



Substantive Knowledge – <ul style="list-style-type: none"> • Identify ways in which everyone is unique • To know that there are times when I will make the same choices as MY friends and times when I will choose differently • To know that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health • To know what is meant by the word 'community' • To know how to make a clear and efficient call to emergency services if necessary As above and Y5 <ul style="list-style-type: none"> • To know the concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Markers for Assessment – Substantive Knowledge Y4 <ul style="list-style-type: none"> • To know that there are times when they will make the same choices as their friends and times when they will choose differently • To know how to make a clear and efficient call to emergency services if necessary • To know the choices they make for themselves and choices others make for them Y5 <ul style="list-style-type: none"> • To know the concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Below	Above
Disciplinary Knowledge Y4 <ul style="list-style-type: none"> • To appreciate their own uniqueness • Give examples of choices they make for themselves and choices others make for them • Define what is meant by the word 'community' • To suggest ways in which different people support the school community • Identify qualities and attributes of people who support the school community Y5 <ul style="list-style-type: none"> • To be able to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. 	Markers for Assessment – Disciplinary Knowledge Y4 – <ul style="list-style-type: none"> • To appreciate their own uniqueness • Give examples of choices they make for themselves and choices others make for them • Identify qualities and attributes of people who support the school community Y5 <ul style="list-style-type: none"> • To be able to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. 		
Prior Substantive Knowledge Year 4 <ul style="list-style-type: none"> • I know how washing hands can prevent infections spreading. • I know how food, water and air get into the body and blood. Year 5 <ul style="list-style-type: none"> • I know how being unique makes everyone special, different and valuable. • I know examples of choices I make and the choices others make for me. • I know examples of the ways people can look after their physical and mental wellbeing. • 	Vocabulary Unique, community, wellbeing, refuse, reduce, re-use, rot, repair, recycle, emergency, first-aid		
Prior Disciplinary Knowledge Y4 <ul style="list-style-type: none"> • I can set goals and make a plan to develop a new skill. • I can choose foods that make a balanced meal. Y5 <ul style="list-style-type: none"> • I can plan a healthy, balanced meal. • I can give different examples of some of the things that I do already to help look after my environment. 	SCARF Units to be Covered What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid		



Questions (potential 'hook' questions for lessons)

- When would we need to phone the emergency services?
- How can we be community champions?
- What makes us different from each other?

Cross-Curricular/Enrichment

- Science – The Body
- Science – Eatwell Plate and the digestive system
- Worship – Courageous Advocate
- PE – Physical Health and Wellbeing
- Geography – human communities – similarities and differences