

Year 5	The Romans	Ancient Greece/Mountains	The Tudors
<p>Geography</p>	<p>Compare and contrast a region of the UK, a European country and a country in North or South America. ^^^ (link together) Know the key human and physical characteristics of at least 4 countries across Europe, North and South America (compare and contrast within and between cities in countries like London, Rio de Janeiro, Africa, Brazil Sao Paulo e.g. slums/large buildings)</p> <p>Understand key physical geography concepts including:</p> <ul style="list-style-type: none"> • Climate zones • Volcanoes and earthquakes <p>Understand key human geography concepts including:</p> <ul style="list-style-type: none"> • Types of settlement and land use (Roman invasion) <p>Use 4 figure grid referencing.</p>	<p>Identify the position and significance of latitude and longitude, the equator, northern and southern hemispheres, Arctic and Antarctic circles, the Greenwich Meridian and time zones.</p> <p>Understand key physical geography concepts including:</p> <ul style="list-style-type: none"> • Mountains <p>Use maps atlases, globes and digital mapping to locate countries and describe features.</p> <p>Understand and use a wide range of symbols and keys on a wide range of maps including OS maps.</p> <p>Use 4 and 6 figure grid referencing.</p> <p>Locate at least 8 countries across most continents using a variety of maps.</p> <p>Understand a wide range of geographical similarities and differences through both human and physical studies. (Ski resort- compare 2 countries with famous mountains for tourism and what it's like to live there)</p>	<p>Use both primary and secondary fieldwork to observe, measure, record and present both human and physical features in a local area using a range of methods. <i>(Traffic survey, comparison of A46 roundabout and Witham roundabout)</i></p> <p>Understand key human geography concepts including:</p> <ul style="list-style-type: none"> • Economic activity including some trade links (link with traffic survey, how many trade lorries did you see) • Beginning to understand the distribution of natural resources including food (Tudor banquet/farming) <p>Use the 8 points of a compass (Tudor sailors)</p> <p><i>Understand and use a wide range of symbols and keys on a wide range of maps including OS maps</i> <i>- Tudor explorers</i></p>

		<p>Know at least 8 capitals and major cities across Europe and North America.</p> <p>Name and locate at least 6 counties and cities within the UK (mountain/raised areas in the UK).</p> <p>Understand land use patterns within the UK and some of the key topographical features that may contribute to this. (Features of mountains/area around it.)</p>	
<p>History</p>	<p>The Roman Empire and its impact on Britain.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Julius Caesar • The Roman army • Invasion by Claudius • British resistance – Boudica • ‘Romanisation’ of Britain • Hadrian’s wall <p>Understand and use at least 4 sources to find information.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Athens vs Sparta • Greek Myths • Alexander the Great <p>Understand and use at least 4 sources to find information.</p> <p>Understand the differences between local, national and international history.</p>	<p>A study of an aspect or theme in British history that extends pupils’ knowledge beyond 1066 – Tudors.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Henry VIII • Elizabeth I • Contrasting the rich/poor • Work and play during Tudor England • The war of the roses <p>Understand and use at least 4 sources to find information.</p>

