

## YEAR 5/6 CURRICULUM PLAN



The intention of our curriculum at Ivegill CE Primary school is:

- To develop the children as learners; to be able to keep going with their learning even when it's difficult      Endurance
- To develop a trusting learning environment where children can enjoy being their best selves      Trust
- To improve relationships and gel each class so there is a sense of being part of a team      Community

	Autumn	Spring	Summer
A 2022/23	<p><b>Battle of Britain</b>                      KS2 Map skills – Four and Six Figure Grid References                      Ordnance Survey (OS) map skills and fieldwork  <b>Living things and their habitats (Biology)</b>  <b>Forces (Physics)</b></p>	<p>Rivers – Can you follow the journey of a droplet?                      (Rivers, course, transportation, famous rivers,                      Amazon) Study Rivers  <b>Earth &amp; Space (Physics)</b></p>	<p><b>Animals inc.humans (5+6) (Biology)</b>  <b>The Windrush Generation - CUSP</b></p>
B 2023/24	<p>Study changes in Britain from the Stone Age to the                      Iron Age (Stone/Bronze/Iron Age) (CUSP)                      World Countries- Biomes and Vegetation Belts    <b>Properties &amp; changes in materials (Chemistry)</b></p>	<p>Comparison study of UK, Europe, North/South America (CUSP)  <b>Electricity (Physics)</b>  <b>Evolution &amp; inheritance (Biology)</b></p>	<p>The study of Ancient Greece (CUSP)                      Orienteering (CUSP)  <b>Light (Physics)</b></p>
C 2024/25	<p>Study Britain's settlement by Anglo-Saxons and <b>Scots</b>                      The Viking and Anglo-Saxon struggle for the Kingdom                      of England to the time of Edward the Confessor (Anglo-                      Saxons/Vikings contrast with Mayan Empire) (CUSP)                      KS2 Map skills – Four and Six Figure Grid References                      Ordnance Survey (OS) map skills and fieldwork  <b>Living things and their habitats (Biology)</b>  <b>Forces (Physics)</b></p>	<p>Study Physical processes: earthquakes, mountains and volcanoes                      (CUSP)  <b>Earth &amp; Space (Physics)</b></p>	<p>Study a non European society that                      provides contrasts with British history                      – Maya c. AD 900– contrasting study                      CUSP                      Settlements and relationships (CUSP)  <b>Animals inc.humans (5+6) (Biology)</b></p>
D 2025/26	<p>Study of Ancient Egypt (cusp)                      World Countries- Biomes and Vegetation Belts    <b>Properties &amp; changes in materials (Chemistry)</b></p>	<p>Why should we fight for human rights?                      (British values, parliamentary decision making, crime                      &amp; punishment)                      Comparison study of UK, Europe, North/South America (CUSP)  <b>Electricity (Physics)</b>  <b>Evolution &amp; inheritance (Biology)</b></p>	<p>Orienteering (CUSP)  <b>Light (Physics)</b></p>

WORKING SCIENTIFICALLY National Curriculum Expectations Year 5/6	Year A 2022/23			Year B 2023/24			Year C 2024/25			Year D 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Plan enquiries, including recognising and controlling variables where necessary												
Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work												
Take measurements, using a range of scientific equipment, with increasing accuracy and precision												
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models												
Report findings from enquiries, including oral and written explanations of results, explanations involving casual relationships and conclusions												
Present findings in written form, displays and other presentations												
Use test results to make predictions to set up further comparative and fair tests												
Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments												

SCIENCE National Curriculum Expectations Year 5/6	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Properties and changes of materials</p> <ul style="list-style-type: none"> <li>•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</li> <li>•know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>•use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>•give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>•demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>•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</li> </ul>						
<p>Animals including humans</p> <ul style="list-style-type: none"> <li>•describe the changes as humans develop to old age Year 6</li> <li>•identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>•recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>•describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>						

<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>•describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>•give reasons for classifying plants and animals based on specific characteristics</li> </ul>						
<p>Earth and Space</p> <ul style="list-style-type: none"> <li>•describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>•describe the movement of the moon relative to the Earth</li> <li>•describe the sun, Earth and moon as approximately spherical bodies</li> <li>•use the idea of the Earth’s rotation to explain day/night, the apparent movement of the sun across the sky</li> </ul>						
<p>Forces</p> <ul style="list-style-type: none"> <li>•explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>•identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>•recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>						
<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> <li>•recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>•recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>•identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>						

<p>Light</p> <ul style="list-style-type: none"> <li>•recognise that light appears to travel in straight lines</li> <li>•use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>•explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>•use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>						
<p>Electricity</p> <ul style="list-style-type: none"> <li>•associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>•compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>•use recognised symbols when representing a simple circuit in a diagram</li> </ul>						

GEOGRAPHY National Curriculum Expectations KS2	Year A 2022/23			Year B 2023/24			Year C 2024/25			Year D 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Locational Knowledge</b> •locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	CP			CP			CP			CP		
•name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		CP		CP				CP			CP	
•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)					CP					CP		
<b>Place Knowledge</b> •understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America												

<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>												
<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography 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</li> </ul>												
<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>												
<ul style="list-style-type: none"> <li>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</li> </ul>					CP		CP					
<ul style="list-style-type: none"> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>												

CP: Continual Practice

HISTORY National Curriculum Expectations KS2	Year A 2022/23			Year B 2023/24			Year C 2024/25			Year D 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age												
The Roman Empire and its impact on Britain												
Britain’s settlement by Anglo-Saxons and Scots												
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor												
A local history study												
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066												
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China												
Ancient Greece – a study of Greek life and achievements and their influence on the western world												



<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>											
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<p><b>ART and DESIGN</b> National Curriculum Expectations KS2</p>	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>To create sketch books to record their observations and use them to review and revisit ideas</p>						
<p>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]</p>						
<p>To learn about great artists, architects and designers in history.</p>						

COMPUTING National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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						
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 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.						

