Chancellor Park Primary School – Year 5

Subject	Autumn Topic World War 1/2	IDEAS	Spring Topic: inventors, inventions ,explorers	IDEAS	Summer Topic: Ancient Greece	IDEAS
Science	**Sc5/3.1 Properties and Changes of Materials** Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of	Materials used for: parachutes Helmets Shelters	**Sc5/4.1 Earth and Space** Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc5/4.1b describe the movement of the Moon relative to the Earth Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. **Sc5/4.2 Forces** Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces Sc5/4.2c recognise that some mechanisms including levers,	Link to space exploration Link to Newton & gravity Design of cars, friction Look at mechanisms in toys	**Sc5/2.1 Living Things and their habitats** Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc5/2.1b describe the life process of reproduction in some plants and animals. **Sc5/2.2 Animals, including humans** Sc5/2.2a describe the changes as humans develop to old age. **Sc5/1 Working Scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific	

	soda. **Sc5/1 Working Scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4 using test results to make predictions to set up further comparative and fair tests Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.		pulleys and gears allow a smaller force to have a greater effect **Sc5/1 Working Scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4 using test results to make predictions to set up further comparative and fair tests Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations		diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4 using test results to make predictions to set up further comparative and fair tests Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.	

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Geography	**Ge2/1.3 Human and Physical Geography** Ge2/1.3b describe and understand key aspects of 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		**Ge2/1.4 Geographical Skills and Fieldwork** Ge2/1.4b use the 8 points of a compass, 4 and 6-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 **Ge2/1.1 Locational Knowledge** Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	World exploration Famous explorers/inventors	**Ge2/1.3 Human and Physical Geography** Ge2/1.3b describe and understand key aspects of 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	Where is Greece History of trade, resources, settlements
History	**Hi2/2.2 Extended chronological study** Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *For example:* *the changing power of monarchs using case studies such as John, Anne and Victoria* *changes in an aspect of social history, such*				**Hi2/2.4 Ancient Greece** Pupils should be taught a study of Greek life and achievements and their influence on the western world	

	as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day* *a significant turning point in British history, for example, the first railways or the Battle of Britain*					
Computing	**We are game developers** -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **We are cryptographers** use logical reasoning to explain how some simple algorithms work and to detect and		**We are artists** use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **We are web developers** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and		**We are bloggers** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact. - be discerning in evaluating digital content. **We are architects** - use search technologies effectively,	

	correct errors in algorithms and programs -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.		appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
Design and Technology	**DT2/1.1 Design** DT2/1.1a 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 DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Make Anderson shelter Cooking- Wartime recipes rationing	**DT2/1.1 Design** DT2/1.1a 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 DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	Design and make own invention	**DT2/2.1 Cooking & Nutrition** DT2/2.1a understand and apply the principles of a healthy and varied diet DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying	Link to healthy eating/ sports Greeks

	DT2/1.2 Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **DT2/1.3 Evaluate** DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world **DT2/1.4 Technological Knowledge** DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b understand and use mechanical systems in their products DT2/1.4c understand and use electrical systems in their products DT2/1.4d apply their understanding of computing to programme, monitor and control their products.		prototypes, pattern pieces and computer-aided design **DT2/1.2 Make** DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **DT2/1.3 Evaluate** DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world **DT2/1.4 Technological Knowledge** DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures		heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients Show awareness of a healthy diet from an understanding of a balanced diet (LINK To BODY CARE and Keeping Healthy) Prepare food products taking into account the properties of ingredients and sensory characteristics Select and prepare foods for a particular purpose Weigh and measure using scales – with support Cut and shape ingredients using appropriate tools and equipment e.g. grating Join and combine food ingredients appropriately e.g. beating, rubbing in Decorate appropriately Work safely and hygienically	

	DT2/2.1 Cooking & Nutrition DT2/2.1a understand and apply the principles of a healthy and varied diet DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients Prepare food products taking into account the properties of ingredients and sensory characteristics Select and prepare foods for a particular purpose Weigh and measure using scales – with support Cut and shape ingredients using appropriate tools and equipment e.g grating Join and combine food ingredients appropriately e.g. beating, rubbing in Decorate appropriately		DT2/1.4b understand and use mechanical systems in their products DT2/1.4c understand and use electrical systems in their products DT2/1.4d apply their understanding of computing to programme, monitor and control their products.			

