
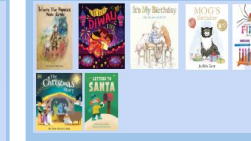


NURSERY

Transdisciplinary Theme	Who We Are		How We Organise Ourselves	Where We Are In Place And Time	Sharing the Planet	How We Express Ourselves
Summary	Inquiry into the nature of the self beliefs and values; personal, physical, mental, social and spiritual health.	Human relationships including families, friends, communities, and cultures; rights and responsibilities; what is means to be human.	An inquiry into human systems and communities; the structure and function of organisations, societal decision making.	An inquiry into our place and time; of our personal histories; the discoveries, explorations and migrations of humankind.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and living things; communities and the relationship within and between them.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	People learn and care for others.		Our world is special and is connected in many ways.		Living things play an important role in our lives.	Storytelling connects us with others.
Lines of Inquiry	An exploration of my emotions. An inquiry into the emotions of those around me. An inquiry into how we learn.	An inquiry into communities. An inquiry our role in the community. An inquiry into the lives of people in our community.	An inquiry into our local weather. An exploration of our local community. An exploration of our impact on the natural world.	An inquiry into transport. An exploration of different transport in our world. An inquiry into how journeys connect us with others.	An inquiry into living things in our world. An inquiry into the role living things have in our world. An exploration of our responsibility for caring for our natural world.	An inquiry into how people communicate with others. An exploration of how people celebrate cultures in stories. An inquiry into how we express ourselves through stories.
Specific Concept	Form, Function, Perspective	Form, Responsibility, Perspective	Causation, Connection, Responsibility	Function, Form, Connection	Form, Function, Responsibility	Form, Perspective, Connection
Approaches to Learning	Social Skills, Communication Skills, Self Management	Communication Skills, Research Skills, Thinking Skills	Social Skills, Thinking Skills, Self-Management Skills,	Research Skills, Thinking Skills, Self-Management Skills	Social Skills, Thinking Skills, Self Management Skills	Communication Skills, Research Skills, Thinking Skills.
Core Text						
Action	Work in a small group with friends to create a desired outcome within their play. Identify their basic emotions within the nursery environment.	Join in with the nursery Christmas Sing-A-Long To be able to create Christmas cards to deliver to residents in our local care homes.	To be able to join in with our walks in the local area to purchase healthy food. To be able to create a healthy kebab using the food purchased on our walk.	Create an ebook showing the similarities and differences between modes of transport. To be able to join in with our journey to the farm to pick strawberries.	To be able to create a bird feeder to encourage birds into our nursery garden. To be able to study changes that happen as animals grow.	To be able to retell a familiar story using story language. To be able to contribute to an e-book retelling a familiar story. To be able to join in with a Lunar New Year Dance.
<u>Global Engagement</u>	UN Sustainable Goal 4: Quality Education. UN Sustainable Goal 16: Peace, Justice and Strong Institutions.	UN Sustainable Goal 5: Gender Equality UN Sustainable Goal 11: Sustainable Cities and Communities.	UN Sustainable Goal 9: Industry, Innovation. UN Sustainable Goal 11: Sustainable Cities and Communities.	UN Sustainable Goal 3: Good Health and Well-Being UN Sustainable Goal 4: Quality Education	UN Sustainable Goal 14: Life Below Water. UN Sustainable Goal 15: Life On Land.	UN Sustainable Goal 4: Quality Education. UN Sustainable Goal 3: Good Health and Well Being
Interleaving Subjects	PSED, C&L, PD, UIW	PSED, C&L, PD, UIW, EA&D	PSED, C&L, PD, UIW	PSED, C&L, PD, UIW	PSED, C&L, PD, UIW, EA&D	PSED, C&L, PD, Literacy