DESIGN TECHNOLOGY National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Design</b> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>						
<b>Make</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul>						
<b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>						
<b>Technical knowledge</b> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul>						

<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>						
<p><b>MUSIC</b> National Curriculum Expectations KS2</p>	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>						
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>						
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>						
<p>Use and understand staff and other musical notations</p>						
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>						
<p>Develop an understanding of the history of music.</p>						

<b>PHYSICAL EDUCATION</b> National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Use running, jumping, throwing and catching in isolation and in combination						
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending						
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]						
Perform dances using a range of movement patterns						
Take part in outdoor and adventurous activity challenges both individually and within a team						
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
<b>Swimming &amp; Water Safety</b> use a <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres •</li> <li>range of strokes effectively [for example, front crawl, backstroke and breaststroke] •</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>						

LANGUAGES National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Listen attentively to spoken language and show understanding by joining in and responding						
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words						
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*						
Speak in sentences, using familiar vocabulary, phrases and basic language structures						
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*						
Present ideas and information orally to a range of audiences*						
Read carefully and show understanding of words, phrases and simple writing						
Appreciate stories, songs, poems and rhymes in the language						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary						
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly						
Describe people, places, things and actions orally* and in writing						

<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>The starred (*) content above will not be applicable to ancient languages.</p>						
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\*\*See RE Long Term Plan for 2 year cycle.

<u>Cycle A - year 5/6</u>	<u>Cycle B - year 5/6</u>
<p>S5 – How do Christians express their faith through the arts? In Christ we share pack ( H, I, J )</p>	<p>Q 5.5 – Did she make the right choice ? Old testament women ( J )</p>
<p>What do Christians believe about the Prince of peace? - keep</p>	<p>How do Christians perceive the birth of Jesus ? <b>KEEP</b> Incarnation.</p>
<p>Q 6.1 - Is everyone’s journey the same? - link to Pilgrimage work ( H, I, J, S )</p>	<p>Q6.5 - What is the importance of Ascension and Pentecost to Christians ? ( link to previous work on Holy Spirit)</p>
<p>Q 5.4 - Why do Christians believe that Easter is a celebration of victory? Make links to previous topic on why the resurrection is central to Christian beliefs.</p>	<p>Who was responsible for the death of Jesus - CSI ? <b>KEEP</b></p>



<p>Q5.1 - How and why do Christians read the Bible ? Sacred texts ( all faiths )</p>	<p>Q6.7 – How does having faith affect peoples lives ? People of faith and justice links from previous work.</p> <p>Could go into Christians Aid big justice topic .</p>
<p>Q6.4 - Who was Jesus? Who is Jesus? Links to previous work on metaphors ( B, H, I, J, S )</p>	

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
A/C	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARTT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
B/D	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children’s universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including ‘county lines’ and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

**SMSC and British Values – school opportunities are delivered throughout our learning cycle and are integrated into topics/learning opportunities. They feature heavily in assemblies, collective worship and PSHE.**

**Spiritual**

A set of values, principles and beliefs, which may or not be religious

A respect for themselves and others

An increasing ability to reflect
An expressive and/or creative impulse
An ability to show courage and persistence in defence of their aims, values, principles and beliefs
A respect for insight as well as for knowledge and reason
A sense of empathy with others, concern and compassion
An awareness and understanding of their own and others' beliefs
An ability to think in terms of the 'whole' e.g. concepts such as harmony, interdependence, scale and perspective
An understanding of feelings and emotions and their likely impact
An appreciation of the intangible – e.g. beauty, truth, love, goodness, order, mystery, paradox, ambiguity
A readiness to challenge all that would constrain the human spirit e.g. poverty of aspiration, lack of self- confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism
<b>Moral</b>
An ability to distinguish from right and wrong
Confidence to act consistently in accordance with their own principles
Respect for others' needs, interests and feelings, as well as their own
A desire to explore their own and others' views
A commitment to personal values in areas which are considered right by some and wrong by others
An ability to think through the consequences of their own and others' actions
An ability to make responsible and reasoned judgements on moral dilemmas

A considerate style of life
An understanding of the need to review and reassess their values, codes and principles in the light of experience

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**Social**

Appreciates the rights and responsibilities of individuals within the wider social setting

Understands the notion of interdependence in an increasingly complex society

Takes advice offered by those in authority or counselling roles

Reflects on their own contribution to society

Shares views and opinions with others, and work towards consensus

Participates in activities relevant to the community

Exercises responsibility

Shows respect for people, living things, property and the environment

Adjusts to a range of social contexts by appropriate and sensitive behaviour

Relates well to other people's social skills and personal qualities

Works successfully as a member of a group or team

Challenges where necessary and in appropriate ways, the values of a group or wider community

Resolves conflicts
Understands how societies function and are organised in structures such as the family, the school and the wider community
<b>Cultural</b> An ability to recognise and understand their own cultural assumptions and values
Regard for the heights of human achievement in all cultures and societies
Willingness to participate in, and respond to, artistic and cultural enterprises
Openness to new ideas and a willingness to modify cultural values in the light of experience
A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
Use language and understand images/icons e.g in music, art, literature – which have significance and meaning in a culture
An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
An appreciation of the diversity and interdependence of cultures
An understanding of the influences which have shaped their own cultural heritage
An understanding of the dynamic, evolutionary nature of cultures (taken from Chris Quigley Education SMSC)