	Work safely and hygienically					
Art	To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **Ar2/1.1** To create sketch books to record their observations and use them to review and revisit ideas **Ar2/1.2** 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] **Ar2/1.3** Learn about great artists, architects and designers in history. **Drawing**: To investigate drawing figures improvement where limbs are joint and bent. **Collage**: Arrange shapes patterns and details before sticking down. **Collage**: Investigate how to create an image from torn paper, exploring shape, colour and texture. **Painting**: To explore how cold colours recede (good for backgrounds) and warm colours are prominent in pictures (good for foreground). **Painting**: To understand how colours create	Henry Moore Rebuilding of London Woman seated in the Underground	To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **Ar2/1.1** To create sketch books to record their observations and use them to review and revisit ideas **Ar2/1.2** 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] **Ar2/1.3** Learn about great artists, architects and designers in history. **Drawing**: To scale a drawing up and down to enlarge or reduce the size. **Drawing**: To investigate composing an image by arranging shapes, lines and colours. **Printing**: To investigate and make simple stencils **Collage**: To understand how an		To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **Ar2/1.1** To create sketch books to record their observations and use them to review and revisit ideas **Ar2/1.2** 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] **Ar2/1.3** Learn about great artists, architects and designers in history. **Drawing**: To investigate drawing figures improvement where limbs are joint and bent. **Sculpture**: To use artists' 2D models as a starting point for own 3D work. **Sculpture**: To explore how to manipulate a range of media. **Sculpture**: To vary the size of medium, e.g. newspaper to create appropriate size of padding for sculpture. **Sculpture**: To understand how to cut slits in work to slot pieces together.	

	moods and atmosphere e.g. colours expected at a circus or haunted house and apply this in own work. **Painting**: Explore colour groups and contrasts including primary and secondary colours. **Textiles**: To use wax-resist with wax crayon and dye.		abstract picture is different to a figurative picture (figurative closely resembles the stimulus) and create own abstract picture. **Painting**: To explore how cold colours recede (good for backgrounds) and warm colours are prominent in pictures (good for foreground). **Painting**: To understand how colours create moods and atmosphere e.g. colours expected at a circus or haunted house and apply this in own work. **Painting**: Explore colour groups and contrasts including primary and secondary colours.		**Painting**: To explore how cold colours recede (good for backgrounds) and warm colours are prominent in pictures (good for foreground). **Painting**: To understand how colours create moods and atmosphere e.g. colours expected at a circus or haunted house and apply this in own work. **Painting**: Explore colour groups and contrasts including primary and secondary colours.	
Music	Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	Wartime songs Evacuee songs Xmas songs	Compose music for a range of purposes using a variety of stimuli using pitch, duration, dynamics, timbre, structure and appropriate notation. Explore, create, combine and organise simple sounds in a structure. Improve ability to listen to others performances. Appreciate and understand wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and		Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different	

