

YEAR B	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Peace and Conflict	Rights and Responsibilities	Global Neighbours
GLOBAL TOPIC/QUESTION	<p>Can conflict ever be good?</p> <p>What can we learn and be inspired by about people throughout history?</p> <p>Some causes and effects of conflict at all levels from personal to global</p> <p>Strategies for managing, resolving and preventing conflict, including 'win-win' solutions</p>	<p>How young is too young to decide?</p> <p>To understand how a lack of power and representation can result in discrimination and exclusion. How can we make a difference with our voices?</p>	<p>What will our footprints be?</p> <p>To understand the impact on human behaviour on the life of birds. Look at the extinction of the dinosaurs and the 6th Extinction.</p> <p>Global connections between people and countries (e.g. through trade and communications)</p> <p>How local actions affect the wider world</p>
PRODUCT OUTCOME	<p>Product will demonstrate some causes and effects of conflict at all levels from personal to global</p> <p>Children will understand strategies for managing, resolving and preventing conflict, including 'win-win' solutions</p> <p>(ideas - Museum/ exhibition)</p>	<p>Product will demonstrate the need for rules in own school and wider society and how people can take part in making and changing them. Children will understand the basics of how own country and region is governed (idea – Debate or campaign?)</p>	<p>Product will demonstrate global connections between people and countries (e.g. through trade and communications)</p> <p>Children will be able to understand how local actions affect the wider world</p> <p>(Idea - Documentary on the impact of people on bird life around the world)</p>
WHY/BRAVE CHANGEMAKER	<p>Cooperation and conflict resolution - Work cooperatively to solve problems or achieve goals</p> <p>Communication - Express own views and ideas on issues clearly, using a range of appropriate methods</p> <p>Give reasons, evidence and examples in support of an opinion</p>	<p>Empathy - Empathise with people in local and more distant contexts. Understand impacts of prejudice and discrimination</p>	<p>Communication - Communicate effectively through a range of media about issues to suit subject, audience and purpose</p>
RELATED TEXT	<p>Beowulf, A child's garden: A story of hope, Wolf Brother - Michelle Paver, Time travelling cat and the viking terror - Julia Jarman, Viking longship - Mick Manning and Brita Granstrom, Arthur and the golden rope - Joe -Todd Stanton</p>	<p>The accidental prime minister – Tom McLaughlin</p> <p>Vote for Effie – Laura Wood</p> <p>Freedom, we sing - Amyra León</p> <p>Molly Mendoza</p> <p>Malala's magic pencil</p>	<p>Stone girl bone girl, the wilderness war - Julia Green, Sky Dancer - Gill Lewis, Varmints - Helen Ward, The lost words</p>
HISTORY	<p>The Viking and Anglo Saxon struggle for the kingdom of England – Edward the confessor.</p> <p>Did Edward the confessor (penultimate Saxon King of England – before Harold II lost at Hastings) bring peace to England as King?</p> <p>Where are English people from?</p> <p>Are all English people immigrants?</p> <p>Were the Vikings really brutal invaders?</p> <p>Was Alfred the Great actually great?</p> <p>What is the Anglo Saxon chronicle?</p> <p>Who was the last English King?</p>	<p>The Romans and Celts – The impact of the Romans on Britain.</p> <p>What makes a good leader? Link to current leaders of our countries and rights and responsibilities.</p> <p>What was Celtic life like before the Romans?</p> <p>Why and how did the Celts resist the Romans?</p> <p>What makes a good leader?</p> <p>Leaders in school, local area, country – world leaders.</p> <p>Why were the Romans so successful? Were they good leaders?</p> <p>What happened to Britain when the Romans left?</p> <p><i>Britain's settlement by Anglo Saxons and Scots after the Romans left to defend their homeland. The British were not any good at fighting without Roman organisation and protection. There is evidence that the Saxons were invited to Britain to help the English fight off the Scots but they decided to stay and take the land for themselves as their own land often flooded making it hard to grow crops.</i></p>	<p>Mary Anning - how significant was she?</p>

