

Pupils should be enabled to explore:

### STRAND 1: Interdependence

<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning:
<b>Who am I and what am I?</b>	<ul style="list-style-type: none"> <li>• to recognise and name parts of the body;</li> <li>• about the main stages in human development;</li> <li>• to recognise that they have a personal history;</li> </ul>
<b>Am I the same as everyone else?</b>	<ul style="list-style-type: none"> <li>• to be aware of some of the similarities and differences between themselves and other children;</li> <li>• about significant people in their past;</li> <li>• that other people share some seasonal and topical significant events;</li> <li>• about the jobs people do within the local community;</li> </ul>
<b>What else is living?</b>	<ul style="list-style-type: none"> <li>• that living things can be sorted into plants and animals;</li> <li>• that there is a wide variety of plants and animals in the locality;</li> <li>• to be aware that there are plants and animals from other parts of the world;</li> </ul>
<b>How do living things survive?</b>	<ul style="list-style-type: none"> <li>• about weather in the different seasons and how it affects living things;</li> <li>• that living things need food and water to keep them alive.</li> </ul>

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<b>'Me' in the world;</b>	<ul style="list-style-type: none"> <li>to recognise the effects of seasonal change on humans (S&amp;T);</li> <li>to be aware of the contribution that older people play in communicating their past (H);</li> <li>to recognise the effect that people, places and things in the past have had on me and their locality (H);</li> </ul>
<b>How plants and animals rely on each other within the natural world;</b>	<ul style="list-style-type: none"> <li>that there is a variety of plant and animal life in the world around them (S&amp;T);</li> <li>to recognise that there are different environments in which plants and animals can live together (S&amp;T);</li> </ul>
<b>Interdependence of people and the environment;</b>	<ul style="list-style-type: none"> <li>about the significance of seasonal events and the effect they have and have had on people's lives (H);</li> <li>to be aware of some of the ways people use the environment every day (G);</li> </ul>
<b>The effect of people on the natural environment over time;</b>	<ul style="list-style-type: none"> <li>to be aware that human waste can be harmful for living things in the environment (S&amp;T);</li> <li>to recognise changes that people have made to the environment over time (H);</li> <li>that human activity can create waste in a variety of ways (G);</li> </ul>
<b>Interdependence of people, plants, animals and place.</b>	<ul style="list-style-type: none"> <li>the basic needs of animals and plants for survival (S&amp;T);</li> <li>to be aware of how people used plants and animals in the past for survival (H);</li> <li>how people's actions can affect plants, animals and places (G).</li> </ul>

G - Geography

H - History

S&T - Science and Technology

Teachers should enable pupils to develop **knowledge, understanding and skills** in:

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<b>How they and others interact in the world;</b>	<ul style="list-style-type: none"> <li>• how lifestyle choices can affect the health of themselves and others (S&amp;T);</li> <li>• how people used to live, including roles and responsibilities in society, and how this has shaped our lives today (H);</li> <li>• to be aware of the global economy and that different countries rely on one another for goods, services and knowledge (G);</li> </ul>
<b>How living things rely on each other within the natural world;</b>	<ul style="list-style-type: none"> <li>• about the variety of living things and the conditions necessary for their growth and survival (S&amp;T);</li> <li>• to understand the interdependency that exists in simple food chains and webs (S&amp;T);</li> <li>• about the interrelationships between animals and plants in a habitat (S&amp;T);</li> <li>• to understand some of the ways in which living things rely on common landscape features (G)</li> </ul>
<b>Interdependence of people and the environment and how this has accelerated over time by advances in transport and communications;</b>	<ul style="list-style-type: none"> <li>• to be aware of how modern technology has influenced design and production of everyday objects (S&amp;T);</li> <li>• how people in the past interacted with their environment for transport and communications (H);</li> <li>• how advances in technology have changed the ways we live, work, travel and use our leisure time (G)</li> </ul>
<b>The effects of people on the natural and built environment over time.</b>	<ul style="list-style-type: none"> <li>• that some waste materials can be recycled and that this can be of benefit to the environment (S&amp;T);</li> <li>• about the effects that people's actions have on the natural environment (S&amp;T) (G);</li> <li>• to be aware of the changes in their local environment over time (H);</li> <li>• some of the ways people affect the built and natural environment (G);</li> <li>• about issues associated with the conservation, preservation and regeneration of the environment (G).</li> </ul>

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