	<p>Begin to select sources independently and give reasons for their choices.</p> <p>Understand continuity and change, cause and consequence and similarity and difference.</p> <p>Understand the differences between local, national and international history.</p> <p>Understand similarities and differences between cultural, military, religious and social history.</p> <p>Construct and organise responses by selecting and organising relevant historical data.</p> <p>Begin to offer explanations about why people in the past acted as they did.</p> <p>Have a secure and coherent understanding of the chronological narrative from the earliest times to the present day.</p> <p>Establish a sound understanding of where any time period studied fits</p>	<p>Understand similarities and differences between cultural, military, religious and social history.</p> <p>Begin to give reasons why some events, people or developments are seen as more significant than others.</p> <p>Have a secure and coherent understanding of the chronological narrative from the earliest times to the present day.</p> <p>Demonstrate historical perspective by explaining contrasts and trends.</p> <p>Place events, people, places and artefacts on a timeline.</p> <p>Use a range of knowledge to apply their understanding of chronology.</p> <p>Use correct terminology to describe events in the past (contemporary, epoch, inevitable, subsequent, legacy, dominate, diminish).</p> <p>Begin to use appropriate terminology e.g. empire, civilisations, parliament,</p>	<p>Begin to select sources independently and give reasons for their choices.</p> <p>Understand the reliability and bias of different sources with an understanding that the past is represented and interpreted in different ways.</p> <p>Understand similarities and differences between cultural, military, religious and social history.</p> <p>Devise, ask and answer increasingly complex questions about the past.</p> <p>Begin to offer explanations about why people in the past acted as they did.</p> <p>Have a secure and coherent understanding of the chronological narrative from the earliest times to the present day.</p> <p>Establish a sound understanding of where any time period studied fits within the wider chronological picture of the history of the United Kingdom.</p>
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	<p>within the wider chronological picture of the history of the United Kingdom.</p> <p>Demonstrate historical perspective by explaining contrasts and trends.</p> <p>Place events, people, places and artefacts on a timeline.</p> <p>Use a range of knowledge to apply their understanding of chronology.</p> <p>Use correct terminology to describe events in the past (contemporary, epoch, inevitable, subsequent, legacy, dominate, diminish).</p> <p>Begin to use appropriate terminology e.g. empire, civilisations, parliament, peasantry, impact, complex, sustain, obstacle, generalise, phenomenon.</p> <p>Describe and make links between events, situations and changes within and across different periods.</p>	<p>peasantry, impact, complex, sustain, obstacle, generalise, phenomenon.</p> <p>Describe and make links between events, situations and changes within and across different periods.</p>	<p>Use a range of knowledge to apply their understanding of chronology.</p> <p>Use correct terminology to describe events in the past (contemporary, epoch, inevitable, subsequent, legacy, dominate, diminish).</p> <p>Begin to use appropriate terminology e.g. empire, civilisations, parliament, peasantry, impact, complex, sustain, obstacle, generalise, phenomenon.</p> <p>Describe and make links between events, situations and changes within and across different periods.</p>
Art	<p>Drawing/Portrait</p> <p>The child can use a range of drawing tools to make careful representations of their own ideas.</p>	<p>Sculpture/Landscapes</p> <ul style="list-style-type: none"> The child can talk about the properties of a given sculpture or piece of architecture. 	<p>Collage/Still life</p> <ul style="list-style-type: none"> The child can cut and stick with accuracy to make representations of their own

	<ul style="list-style-type: none"> • They can work from observation. • They can work from their imagination. • The child can talk about the different shapes, textures, patterns, form and lines within their drawing. • The child can draw objects in proportion. (Face, people etc.) • The child can use quick sketching and shading, adding notes to record ideas in a sketch book. • The child can talk about their own drawing and compare it to one by a famous artist. (Talks about similarities and differences, techniques and materials used.) 	<ul style="list-style-type: none"> • They demonstrate a good understanding of the properties of materials and use this to help them to make decisions about what to work with. • The child can talk about the different shapes, lines, patterns, colours and textures within their own sculpture work or that of others. • The child is beginning to understand how scale can affect the feeling of a piece of sculpture or architecture. • The child is aware that most sculpture and architecture can be seen from all angles. (Not flat!) • The child can talk about their own sculpture work and compare it to one by a famous artist. (Talks about similarities and differences, techniques and materials). 	<p>ideas. They may place objects in different positions before a final outcome is reached, taking photos as evidence of arrangements.</p> <ul style="list-style-type: none"> • The child can talk about the different shapes, patterns, colours and textures within their work. • The child can try out different materials for the same task, evaluating their success. • The child can try out different compositions for the same task. • The child can collect and select collage materials both from within school and out. • The child can talk about their own collage work and compare it to one by a famous artist or designer. (Talks about similarities and differences, techniques and materials).
DT	<p style="text-align: center;">Structures (Swapped with food for 2020) <u>Design</u></p>	<p style="text-align: center;">Mechanical Systems <u>Design</u></p>	<p style="text-align: center;">Food (Swapped with Structures for 2020) <u>Design</u></p>