RECEPTION

Transdisciplinary Theme	Who We Are		How We Organise Ourselves	Sharing the Planet		How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and culture; rights and responsibilities, what it means to be human.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and culture; rights and responsibilities, what it means to be human.	An inquiry into human systems and communities; the structure and function of organisations; societal decision making.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.		An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.
Central idea	Understanding myself and others helps me grow.	My Choices Affect Who I Am,	Great leaders help us shape our past, present and future.	The environment influences living things.		Celebrations are important.
Lines of Inquiry	An exploration of feelings and emotions. An inquiry into how our senses help us learn. An inquiry into how we learn in different ways.	An inquiry into healthy lifestyles. An inquiry into how we manage a healthy lifestyle. An inquiry into the impact our choice have.	An inquiry into the roles in our society. An inquiry into what makes a good leader. An inquiry into how leaders shape our world.	An inquiry into the lifecycle of animals. An exploration of animals and their habitats. An inquiry into our role in caring for our planet.		An inquiry into celebrations in our community. An exploration of celebrations in different cultures. An exploration of special times around our world
Specific Concept	Perspective, Form, Change	Form, Responsibility, Causation.	Responsibility, Connection, Perspective	Function, Connection, Perspective	Perspective, Responsibility, Form	Form, Perspective, Connection
Approaches to Learning	Social Skills, Research Skills, Communication Skills	Self-Management Skills, Communication Skills, Social Skills	Social Skills, Communication Skills, Thinking Skills	Social Skills, Research Skills, Thinking Skills.	Communication Skills, Research Skills, Self-Management Skills	Social Skills, Thinking Skills, Research Skills
Core Text						
Action	To be able to make choices as a group to design learning activities in the classroom.	To be able to contribute to a class e booklet about the importance of good oral health.	To be able to create a list of what makes a good leader. To be able to create and vote for roles within the class.	Care for the chicks within our class. Create an ebook about lifecycle of an animal.	Create a poster about caring for our world. To be able to create a home for an animal of my choice using a selection of materials and media.	Join in with our Christmas performance. Join in with our Christmas singing signing the words I have learnt.
Global Engagement	UN Sustainable Goal 4: Quality Education. UN Sustainability Goal 16: Peace, Justice and Strong Institutions.	UN Sustainable Goal 3: Good Health and Well Being UN Sustainable Goal 4: Quality Education.	UN Sustainable Goal 16: Peace and Justice. UN Sustainable Goal 11: Sustainable Cities and Communities	UN Sustainable Goal 14: Life Below Water. UN Sustainable Goal 13: Climate Action	UN Sustainable Goal 15: Life on Land UN Sustainable Goal 16: Peace, Justice and Strong Institutions.	UN Sustainable Goal 10: Reduced Inequalities. UN Sustainable Goal 3: Good Health and well being.