	from great composers and musicians Mu2/1.6 develop an understanding of the history of music. Singing as a soloist , in 2 parts and rounds		other musical notations.		traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music. To play simple pieces and accompaniments, from short musical patterns by ear and from symbols, with increased skill and control.	
Physical Education	**Invasion games UNIT 2** To consolidate existing skills and develop new ones To select and apply skills more consistently in specific invasion activities and games To select and apply basic invasion principles and adapt them to different situations To use information to evaluate their own and others' work **Athletics UNIT 1** To develop consistency in their actions To choose appropriate equipment and technique To understand the basic principles for warming up To understand why exercise is good for you To evaluate their own and others' work and suggest ways to improve it		**Invasion games UNIT 3** To develop new skills relevant to specific invasion games To know and apply basic tactics and strategies for attacking play To work cooperatively with others in a team To observe and select information to evaluate their own and others' work **Striking and Fielding Games: UNIT 4** To develop their range of bowling, striking and fielding skills To experience all roles in small-sided striking / fielding games To play to rules and adapt basic tactics to use them in a range of games To recognise strengths and weaknesses in their own performance		**Striking and Fielding Games: UNIT 4** To develop their range of bowling, striking and fielding skills To experience all roles in small-sided striking / fielding games To play to rules and adapt basic tactics to use them in a range of games To recognise strengths and weaknesses in their own performance **Athletics: Unit 2** To develop consistent technique in various events To choose appropriate techniques for different events To understand how to warm up safely To understand why exercise is good for you To evaluate their own and others' work and suggest ways to improve it	

Physical Education	**Dance units 17,18,19** Explore and improvise ideas, working on their own with a partner and in a group Compose dances by using, adapting and developing steps, formations and patterning To perform dances expressively Work in different group formations Explore and improvise ideas for dances Compose dances using steps and patterns formed through exploration Perform basic dance actions with increased control Evaluate their own and others' dances Perform with expression to convey a variety of moods and feelings Practise dance in order to refine the quality Demonstrate competence in actions and dynamics Comment on work in order to improve skills and performance **Gym: Balance Bridges** To use balancing on different body parts to create bridge shapes both as individuals and with a partner To sustain concentration and practise to improve the quality and accuracy of their movements	LCP The Blitz	**Gym: Functional Use of the Limbs** To understand that all gymnastic use of various combinations of pushing, pulling swinging and gripping To adapt, refine and improve specific skills and using this knowledge To design longer sequences to use planned variations in shape, speed and direction To work in pairs to evaluate and improve composition **Net/ court / wall games UNIT 1** To develop the range and consistency of their skills in tennis and volleyball activities To release the ball from different angles and send it at different angles To work in pairs or small groups to develop attack and defence in net games To evaluate performance and explain what needs improving		**Gym: Spinning and Turning** to identify and use spinning, rotation and rolling around three different axes To adapt refine and improve specific skills To understand and use variations in speeds, levels, directions and pathways To observe and analyse a sequence and evaluate it using appropriate terminology **DANCE unit 20, 21 22** Respond to a range of stimuli and accompaniment Refine their movement in order to improve performance Develop movement phrases and simple motifs Observe each other and comment on compositional work Respond to a range of stimuli and accompaniment Explore, improve and plan dances in groups Demonstrate competence in actions and dynamics Practise dance in order to refine the quality Explore, improve and combine movement ideas fluently and effectively	

	To work with a partner and create a sequence showing planned variations in level, direction and shape To understand the compositional principals of sequencing and recognise when something is absent **Gym: Flight** To understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from hands to feet To sustain concentration and practise to improve the precision and fluency of their movement To design and create a sequence using planned variations in levels, directions and pathways To transfer flight safely onto apparatus				Begin to use basic compositional principles When creating dances understand and demonstrate the intention of the dance Understand how a dance is formed and performed	
French						
RE **Follow Essex syllabus**	**<u>Islam</u>: The Five Pillars of Islam** use the correct religious words to describe the five pillars of Islam give simple explanations of the way Muslims' lives are affected by their beliefs compare some of the things that influence me with those that influence others say how my ideas and beliefs affect my life		**<u>Christianity</u>: The Creation Story in Genesis 1** identify times when words are used symbolically or metaphorically (i.e. distinguish between a true story and a story, such as a fable, parable or allegory, that may not be true in a literal sense but which contains truth identify some figurative (non-		**<u>Judaism</u>: The Jewish Home** suggest what places, objects, activities and feelings give me a sense of belonging suggest the objects, activities and feelings which give a Jewish family a sense of belonging describe the impact of Jewish belief on a family's life suggest how some people eat different	

