their vocabulary.</p> <ul style="list-style-type: none"> <li>- Encourage your child to use new vocabulary that they have found in their reading books in their written work.</li> <li>- Please encourage your child to read over their work and to check for any errors.</li> <li>- Read through their work together and try to pick out a sentence or phrase that can be improved- could they use a fronted adverbial or a more sophisticated adjective?</li> </ul> <p>-Remind children to check the spelling of key words, particularly words which have been set as homework. Children need to ensure that they continue to spell particular words correctly, and not just in their spelling tests.</p>
<p><b>PSHE and RSE</b></p>	<p><b><u>Life Online</u></b></p> <ul style="list-style-type: none"> <li>- Understand that growing independence online brings responsibility to stay safe and protect others.</li> <li>- Know how to use technology safely and recognise that online content and behaviour can have positive or negative effects.</li> <li>- Be aware of what cyberbullying is, how it feels, and how to get help or report concerns.</li> <li>- Understand safe ways to share online, including basic 'dos and don'ts'.</li> </ul> <p><b><u>Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>- Recognise appropriate and inappropriate physical contact and how to respond.</li> <li>- Understand that abuse is wrong and that trusted adults (such as parents, teachers, and priests) can help.</li> <li>- Know the effects of substances like drugs, alcohol, and tobacco, and how to make healthy choices.</li> <li>- Be aware of pressure as they get older and feel confident saying “no” to protect themselves.</li> <li>- Understand the importance of caring for their bodies and know basic safety actions like the recovery position.</li> </ul>	<p><b><u>Spelling, Punctuation and Grammar</u></b></p> <p>There are plenty of other ways to help your child:</p> <ul style="list-style-type: none"> <li>- Continue to work on the spellings that are given out for homework each week. It's important that your child knows the rules of spelling so when</li> </ul>

	<p><b><u>Religious Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Know the three persons of the Holy Trinity: God the Father, Son, and Holy Spirit.</li> <li>- Understand that the Holy Spirit helps us share God's love with others.</li> <li>- Recognise that God created us out of love and calls us to share that love.</li> <li>- Be familiar with the principles of Catholic Social Teaching and how they guide our actions.</li> </ul> <p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>- Apply Catholic Social Teaching to real-life situations and current issues.</li> <li>- Recognise ways to show God's love in their community.</li> <li>- Discuss news stories and understand their impact on the wider human family.</li> <li>- Identify practical ways to help and support others.</li> </ul>	<p>faced with an unfamiliar word they are able to spell it correctly.</p> <ul style="list-style-type: none"> <li>- Write down some unpunctuated sentences for your child to punctuate correctly.</li> <li>- Dictate a sentence, made up or read from a book, for your child to write down. Can they include the correct punctuation and spelling? Encourage them to look over their work to check for capital letters and missing punctuation.</li> </ul>
<p><b>Reading</b></p>	<p><b>Our core texts for the Summer term are <u>Treason by Berlie Doherty</u> and <u>The Promise by Nicola Davies</u>.</b> Please do not read these books with your child when we are studying them as it prevents them from being able to make inference and predictions.</p> <p><b><u>Treason by Berlie Doherty</u></b> is a dazzling historical novel. Will Montague is a page to Prince Edward, son of King Henry VIII. As the King's favourite, Will gains many enemies in Court. His enemies convince the King that Will's father has committed treason and he is thrown into Newgate Prison.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand key reading skills (VIPERS): vocabulary, inference, prediction, explanation, retrieval, and summarising.</li> <li>- Know how authors use language, setting, and character to create mood and meaning.</li> <li>- Understand themes such as power, loyalty, and betrayal in historical fiction.</li> <li>- Recognise how viewpoints and perspectives differ between characters.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Retrieve information and key details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling.</li> </ul> <p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>- Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</li> <li>- Encourage them to persevere, and show their working out at all times.</li> <li>- Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths.</li> <li>- It is good to look at the maths homework and see what</li> </ul>