YEAR ONE


Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	5. What it means to be human	4.The discoveries, explorations and migrations of humankind	1.The natural world and its laws	1.The interconnectedness of human-made systems and communities.	3.Access to equal opportunities	1.Into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
Central idea	Humans makes sense of the world by being connected.	Discoveries help us understand the past.	Seasonal changes and the weather influence the features of our environment.	Communities in the UK are linked in different ways.	The availability of resources impacts how a community works and grows together.	People express their uniqueness through art.
Lines of Inquiry	<ol style="list-style-type: none"> 1. An inquiry into what makes up our identity. 2. An inquiry into who and where is important to me. 3. An inquiry into using our senses to understand the world around us. 	<ol style="list-style-type: none"> 1. An inquiry into materials and their uses. 2. An inquiry into how toys have evolved over time. 3. An inquiry into how toys may evolve into the future. 	<ol style="list-style-type: none"> 1. An inquiry into seasons and how we recognise them. 2. An inquiry into what makes up our environment. 3. An inquiry into how our environment changes depending on the season or weather. 	<ol style="list-style-type: none"> 1. An inquiry into significant artists of the past and present. 2. An inquiry into expressing ourselves through art. 3. An inquiry into how we can use artwork to inspire our poetry writing. 	<ol style="list-style-type: none"> 1. An inquiry into recognising how living things grow and change. 2. An inquiry into our responsibility towards our community. 3. An inquiry into how our local area is connected. 	<ol style="list-style-type: none"> 1. An inquiry into significant artists of the past and present. 2. An inquiry into expressing ourselves through art. 3. An inquiry into how we can use artwork to inspire our poetry writing.
Specific Concept	Connection Perspective Form	Connection Causation Form	Form Function Connection	Form Function Connection	Form Function	Form Causation Perspective
Approaches to Learning	Self-management Skills	Research Skills Thinking Skills	Research Skills	Research Skills	Social Skills Thinking Skills	Communication Skills Thinking Skills
Core Text						
Action	Acknowledge Black History Month	Research a female paleontologist such as Mary Anning.	Establish links with a male and female meteorologist.	Create a map of where local produce is from to inform others.	Communicate with others about different toys played with from around the world	Engage with a visit from an Interfaith group.
<u>Global Engagement</u>	UN Sustainable Goal 3: Good Health and Wellbeing	UN Sustainable Goal 15: Life on Land	UN Sustainable Goal 13 Climate action	UN Sustainable Goal 4 Quality Education	UN Sustainable Goal 11 Sustainable cities and communities	UN Sustainable Goal 10: Reduced inequalities
Interleaving Subjects	Science, History, RE, PSHE, Art, Computing	Science, History, DT, Computing	Science, Geography, Art, Computing	Science, RE, Geography, DT, Computing	Science, DT, Geography, Computing	History, Art, Computing

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	2. Personal, physical, mental, social and spiritual health	1. Orientation in place and time	3. How humans use their understanding of scientific principles	3. Our appreciation of the aesthetic.	1. Rights and responsibilities in the struggle to share finite resources with other people and with other living things	3. Our appreciation of the aesthetic.
Central idea	When their basic needs are met, animals and humans thrive.	Events of the past have influenced our emergency services today.	Using our knowledge of science, we can improve our opportunities for exploration and discovery.	Communities may have different requirements to be successful.	Plants rely on their environment to survive.	Through storytelling people entertain, record history, preserve culture, and explain the unknown.
Lines of Inquiry	<ol style="list-style-type: none"> 1. An inquiry into what animal and human basic needs are. 2. An inquiry into how the basic needs can be met. 3. An inquiry into ways in which lifestyle choices are influenced by meeting the basic needs. 	<ol style="list-style-type: none"> 1. An inquiry into the different emergency services and their functions. 2. An inquiry into the events of the Great Fire of London. 3. An inquiry into how the Great Fire of London shaped our emergency services. 	<ol style="list-style-type: none"> 1. An inquiry into the early development of flight. 2. An inquiry into how the properties of materials influence their uses. 3. An inquiry into how flight has transformed our understanding of the world. 	<ol style="list-style-type: none"> 1. An inquiry into the characteristics of communities for animals including humans. 2. An inquiry into comparing characteristics of communities. 3. An inquiry into inventing a new community. 	<ol style="list-style-type: none"> 1. An inquiry into what plants need to survive. 2. An inquiry into why plants survive into different climates and environments. 3. An inquiry into how we can protect those environments to ensure plants can thrive. 	<ol style="list-style-type: none"> 1. An inquiry into storytelling, story genres and story elements. 2. An inquiry into how stories relate to culture and history. 3. An inquiry into the role of illustrators to bring a story to life.
Specific Concept	Form Causation Responsibility	Form Function Causation	Form Function Responsibility	Function Form Connection	Form Function Responsibility	Function Perspective Connection
Approaches to Learning	Self-management Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Research Skills Social Skills	Self-management Skills Thinking Skills	Communication Skills Open Minded Thinking Skills
Core Text						
Action	Publishing Book for library	Volunteering in the local community	Aspirations	Creating a habitat	Plant in the outside area	Publishing Book and reading to another year group.
Global engagement	Black History Month / UN Sustainable Goal 17 - Partnership for the goals.	UN Sustainable Goal 8 - Decent work & Economic growth.	UN Sustainable Goal 9 - Industry, innovation & infrastructure.	UN Sustainable Goal 11 - Sustainable & Communities	UN Sustainable Goal 15 - Life on Land	UN Sustainable Goal 4 - Quality Education.
Interleaving Subjects	Science, History, DT, Computing, PSHE	Science, History, Geography, Art, DT	Science, History, Geography, Art, DT, Music	Science, Geography, Art, Computing	Science, Geography, DT, Computing	History, RE, Art, Computing