	<p>PDA 10 - carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups</p> <p>PDA 12 - develop a simple design specification to guide their thinking</p> <p>PDB 8 - generate innovative ideas, drawing on research</p> <p>PDB 9 - make design decisions, taking account of constraints such as time, resources and cost</p> <p>PDB 10 - share and clarify ideas through discussion</p> <p>PDB 11 - model their ideas using prototypes and pattern pieces</p> <p><u>Making</u></p> <p>PMA 5 - produce appropriate lists of tools, equipment and materials that they need</p> <p>PMA 7 - select tools and equipment suitable for the task</p> <p>PMA 9 - select materials and components suitable for the task</p> <p>PMB 9 - accurately measure, mark out, cut and shape materials and components</p> <p><u>Evaluate</u></p> <p>PEA 7 - evaluate their ideas and products against their original design specification</p> <p>PEB 17 - how well products have been designed</p> <p>PEB 18 - how well products have been made</p> <p>PEB 19 - why materials have been chosen</p> <p>PEB 13 - how much products cost to make</p> <p><u>Technical Knowledge</u></p> <p>PTK 20 - how to use learning from mathematics to help design and make products that work</p>	<p>PDA 10 - carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups</p> <p>PDA 14 - describe the purpose of their products</p> <p>PDA 16 - explain how particular parts of their products work</p> <p>PDB 12 - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>PDB 13 - use computer-aided design to develop and communicate their ideas</p> <p><u>Making</u></p> <p>PMA 6 - formulate step-by-step plans as a guide to making</p> <p>PMB 10 - accurately assemble, join and combine materials and components</p> <p><u>Evaluate</u></p> <p>PEB 14 - how innovative products are</p> <p>PEB 15 - how sustainable the materials in products are</p> <p><u>Technical Knowledge</u></p> <p>PTK 13 - how mechanical systems such as cams or pulleys or gears create movement</p> <p>PTK 14 - how more complex electrical circuits and components can be used to create functional products</p> <p>PTK 15 - how to program a computer to monitor changes in the environment and control their products</p> <p>PTK 19 - how to use learning from science to help design and make products that work</p>	<p>PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups</p> <p>PDB 8 - generate innovative ideas, drawing on research</p> <p>PDB 10 - share and clarify ideas through discussion</p> <p><u>Making</u></p> <p>PMB 14 - follow procedures for safety and hygiene</p> <p><u>Evaluate</u></p> <p>PEA 7 - evaluate their ideas and products against their original design specification</p> <p><u>Cooking</u></p> <p>PCNA 3 - that seasons may affect the food available</p> <p>PCNA 4 - how food is processed into ingredients that can be eaten or used in cooking</p> <p>PCNA 5 - that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>PCNB 7 - that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>PCNB 8 - that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>
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<p>Science</p>	<p><u>Working Scientifically</u></p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> - 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 - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes 	<p><u>Working Scientifically</u></p> <p>Animals including Humans</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. <p>Earth and Space</p> <ul style="list-style-type: none"> - Describe the movement of the Earth and other planets relative to the sun in the solar system - Describe the movement of the moon relative to the Earth - Describe the sun, Earth and moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p><u>Working Scientifically</u></p> <p>Forces and Magnets</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals.
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	<p>- 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 soda.</p> <p>-</p>		
<p>RE</p>	<p><u>Buddhism</u> <u>L.T- To develop an understanding of who Buddha is to Buddhists.</u></p> <p><i>RE Key Skill- Evaluating- making conclusions using experiences, reasoning and evidence.</i></p> <ul style="list-style-type: none"> • What is Buddhism? • Who is Buddha? 'Awakened one'. He was woken up and awakened to the truth, helps others to 'awaken themselves'. • What are Buddha's 4 noble truths? Kind, compassionate, generous and truthful. • What is the story of Siddhartha and the swan? • What does Buddha believe? Not to hurt living things and Buddhists are to be honest if they do. 	<p><u>Buddhism</u></p> <p><u>LT: To understand how Buddhists believe Buddhist teachings lead to a better life</u></p> <p><i>RE Key Skill- Analysing- distinguishing between opinions, beliefs and facts.</i></p> <ul style="list-style-type: none"> • What can we all learn from Buddha's teachings? • What do Buddha's 'lotus' and 'wheel' symbols mean to Buddhists? • Can Buddhist teachings make the world a happy place? • Is it possible to make everybody happy? 	<p><u>Buddhism</u></p> <p><u>LT To understand the places of significance to a Buddhist</u></p> <p><i>RE Key Skill- Interpretation- Thinking about the meaning of religious language and sacred texts.</i></p> <ul style="list-style-type: none"> • What are significant places for a Buddhist? • What is the Buddhist community? Sangha (people who follow Dharma). • What do Buddhists do in the Temple? Meditate and teach Buddha's teachings. • What is meditation? • Where do Buddhists meditate? Home shrine- with pictures of