	<ul style="list-style-type: none"> <li>- Infer characters' feelings, thoughts, and motives using evidence.</li> <li>- Predict events based on stated and implied details.</li> <li>- Explain how language and structure affect the reader.</li> <li>- Summarise main ideas and key events across chapters.</li> <li>- Compare characters, settings, and viewpoints within the text.</li> </ul> <p><b><u>The Promise by Nicola Davies</u></b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand key comprehension skills: inference, prediction, retrieval, explanation, and summarising.</li> <li>- Know how authors use language (including figurative language), structure, and illustrations to create meaning.</li> <li>- Understand themes such as environment, change, hope, and how settings affect characters.</li> <li>- Recognise how characters develop and change across a story.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Infer characters' thoughts, feelings, and motives using evidence from text and images.</li> <li>- Predict events based on clues from language and illustrations.</li> <li>- Explain how vocabulary, sentence structure, and imagery create mood and atmosphere.</li> <li>- Summarise key events and ideas across the text.</li> <li>- Discuss and evaluate the impact of author choices and compare ideas and viewpoints.</li> <li>- Participate in discussions, asking questions and justifying opinions.</li> </ul>	<p>your child struggles with so that they have a good base understanding of maths as they go through the Year 5.</p> <ul style="list-style-type: none"> <li>- This is the time to fill any gaps they have so they are confident mathematicians and can effectively draw on all of their knowledge to solve problems.</li> </ul> <p>-Practice the weekly mental arithmetic task that has been set each week.</p> <p>-Please work on the half termly KIRF's (Key Instant Recall Facts) which can be found on the Year 5 page of the website.</p> <p><b><u>Mastery</u></b></p> <ul style="list-style-type: none"> <li>- Encourage investigative thinking, questioning, discussion and application</li> <li>- Use precise mathematical vocabulary make connections across mathematical ideas</li> </ul> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <ul style="list-style-type: none"> <li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>- 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,</li> </ul>
<p><b>Writing</b></p>	<p><b><u>Treason by Berlie Doherty</u></b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand features of narrative writing, including openings, structure, and viewpoint.</li> <li>- Know how to write for different purposes (e.g. letters, diary entries, descriptions).</li> <li>- Understand how grammar and sentence structure (e.g. varied sentence types) improve writing.</li> <li>- Know how authors develop character and setting through description.</li> </ul> <p><u>Skills:</u></p>	

	<ul style="list-style-type: none"> <li>- Write in role (e.g. letters, diary entries) showing character viewpoint and emotion.</li> <li>- Use a range of sentence structures to create effective descriptions.</li> <li>- Plan and write narratives based on the text, including from different perspectives.</li> <li>- Develop ideas through drafting, editing, and improving writing.</li> <li>- Use vocabulary and detail to create mood and atmosphere.</li> <li>- Organise and summarise ideas using tools like story maps.</li> </ul> <p><b>The Promise by Nicola Davies</b> is a dazzling historical novel. Will Montague is a page to Prince Edward, son of King Henry VIII. As the King's favourite, Will gains many enemies in Court. His enemies convince the King that Will's father has committed treason and he is thrown into Newgate Prison.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand how to write for different purposes (e.g. narrative, poetry, letters, persuasive writing).</li> <li>- Know how authors develop setting, character, and atmosphere.</li> <li>- Understand how vocabulary and sentence structure affect meaning and impact.</li> <li>- Know how to plan, draft, edit, and improve writing.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Write descriptively to create atmosphere, especially using figurative language and imagery.</li> <li>- Write in role (e.g. diary entries, letters) showing character voice and emotion.</li> <li>- Plan and write narratives inspired by the text.</li> <li>- Use a range of sentence structures and cohesive devices to organise writing.</li> <li>- Edit and improve writing by refining vocabulary, grammar, and punctuation.</li> <li>- Present ideas clearly for different audiences and purposes.</li> </ul>	<p>systems and content that accomplish given goals including collecting analysing, evaluating and presenting data and information.</p> <p><b><u>Dates for the Diary:</u></b></p> <p>Autism awareness Month – April 2026</p> <p>Earth Day – Wednesday 22<sup>nd</sup> April</p> <p>St Georges Day – Tuesday 23<sup>rd</sup> April 2026 – red, white and blue MUFTI</p> <p>Visit from Neal Zetter Poet - Wednesday 30<sup>th</sup> April</p> <p>Bank Holiday – Monday 4<sup>th</sup> May</p> <p>Rosary In Prayer Garden 2.45pm – Tuesday 5<sup>th</sup>, 12<sup>th</sup> and 19<sup>th</sup> May 2026</p> <p>Solemnity of the Ascension – 10.00am Mass at Church - Thursday 14<sup>th</sup> May</p> <p>Walk to school week – Week beginning Monday 18<sup>th</sup> May 2026</p> <p>Y5 and 6 TED Talk Finals – Thursday 21<sup>st</sup> May</p> <p>Half Term – week beginning Monday 25<sup>th</sup> May – Friday 29<sup>th</sup> May</p>
<p><b>Spelling Punctuation and Grammar</b></p>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>- Adding /ant/ and /ent/</li> <li>- adding the suffix /ence/</li> </ul>	