YEAR THREE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	2. Personal, physical, mental, health.	2. The structure and function of organizations	2. The interaction between the natural world (physical and biological) and human societies	2. The structure and function of organizations	1. Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	1. Into the ways in which we discover and express nature and culture.
Central idea	Choices and habits can promote a healthy and balanced lifestyle.	Ancient civilization may have had an impact on our lives today.	Natural disasters may play a role in shaping the earth and communities.	People impact ecosystems.	People make choices on how they use Earth's resources.	Environments can be expressed through art.
Lines of Inquiry	<ol style="list-style-type: none"> 1. An inquiry into how nutrition can promote balanced decisions for our bodies. 2. An inquiry on how choices can impact physical and emotional health, both positively and negatively. 3. An inquiry into how communities can be influenced to make better lifestyle choices. 	<ol style="list-style-type: none"> 1. An inquiry into the factors that affect our lives. 2. An inquiry into life in different times and places. 3. An inquiry into connections across time and place 	<ol style="list-style-type: none"> 1. An inquiry into how forces cause an effect. 2. An inquiry into how natural disasters affect our lives. 3. An inquiry into the impact of fossilisation on people's understand of natural forces 	<ol style="list-style-type: none"> 1. An inquiry into how UK food production is organised. (Local and National). 2. An inquiry into the development of the first farmers. 3. An inquiry into the life and beliefs of the first farming communities. 	<ol style="list-style-type: none"> 1. An inquiry into the Earth's finite and infinite resources. 2. An inquiry into the impact of people's choices on the environment. 3. An inquiry into the balance between meeting human needs and limited resources. 	<ol style="list-style-type: none"> 1. An inquiry into human and physical features of environments 2. An inquiry into how environment influences art 3. An inquiry comparing the influence of environment on past and present artists.
Specific Concept	Function Connection Causation	Perspective Responsibilities Change	Causation Form Function	Function Connection Perspective	Responsibilities Function Connection	Form Connection Perspective
Approaches to Learning	Self-management Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Research Skills Social Skills	Self-management Skills Thinking Skills	Communication Skills Thinking Skills
Core Text						
Action	Pupils develop a healthy food policy for the school	Children will host their own museum exhibition.	Children may advocate for something to be done to help people caught in natural disasters.	Children cook a meal using one age tools.	Children may research and look at how to support their own local environment.	Create art based on the environment as part of an exhibition to inform audiences of environmental challenges.
Global Engagement	UN Sustainable Goal 3: Good Health and Well-Being	UN Sustainable Goal 9: Industry, innovation and infrastructure	UN Sustainable Goal 15: Life on Land	UN Sustainable Goal 12: Responsible Consumption and Production	UN Sustainable Goal 13: Climate Action	UN Sustainable Goal 10: Reduced inequality.
Interleaving Subjects	Science History DT Computing	History Art Computing MFL	Science Geography DT Computing	Science History Art Computing	Science Geography DT Computing	Geography Science Art Computing