	<ul style="list-style-type: none"> • What are your views on how Buddha and Buddhists perceive acts like deforestation and global warming? <p><u>Christianity</u> <u>LT: To understand how significant it was to Christians that Mary was Jesus' mother.</u></p> <p><i>RE Key Skill: Empathy: Considering the beliefs, thoughts, experiences and values of others.</i></p> <p>What is the Christmas story? Why was Mary chosen to be Jesus' mother? What do Christians believe Mary's role was as a mother to Jesus? Who would a Christian say Joseph was to Jesus? Who would a Christian say God was to Jesus? Who was Jesus' father? Is it okay to have more than one father?</p>	<ul style="list-style-type: none"> • What is the best way for a Buddhist to lead a 'good' life? • What is the Dharma? <p><u>Christianity</u> <u>LT: To understand how symbols in the Bible help a Christian relate to God.</u></p> <p><i>RE Key Skill- Investigating- asking relevant and deep questions using different sources, including sacred texts.</i></p> <ul style="list-style-type: none"> • What is the Trinity? Father, Son and Holy Spirit. • Why is the Trinity so important to Christians? Together they make God. • What do the symbols in the story of the baptism of Jesus reveal about the nature of God? Dove- Holy Spirit, Water- cleanliness and purity. • What visual symbols can be seen in a church? Holy Communion, stained glass windows, alter, pulpit etc. 	<p>Buddha, in a temple or in a Buddhist Centre.</p> <ul style="list-style-type: none"> • Where do some Buddhists live? Monasteries- monks and nuns • What are the ways of life of a monk and nun? <p><u>Christianity</u> <u>LT: To understand how language within worship helps to express Christian belief.</u></p> <p><i>RE Key Skill: Critical Thinking and Reflection: Analysing information to form a judgement about different beliefs, practises, ultimate questions and experiences.</i></p> <ul style="list-style-type: none"> • What readings are used at different Christian celebrations? At a wedding- linked to love: 'Love is patient, love is kind, love does not envy, it does not boast' (Corinthians, 13:4). • What prayers are used at different Christian celebrations? Look at the Lord's Prayer and unpick meaning. • What are psalms to Christians? • What is a liturgy? • Why are hymns sung?
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		<ul style="list-style-type: none"> • What do these symbols mean to Christians? • What is the significance of Jesus on the cross? • What symbols do you identify with and are important in your life? 	<ul style="list-style-type: none"> • What are creeds to Christians 			
Computing	Covered by PPA specialist teacher	Covered by PPA specialist teacher	Covered by PPA specialist teacher			
PE/Health/Cookery	<u>Football</u> <u>Tag rugby</u>	<u>Gymnastics</u> <u>Fitness</u>	<u>Hockey</u> <u>Multi-skills</u>	<u>Netball</u> <u>Tennis</u>	<u>Swimming</u> See Nottinghamshire County Council Schools' Swimming Service document across: <ul style="list-style-type: none"> ➤ Water confidence ➤ Working towards KS2 ➤ Achieving KS2 Working beyond KS2 <u>Athletics</u>	<u>Swimming</u> See Nottinghamshire County Council Schools' Swimming Service document across: <ul style="list-style-type: none"> ➤ Water confidence ➤ Working towards KS2 ➤ Achieving KS2 ➤ Working beyond KS2 <u>Rounders</u>
Music	<u>Just Like A Roman – Sing Up</u> <u>Living on a Prayer - Charanga</u>	<u>Djembe Drumming</u> <u>Charanga - Prince of Bel Air</u> Listening and Appraising	<u>Samba Drumming</u> <u>Charanga- Dancing in the Street</u> <u>Summer performance</u>			

	<p>Using instruments:</p> <ul style="list-style-type: none"> • Play a range of percussion and orchestral instruments with increasing confidence and ability. • Play and improvise as part of a group and as a solo performer. • Maintain own part in a small instrumental group • Play with a sense of pulse in a variety of metres • Perform a piece of music using notation (graphic or conventional) • Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence • Sustain a melodic ostinato or drone to accompany singing/other instruments • Perform expressively showing an understanding of the music and its context. • Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly. <p>Compose / Arrange:</p> <ul style="list-style-type: none"> • Music for a special occasion (i.e.: a fanfare) • Lyrics to match a melody 	<ul style="list-style-type: none"> • Recognise and talk about specific styles/traditions of music with a growing awareness of musical differences and similarities • Recognise music from different times and countries, identifying key elements that give it its unique sound <p>Explore:</p> <ul style="list-style-type: none"> • The different sounds and timbres that can be made on certain orchestral instruments and use them to effect in compositions • Conventional and graphic notation to record simple rhythmic/melodic compositions • Short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation • Layering rhythmic and melodic ostinatos • Different metres, syncopation and how to swing the beat • Improvising over a drone 	<p>Listening and Appraising</p> <ul style="list-style-type: none"> • Recognise and talk about specific styles/traditions of music with a growing awareness of musical differences and similarities • Recognise music from different times and countries, identifying key elements that give it its unique sound <p>Using their voices:</p> <ul style="list-style-type: none"> • Sing songs in a wide variety of styles, showing accuracy and expression • Sing as part of a three part round • Sing a second part of a two part song with increasing confidence • Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song) • Perform a song showing an awareness of phrasing and the shape of the melody • Sing independently with increasing confidence and accuracy.
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	<ul style="list-style-type: none"> • Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects. • A group / class arrangement of a song using voices and instruments • Refine and record compositions either graphically or using ICT 	<ul style="list-style-type: none"> • Chords / note clusters • Different computer programmes for sampling, sequencing, and composing music • Techniques for recording and sharing music 	<p>Listening and Appraising</p> <ul style="list-style-type: none"> • Recognise aurally the range of instruments (percussion and orchestral) taught in the school. • Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music • Recognise relationships between lyrics and melody • Recognise chords / clusters <p>Reflecting:</p> <ul style="list-style-type: none"> • Talk about music they hear using musical terms • Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect • Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur
MFL	<p>Topics to cover</p> <p>Conversational French lessons</p> <p>River features</p> <p>Weather</p>	<p>Topics to cover</p> <p>Classroom at school</p>	<p>Topics to cover</p> <p>Healthy lifestyle</p> <p>Olympics</p>