	<ul style="list-style-type: none"> <li>- adding the suffix /ency/</li> <li>- CEW remembering the doubles</li> <li>- Adding /ance/ and /ence/</li> <li>- Adding /ancy/ and /ency/</li> <li>- adding the suffix /able/</li> <li>- CEW /s/ sound using the /c/ spelling</li> <li>- adding the suffix /ible/</li> <li>- adding /able/ and /ible/</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>- Using Commas in Lists, Adverbials and Clauses</li> <li>- Recognising Commas to Avoid Ambiguity</li> <li>- Pronouns to Avoid Repetition</li> <li>- Relative Clauses</li> <li>- Adverbials</li> <li>- Parenthesis for clarity</li> <li>- Concise noun phrases</li> <li>- Using devices to build cohesion</li> <li>- Adding 'de-', 'dis-' and 'mis-'</li> <li>- Adding 're-' and 'over-'</li> <li>- Word Classes</li> <li>- Adding '-ate', '-ise' and '-ify'</li> </ul>	<p>Other Faiths Week – Islam – week beginning Monday 1<sup>st</sup> June</p> <p>Science Week – week beginning Monday 15<sup>th</sup> June</p> <p>Father's Day – Sunday 21<sup>st</sup> June</p> <p>Year 5 PGL Trip to Marchant's Hill, Surrey – Monday 29<sup>th</sup> June – Wednesday 1<sup>st</sup> July</p> <p>Transition Morning – Friday 10<sup>th</sup> July 2026</p> <p>Sports Day – Thursday 16<sup>th</sup> July 2026 at Kings School Sports Ground</p> <p>End of Term – Friday 17<sup>th</sup> July at 1.15pm</p>
<p><b>Mathematics</b></p>	<p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>- Understand angles (degrees), including acute, obtuse, right, and reflex, and be able to estimate and measure them.</li> <li>- Recognise regular and irregular polygons and common 3D shapes.</li> <li>- Draw and measure angles accurately using a ruler and protractor.</li> <li>- Use angle facts (e.g. angles on a line and around a point) to find missing angles, including in shapes.</li> </ul> <p><b><u>Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>- Understand coordinates, quadrants, and lines of symmetry.</li> <li>- Know how shapes can be reflected across horizontal and vertical lines.</li> <li>- Read, plot, and use coordinates to solve problems.</li> <li>- Translate and reflect shapes accurately, including identifying lines of symmetry.</li> </ul>	