YEAR FOUR

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	2. Personal, physical, mental, health.	4. The discoveries, explorations of humankind	2. The interaction between the natural world (physical and biological) and human societies	2. The structure and function of organizations	1. Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	1. Into the ways in which we discover and express nature and culture.
Central idea	Humans require different things for good health.	British settlements develop through time.	Inventions influence the progress made by humans	Invasions can lead to change.	People interact with, use and value the natural environment in different ways.	Beliefs and values can be expressed in different ways.
Lines of Inquiry	<ol style="list-style-type: none"> 1. An inquiry into what 'being healthy' means. 2. An inquiry into the different factors that influence the ability to stay healthy. 3. An inquiry into the strategies that ensure good health throughout life is maintained. 	<ol style="list-style-type: none"> 1. An inquiry into British settlements. 2. An inquiry into changes of British settlements over time. 3. An inquiry into the connections between local and wider settlements. 	<ol style="list-style-type: none"> 1. An inquiry into the impact of inventions. 2. An inquiry into the extent of progress made for the modern world 3. An inquiry into modern inventions. 	<ol style="list-style-type: none"> 1. An inquiry into identifying invasions. 2. An inquiry into civilisations that invaded others. 3. An inquiry into the impact of invasion. 	<ol style="list-style-type: none"> 1. An inquiry into interactions between humans and animals. 2. An inquiry into local and global impact of human choices. 3. An inquiry into changes in the environment can pose a danger to living things. 	<ol style="list-style-type: none"> 1. An inquiry into personal belief and values. 2. An inquiry into how the beliefs and values in the past have been shared 3. An inquiry into how we share our beliefs and values as a society today.
Specific Concept	Perspectives Responsibility Causation	Connection Perspective Change	Change Causation Function	Responsibility Causation Function	Connection Change Responsibility	Expression Inspiration Meaning
Approaches to Learning	Self-Management Skills	Communication Skills Social Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Communication Skills Social Skills
Core Text					 	
Action	Create class recipe book.	Raise money for a cause	Children work on an invention that will improve people's quality of life in the future.	A class museum is created to communicate learning.	Lifestyle choices that they will make in the future based on their learning from the past.	We want the children to learn about their own beliefs and be able to express (share) this in class with their peers.
Global Engagement	UN Sustainable Goal 3: Good Health and Well-Being	UN Sustainable Goal 10: Reduced Inequalities	UN Sustainable Goal 9: Industry, Innovation and Infrastructure	UN Sustainable Goal 11: Sustainable Cities and Communities	UN Sustainable Goal 11: Sustainable Cities and Communities	UN Sustainable Goal 16: Peace, Justice and Strong Institutions
Interleaving Subjects	Science History DT	History Geography DT Computing	Science History DT Computing	History Art PSHE RE Computing	Science Geography Art PSHE Computing	History Art PSHE RE Computing

YEAR FIVE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	4.Rights and responsibilities	6.The relationships between and the interconnections of individuals and civilizations	3.How humans use their understanding of scientific principles 4.The impact of technological advances on society and on the environmental	3.Societal decision-making	4.Peace and conflict resolution.	6.The relationships between and the interconnections of individuals and civilizations
Central idea	Our rights and responsibilities connect, help and protect people	Movement affects diversity.	The Earth is a part of a vast and complex universe, much of which is still unknown.	Many different factors influence the way decisions are made.	Finding resolution to conflicts between people may lead to a better quality of human life.	Expression of human history relies on communication.
Lines of Inquiry	<ol style="list-style-type: none"> 1. The role and importance of human rights. 2. The relationship between rights and responsibilities. 3. How our rights are protected. 	<ol style="list-style-type: none"> 1. An inquiry into conditions that leads animals to migrate and settle in a new environment. 2. An exploration of movement of resources between British history. 3. An inquiry into modern migration. 	<ol style="list-style-type: none"> 1. An exploration of the complexities of ecosystems. 2. An exploration of our solar system and the universe. 3. Our daily lives and the solar system are interconnected. 	<ol style="list-style-type: none"> 1. An inquiry into how laws are made. 2. An exploration of choices and consequences informing decision-making. 3. An exploration and evaluation of monarchy. 	<ol style="list-style-type: none"> 1. Peace and conflict affects all people. 2. There are many different causes of conflict. 3. Ways to resolution may redefine society. 	<ol style="list-style-type: none"> 1. An inquiry into how history has been shared over time. 2. An inquiry into sharing beliefs. 3. An inquiry into modern communication.
Specific Concept	Form Connection Function	Causation Perspective Change	Form Causation Connection	Causation Change Responsibility	Responsibility Causation Perspectives	Form Perspective Connection
Approaches to Learning	Self-management skills	Research Thinking	Research Thinking	Research Social	Self-management Thinking	Communication Thinking
Core Text						
Action	Charity event raising money for Maidstone Churches Winter Shelter.	Model of life cycle	Making an ecosystem	Visit to the houses of parliament.	Role play in the trenches	Exploring and cracking codes
Global Engagement	UN Sustainable Goal 1 No poverty	UN Sustainable Goal 10 Reduced inequalities	UN Sustainable Goal 3 Good health and wellbeing	UN Sustainable Goal 16 Peace, justice and strong institutions	UN Sustainable Goal 13 Climate action	UN Sustainable Goal 11 Sustainable cities and communities
Interleaving Subjects	History Art PSHE Computing	Science DT History Geography Computing	Science Geography Art DT Computing	Science History Geography Art	Science History PSHE DT Computing	History Art Computing