	<p style="text-align: center;">Large numbers Weekend</p> <ul style="list-style-type: none"> • Speaks, reads, writes and understands a complex sentence • Asks and answers a variety of questions with support • Read aloud confidently familiar words observing silent letter rules • Follows the simple text of a familiar song or story and sings or read aloud • Writes a more complex sentence using a language scaffold, maybe from memory, with understandable accuracy 		<ul style="list-style-type: none"> • Speaks, reads, writes and understands a complex sentence • Asks and answers a variety of questions with support • Read aloud confidently familiar words observing silent letter rules • Follows the simple text of a familiar song or story and sings or read aloud • Writes a more complex sentence using a language scaffold, maybe from memory, with understandable accuracy 		<ul style="list-style-type: none"> • Speaks, reads, writes and understands a complex sentence • Asks and answers a variety of questions with support • Read aloud confidently familiar words observing silent letter rules • Follows the simple text of a familiar song or story and sings or read aloud • Writes a more complex sentence using a language scaffold, maybe from memory, with understandable accuracy 	
<p>Character Education</p>	<p>Friendship and respecting self and others (Overview of all British Values)</p> <ul style="list-style-type: none"> • To understand the importance of friendships. • To know what constitutes 	<p>Healthy lifestyles (Individual Liberty)</p> <ul style="list-style-type: none"> • To develop the skill of making informed decisions about health. • To know that habits can have both negative 	<p>Mental health and Wellbeing (Democracy)</p> <ul style="list-style-type: none"> • To understand the importance of taking care of mental health. • To know about a range of strategies 	<p>Families and Close Positive Relationships (Tolerance of others)</p> <ul style="list-style-type: none"> • To know that people can be attracted to others. • To know what marriage and civil partnerships are. • To develop the skill of identifying 	<p>Safe relationships and managing hurtful behaviour (Mutual Respect)</p> <ul style="list-style-type: none"> • To understand what consent means. • To know how to recognise pressure from others to do something. • To know where to get 	<p>Keeping S(Rule of law)</p> <ul style="list-style-type: none"> • To understand the reason for following and complying with restrictions. • To develop the skill of using

	<p>a positive healthy friendship.</p> <ul style="list-style-type: none"> • To know that healthy friendships make people feel included. • To understand that friendships have ups and down. • To know that personal behaviour can affect other people. • To recognise the importance of self-respect. 	<p>and positive effects on a healthy lifestyle.</p> <ul style="list-style-type: none"> • To understand how regular exercise benefits mental and physical health. • To know that bacteria and viruses can affect health. 	<p>and behaviours that support mental health.</p> <ul style="list-style-type: none"> • To recognise that feelings can change over time. • To develop the skill of using strategies to respond to feelings. • To develop the skill of recognising warning signs about mental health. 	<p>characteristics of healthy family life.</p> <ul style="list-style-type: none"> • To know that there are different types of family structures. 	<p>advice and report concerns.</p> <ul style="list-style-type: none"> • To develop strategies to respond to hurtful behaviour. • To understand what a stereotype is. • To understand what discrimination means. 	<p>strategies to keep safe.</p> <ul style="list-style-type: none"> • To know what is meant by first aid. • To know about the risks and effects of legal drugs. • To know that there are laws surrounding the use of legal drugs. • To know why people choose to use/not use drugs.
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