

YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	How do we help people belong? – To understand diversity of cultures beyond our own.	How fair is our society? Should we only take what we need? looking at unfairness of how we live now and human greed/neglect of nature compared to the past and indigenous people in Arctic.	How can we make our environment more sustainable? To understand how our behaviour impacts the wider world.
PRODUCT OUTCOME	Product will show an understanding of diversity of cultures and societies within and beyond own experiences. Children will understand the contributions of different cultures to our lives. (Idea - Carnival - How can we celebrate diversity and help people belong?)	Product shows how fairness may not always mean equal treatment. Children will understand how some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. (Idea – Campaign about homelessness).	Product shows people’s dependencies on the environment. This will enable children to understand the basics of climate change (causes and effects) Design and make a sustainable house as part of DT
WHY/BRAVE CHANGEMAKER	Communication - Express own views and ideas on issues clearly, using a range of appropriate methods. Managing change - Use strategies to cope with challenging times	Making decisions - Participate in decision making in school Contribute to the well-being of the wider community Share opinions and evidence on issues with others including decision-makers and elected representatives Self- awareness and reflection - Explore reasons for negative feelings towards others and in new or difficult situations	Critical and creative thinking - Begin to identify opinion Give evidence for an argument Assess different view points Imagine alternative possibilities and suggest new ideas to solve problems
RELATED TEXT	Moses, Journey Henry's, Freedom Box, The village that vanished, A place to call home - Alexis Deacon, The Wild Robot - Peter Brown, Belonging - Jeannie Baker, Once upon a raindrop - James Carter, The rhythm of the rain - Graham Baker-Smith	The White Fox - Jackie Morris, Stone age boy - Satoshi Kitamura, Stig of the dump, UG - Raymon Briggs , The legend of sleeping bear - Kathy Jo Wargin	The Lorax , A strange place to call home - Marilyn Singer, Window - Jeannie Baker, Trees - Lemniscates, It starts with a seed - Laura Knowles,
HISTORY	The Slave Trade triangle. How were people treated on the plantations? How were the Windrush generation treated? What were the long term consequences of the transatlantic slave trade – BLM movement?	What was it like in ancient tribal communities? Stone Age, Inuit people. Compare modern life to that of stone age people. What were the +/- of each.	Ancient Egyptian society with particular focus on the river Nile – the Egyptian reliance on the river and the necessity of its annual flooding. Some evidence suggests that Egyptian society may have collapsed due to social stress caused by climate change. Whether this is true or not is debatable but the Egyptian’s undeniably needed the river to flood to survive.
GEOGRAPHY	Human and Physical Geog - Rivers – what are the defining features of a river? What are the stages of the water cycle? (condensation, precipitation, infiltration, runoff, and evapotranspiration)	Mapping – 8 compass points Location/place study – the Arctic (Alaska or northern Canada) vs UK – look at the geographical features (human and physical - tundra) and climate and the threats it faces. Mapping – The 8 points on a compass Fieldwork – To look at the key human and physical characteristics of the school’s local area and compare it to a place in the Arctic.	Human and Physical Geog - Mountains and mountain ranges. Link to prior learning about river and do case study on River Nile *Global link - At least a third of the huge ice fields in Asia’s Hindus Kush mountain chain are doomed to melt due to climate change with serious consequences for almost 2 billion people.
SCIENCE	States of matter	Electricity Forces	Plants
RE	St Mary’s: T1 Y3/4 – UC Creation / Fall – What do Christians learn from the creation story? (Christianity) T2 Y3/Y4 – UC: People of God. What is it like (for Christians) to follow God? (Christianity)	St Mary’s: T3 Y3/4 – John Wesley? (Christianity) T4 Y3/Y4 – UC: Gospel. What kind of world did Jesus want? (Christianity)	St Mary’s: T5 Y3/4 – D: Prayer and worship. What is the best way for a Sikh to show commitment to God? Linked to AS What does it mean to be a Sikh in Britain today (Sikhism)

	St Helen's: T1 – Y3 People of God. What is it like to follow God? (Christianity). Y4 Gospel. What kind of world did Jesus want? (Christianity). T2 – Y3 Why are festivals so important? (Diwali / Christmas) Y4 – What do people believe about God? (Christianity / Humanism / Judaism)	St Helen's: T3 – Y3 What does it mean to be a Hindu in Britain today? (Hinduism). Y4 Incarnation. What is trinity? (Christianity). T4 – Y3 Salvation. Why do Christians call the day Jesus died 'Good Friday?' (Christianity) Y4 – Why do people pray? (Christianity / Humanism / Judaism)	T6 Y3/Y4 – D: Sharing and community. Do Sikhs think it is important to share? (Sikhism) St Helen's: T5 – Y3 Why do some people think life is like a journey? Y4 What does it mean to be a Christian in Britain today? (Christianity). T6 – Y3 Creation. What do Christians learn from the Creation story? (Christianity) Y4 Kingdom of God. When Jesus left, what was the impact of Pentecost? (Christianity)
ENGLISH	Rewriting a story ending for the Journey, Letter about Alveston and Diary entry for Henry 'Box' Brown	Narrative with a Native American tribal setting; writing a Native American myth.	Setting description of mountains, or habitats of animals, written transcription for a Richard Attenborough style commentary for a video of animals, explanation text about how mountains are formed.
ORACY	Physical: Have a range of subtle changes in tone, pitch and movement to suit different genres of talk. Linguistic: Construct language effectively for a range of purposes, e.g., to persuade someone. Cognitive: Take on different roles in discussion and can see both sides of an argument.	Physical: Have a range of subtle changes in tone, pitch and movement to suit different genres of talk. Linguistic: Select precise language and idiom to suit different audiences Cognitive: Summarise an argument and identify good and bad arguments. Social and Emotional: Respond to and build on the feelings and views of others.	Physical: Know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. Linguistic: Use the subject specific language of different disciplines, e.g., talk like a scientist, historian, mathematician, tour guide. Cognitive: Analyse arguments and select evidence to defend or rebut a position. Social and Emotional: Develop the well-being of others through coaching and other techniques.
MUSIC LINKS	Term 1 – Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers) Term 2 – Year 4: Samba and carnival sounds and instruments (Theme: South America)	Term 3 – Instrumental lessons unit: South Africa Term 4 – Year 3: Ballads	Term 5 – Year 3: Creating a composition in response to an animation (Theme:Mountains) Term 6 – Year 4: Body and turned percussion (Theme: Rainforests)
ART/DT	Art – DT strand: Mechanisms Project idea: Pop up card Purpose: To create a sense of belonging Audience: To a classmate	Art – DT strand: Food Project idea: Stone Age stew Purpose: To design a healthy and affordable meal Audience: Homeless shelter	Art – DT strand: Structures Project idea: Sustainable home (+electrical systems) Purpose: To design a sustainable structure.
COMPUTING	Media	Programming , Impact	Online & e- safety, data
JIGSAW / PSHE	St. Mary's - T1- New Beginnings T2 - Good to be me St. Helen's - T1 - Me in my world T2 - Celebrating differences	St. Mary's - T3 - Getting on and falling out T4 - Relationships St. Helen's - T3 - Healthy me T4 - Relationships	St. Mary's - T5 - Going for goals T6 - SRE St. Helen's - T5 - Dreams and Goals T6 - Changing me
PE Links			
MFL Links			
MATHS Links			