YEAR SIX

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	5. What it means to be human	7. From local and global perspectives	4. The impact of scientific advances on society and the environment	4. Economic activities and their impact on humankind and the environment	3. Access to equal opportunities	3. Our appreciation of the aesthetic
Central idea	Mistakes can lead to development.	Events influence people's perspectives and views.	The perception and use of light has changed throughout the ages.	The development of trade impacts civilisations.	People's access to infrastructure influences their lives.	Popular culture impacts expression.
Lines of Inquiry	<ol style="list-style-type: none"> 1. An inquiry into what makes us humans and animals. 2. An inquiry into the effects of punishment. 3. An inquiry into women's rights. 	<ol style="list-style-type: none"> 1. An inquiry into the way wars and conflict impact people's everyday lives. 2. An inquiry into the effects of conflict on a generation. 3. An inquiry into the interconnectedness of local and global perspectives. 	<ol style="list-style-type: none"> 1. An inquiry into the understanding of light through time. 2. An inquiry into the impact light has. 3. An inquiry into the progression of science. 	<ol style="list-style-type: none"> 1. An inquiry into trade and settlements. 2. An inquiry into the organisation of different civilisations. 3. An inquiry into the influence of ancient civilisations. 	<ol style="list-style-type: none"> 1. An inquiry into the progression of the local area. 2. An inquiry into the progression in the global community. 3. An inquiry into a comparison of local progression and progression in other areas. 	<ol style="list-style-type: none"> 1. An inquiry into popular literature through time. An inquiry into popular media through time. An inquiry into the impact of current movements on the wider world.
Specific Concept	Form Causation Connection	Causation Responsibility Change	Perspective Function Causation	Form Causation Connection	Responsibility Perspective Change	Causation Perspective Change
Approaches to Learning	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social
Core Text						
Action	Debate on Women's rights. Who had it better?	Children present information on the impact of the Windrush generation in the UK	Children create a shadow dance routine at the Hazlitt Theatre.	Children create a google site on what makes a successful civilisation.	Children use their map work skills at Mote Park or create a geocaching project.	Young Enterprise Project
Global Engagement	UN Sustainable Goal : 5 Gender Equality.	UN Sustainable Goal : 16 Peace Justice and Strong Institutions.	UN Sustainable Goal : 3 Good Health and Well-Being	UN Sustainable Goal : 8 Decent Work and Economic Growth.	N Sustainable Goal : 9 Industry, Innovation and Infrastructure.	UN Sustainable Goal : 4 Quality Education.
Interleaving Subjects	Science, History, Art, RE	Science, History, Geography, Art, DT	Science, History, DT, Computing	History, Geography, Art,	Science, Geography	Science, History, DT, Computing