	<p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>- Understand place value, decimal notation, and decimal sequences.</li> <li>- Know how decimals are added, subtracted, multiplied, and divided (including by 10, 100, and 1,000).</li> <li>- Add and subtract decimals (within 1 and across 1, including different decimal places).</li> <li>- Multiply and divide decimals by 10, 100, and 1,000, and solve missing value problems.</li> </ul> <p><b><u>Negative Numbers</u></b></p> <ul style="list-style-type: none"> <li>- Understand negative numbers and counting through zero in ones and multiples.</li> <li>- Compare, order, and find differences between negative numbers.</li> </ul> <p><b><u>Converting Units</u></b></p> <ul style="list-style-type: none"> <li>- Understand relationships between common metric units (length, mass, capacity) and time.</li> <li>- Know how to convert between metric units and between metric and imperial units.</li> <li>- Convert between units of length, mass, capacity, and time.</li> <li>- Apply this knowledge to solve problems, including those involving timetables and measures.</li> </ul> <p><b><u>Volume</u></b></p> <ul style="list-style-type: none"> <li>- Understand volume using cubic centimetres and how to estimate and compare volume and capacity.</li> <li>- Compare and estimate the volume and capacity of objects and containers.</li> </ul>	
<p><b>Science</b></p>	<p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- Understand how humans change from birth to old age, including key stages of development.</li> <li>- Know the changes that happen during puberty and the basic processes of reproduction in humans.</li> <li>- Recognise how lifestyle, diet, and exercise affect the body and health.</li> <li>- Describe the stages of human development and explain changes</li> </ul>	

- during puberty.
- Use scientific vocabulary to explain how the body changes and stays healthy.
- Ask and answer questions about growth, development, and health.

**Life cycles**

Knowledge:

- Understand the life cycles of mammals, amphibians, insects, and birds.
- Recognise the differences between life cycles and how animals grow and reproduce.
- Know the difference between sexual and asexual reproduction in some living things.

Skills:

- Describe and compare life cycles of different animals.
- Identify similarities and differences in how living things reproduce and develop.
- Present information about life cycles using diagrams or explanations.

**Reproduction**

Knowledge:

- Understand the reproductive parts in mammals and plants, and the processes of sexual reproduction in mammals and pollination in plants.
- Know how asexual reproduction works (including plant cloning) and recognise the advantages and disadvantages of both sexual and asexual reproduction.

Skills:

- Identify and label reproductive parts in mammals and plants.
- Explain processes such as sexual reproduction, pollination, and asexual reproduction.
- Plan and carry out simple plant cloning and evaluate the benefits of different types of reproduction.

**P.E.**

**The PE days this term are Tuesday and Thursday.**

	<p><u>Hockey (Summer 1)</u></p> <ul style="list-style-type: none"> <li>- Develop control when dribbling</li> <li>- Develop decision-making when choosing the most appropriate pass in game situations</li> <li>- Develop invasion game principles, focusing on finding space to receive the ball</li> <li>- Use a range of attacking and defending skills in competitive games</li> </ul> <p><u>Cricket (Summer 1)</u></p> <ul style="list-style-type: none"> <li>- Develop batting skills, striking the ball with control and power into space</li> <li>- Choose the most appropriate throw when fielding</li> <li>- Develop accuracy and technique when bowling</li> <li>- Develop communication skills when working with a batting partner</li> </ul> <p><u>Tennis (Summer 2)</u></p> <ul style="list-style-type: none"> <li>- Develop control, coordination and technique when using a racket</li> <li>- Improve forehand, backhand and serve shots</li> <li>- Develop consistency in maintaining rallies and using space effectively</li> <li>- Apply skills in small-sided and competitive game situations</li> </ul> <p><u>Athletics (Summer 2)</u></p> <ul style="list-style-type: none"> <li>- Develop running, jumping and throwing techniques</li> <li>- Improve speed, power and coordination across a range of events</li> <li>- Aim to beat personal bests in individual and team-based activities</li> <li>- Build confidence and apply skills in preparation for Sports Day events</li> </ul>	
<p><b>Music</b></p>	<p><b><u>Samba Drumming</u></b></p> <ul style="list-style-type: none"> <li>- Pupils can explain the origins of Samba music.</li> <li>- Pupils can perform basic rhythms on each Samba instrument.</li> <li>- Pupils can play the intro break and groove on multiple instruments.</li> <li>- Pupils can follow the conductor to play Samba music with confidence.</li> <li>- Pupils can play groove rhythm to a steady pulse within a small group.</li> <li>- Pupils can lead the class using the Portuguese words for start (começar) and stop (pare).</li> <li>- Pupils can copy and repeat more complex rhythms demonstrated by the instructor.</li> </ul>	