	describe what inspires and influences me and others describe the impact of the pattern of daily prayer on the lives of Muslims describe some similarities and differences in the way people pray in different religions Talk about how Muslims believe it is their duty to care for others ask and answer questions about how I live my life and what influences me talk about the Muslim practice of fasting during Ramadan describe some similarities and differences between fasting in Islam and in another world religion describe the impact of a Muslim's beliefs on their daily life say why Muslims believe they should make the pilgrimage to Makkah **<u>Hinduism</u>: Brahman, The Trimurti and Creation Stories** give simple explanations of beliefs and ideas say what different forms of religious expression (e.g. symbols) mean describe different ways in which religious beliefs are expressed through symbols and artefacts give simple explanations of beliefs and ideas		literal) uses of language (e.g. recognise metaphor, allegory, analogy, symbolism) describe different ways in which religious beliefs are expressed identify when words describe things that really happened and when words are used symbolically or metaphorically say how the lives of religious people are affected by their religion (belief in Creation Story) make links between sources, practices, beliefs, ideas, feelings and experiences explain how religious sources are used to provide answers to ultimate questions and ethical issues ask important questions about religion and beliefs and compare my ideas with those of other people link things that are important to me with the way I think and behave (natural world) say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others (natural world)		foods for cultural reasons suggest why some people are vegetarians for moral and religious reasons explain that Jews eat/do not eat certain foods for religious reasons describe the beliefs which inspire and influence me explain Jewish beliefs contained in the Shema describe why the story of the Exodus is important for Jews today explain how the beliefs contained in the Shema influence Jewish families today describe some symbols used in the celebration of Shabbat make links between the Ten Commandments and the reasons why Jews keep Shabbat make links between Jewish belief in God as Creator and the blessings said at Shabbat raise questions about and describe the impact of keeping special/holy days on people's lives describe how stories found in the Torah are also found in the Christian Bible **<u>Sikhism</u>: Sacred to Sikhs** describe what influences me and my behaviour	

	describe how some religious beliefs, practices and stories are linked identify things that are important in different religions describe the impact of religion on people's lives (creation story etc) Say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others ('living in balance with nature') describe different ways in which religious beliefs are expressed, through stories and symbols (Brahma) describe some similarities and differences between religions. describe different ways in which religious beliefs are expressed, e.g. through festivals describe some similarities and differences between religions		**<u>Christianity</u>: Holy Week: The Last Week of Jesus' Life** suggest meanings for the Palm Sunday story and say why it is important for Christians show understanding of religious stories and make links with my own experience describe how the story of Palm Sunday is remembered by Christians today compare what is important for me with what is important for others suggest meanings for the story of the Last Supper and make links with Holy Communion identify and explain reasons for differences in the way Holy Communion is celebrated in two different Christian denominations ask and answer questions about how I treat others and the impact of my behaviour on others (in relation to Jesus' death) suggest meanings for the story of the end of Jesus' life and make links with Christian rituals for Good Friday say how people's ideas and beliefs affect their lives		explain how the way Sikhs treat the Guru Granth Sahib shows that it is sacred/holy describe how the Mool Mantra explains Sikh beliefs about God describe key features of a gurdwara explain how Sikhs express their beliefs through the symbols used in a gurdwara, eg the Nishan Sahib, kara parshad, langar, sewa, worship make clear links between Sikh beliefs and what Sikhs do in the gurdwara describe what a pilgrimage to the Golden Temple might mean for a Sikh	

			suggest meanings for the story of Jesus' resurrection and make links with Christian rituals for Easter Day use religious words to describe the meaning of symbols pictures and artefacts in the Easter story explain some of the different ways Christians celebrate Easter describe the impact Jesus' final week on earth had on people at the time and make connections with how Christians relate to Jesus today			