	<p><b><u>Boomwhackers</u></b></p> <ul style="list-style-type: none"> <li>- Pupils know how to produce a clear sound from a Boomwhacker.</li> <li>- Pupils can recognise notes by the colour of the Boomwhacker.</li> <li>- Pupils can perform comfortably in a whole class performance.</li> <li>- Pupils can change the octave of their Boomwhacker using an octavator.</li> <li>- Pupils can compose and perform a piece of music in small groups.</li> <li>- Pupils can understand and structure a chord using three Boomwhackers.</li> <li>- Pupils can sight read a song using solfège.</li> <li>- Pupils can explain what the word pitch means.</li> <li>- Pupils can demonstrate how to play the boomwhacker confidently.</li> <li>- Pupils can identify Crotchets, Quavers and Semiquavers.</li> <li>- Pupils can play an accompaniment to a song using chords.</li> <li>- Pupils can play a song in a ternary structure.</li> <li>- Pupils understand what ternary structure is.</li> <li>- Pupils can play both as a large ensemble and in smaller ensembles like duets and trios confidently.</li> </ul>	
<p><b>Computing</b></p>	<p><b><u>Programming music, using Sonic Pi</u></b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand that a soundtrack is music created for film or video and can be programmed using software like Sonic Pi.</li> <li>- Know that loops and repetition help structure and simplify music creation.</li> <li>- Understand how digital music can be adapted and changed during performance.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Create and modify music using programming commands, including loops and repetition.</li> <li>- Write and adapt code to achieve a desired musical effect, including in live situations.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Test, debug, and improve musical programs systematically.</li> </ul> <p>Use logical thinking to explore and refine compositions independently.</p> <p><b><u>Programming: Micro:bit</u></b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand that the BBC micro:bit uses a coding language similar to Scratch.</li> <li>- Know key programming concepts such as variables, loops, and algorithms.</li> <li>- Understand how to design programs for a specific purpose, including breaking problems down (decomposition).</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Design and write programs using a range of commands, including loops and variables.</li> <li>- Break problems into smaller steps and create algorithms to solve them.</li> <li>- Test, debug, and improve programs using a systematic approach.</li> <li>- Predict how programs will behave and adapt them to create specific outcomes (e.g. animations).</li> </ul>		
<b>Foundation Subjects</b>	<b>History</b>	<p><b><u>What was life like in Tudor England?</u></b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>- Understand the Tudor period, including the five monarchs: Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I.</li> <li>- Know about Tudor society, including social hierarchy, power, and daily life.</li> <li>- Understand how historians use sources (e.g. inventories and portraits) to learn about the past and key events such as religious changes.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Place key events and monarchs on a timeline to develop chronological understanding.</li> <li>- Analyse and interpret historical sources to draw conclusions about Tudor life.</li> <li>- Explain cause and consequence of important events and changes.</li> <li>- Explore key concepts such as power, trade, and social structure.</li> </ul>	



contamination.

Skills:

- Research and evaluate existing recipes and suggest improvements or alternatives.
- Prepare and cook a dish (e.g. Spaghetti Bolognese) using a range of techniques.
- Measure ingredients and follow a recipe accurately.
- Design and present a final product, including writing a recipe and creating packaging (e.g. a jar label).