<p>GEOGRAPHY</p>	<p>Where do our town names come from? How did the Vikings and Saxon settlements shape the geography of Britain? Topography of Britain Shading of British counties on maps Physical and human features on a map A study of a European region - Nordic (Viking) countries. Look at environmental characteristics of the region. Explore the physical and human characteristics of the area. Look at York over time and see changes. To understand GMT and time zones.</p>	<p>Human and Physical Geog – What is a settlement now and in the past? What are the types of settlement in modern Britain? Mapping – Compare old and new maps - Look at particular area (local) and see change over time. Roads etc. How does it compare to now?</p>	<p>Human and Physical Geog - Volcanoes and earthquakes. Include: What is the earth made of? How are Volcanoes made? What happens when they erupt? How can we protect against them? Fieldwork – What are the soil types in our local area? How does it affect how we live? Link to quarry in Alveston for St Helens.</p>
<p>SCIENCE</p>	<p>Sound and light</p>	<p>Animals including humans The unit could start with a focus on what makes us healthy – healthy diets, teeth etc. including how digestion works. This could then move on to looking at the sugar tax and whether unhealthy foods should cost more, plus looking at the restriction of advertising of unhealthy food to children (should this be allowed?). You could look at whether it is fair that adults have made this choice on behalf children or whether children should have a say too. Would children make the right choice if they decided for themselves? You could also look at the whole Jamie Oliver school meals thing and how he managed to change the laws through campaigning etc. This could possibly then lead on to looking at ways children have autonomy (or not) and how fair this is. Maybe look at children who have managed to campaign and make a difference? Or how rights of children have changed over time – comparing Victorians to now? I looked up and the first minister for children was only appointed in 2003, so they haven't really had an advocate in government until recently.</p>	<p>Rocks, Living things and their habitats</p>
<p>RE</p>	<p>St Mary's: T1 Y3/4 – D: Diwali – Would celebrating Diwali at home and in the community bring a feeling of belonging to the Hindu child? (Hinduism) T2 Y3/Y4 – UC: Incarnation – What is Trinity? (Christianity) 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)</p>	<p>St Mary's: T3 Y3/4 – D: Hindu beliefs. How can Brahman be everywhere and in everything? (Hinduism) T4 Y3/Y4 – UC: Salvation. Why do Christians call the day Jesus died, 'Good Friday?' (Christianity) 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)</p>	<p>St Mary's: T5 Y3/4 – D: Pilgrimage? Would visiting the Ganges feel special to a non-Hindu? (Hinduism) T6 Y3/Y4 – UC: Kingdom of God. When Jesus left, what was the impact of Pentecost?' (Christianity) 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)</p>
<p>ENGLISH</p>	<p>Narrative based on Viking invaders, writing a Roman or Norse myth, factual description of a Roman settlement, newspaper report 'from the time' about Viking invaders</p>	<p>Non-chronological report about Egyptian gods, narrative with a link to refugees (fleeing Egypt or another country),</p>	<p>Newspaper report about Mary Anning, letter explaining theory about dinosaur extinction, leaflet about</p>

YEAR B LKS2

		original ending to the story of Varjak Paw, newspaper report 'from the time'.	endangered birds, biography of Mary Anning, narrative based on a volcanic eruption
ORACY	<p>Physical: Have a range of subtle changes in tone, pitch and movement to suit different genres of talk.</p> <p>Linguistic: Use the subject specific language of different disciplines, e.g., talk like a scientist, historian, mathematician, tour guide.</p> <p>Cognitive: Use different thinking skills to engage with challenging material.</p>	<p>Physical: Have a range of subtle changes in tone, pitch and movement to suit different genres of talk.</p> <p>Linguistic: Select precise language and idiom to suit different audiences</p> <p>Cognitive: Use different thinking skills to engage with challenging material.</p> <p>Social and Emotional: Respond to and build on the feelings and views of others.</p>	<p>Physical: Have a range of subtle changes in tone, pitch and movement to suit different genres of talk.</p> <p>Linguistic: Use correct grammar when talking, using full sentences.</p> <p>Cognitive: Summarise an argument and identify good and bad arguments.</p> <p>Social and Emotional: Tell a story with no notes that engages an audience.</p>
MUSIC LINKS	<p>Term 1 – Year 3: Developing singing technique (Theme: Vikings)</p> <p>Term 2 – Year 3: Jazz</p>	<p>Term 3 – Year 4: Adapting and transposing motifs (Theme: Romans)</p> <p>Term 4 – Year 4: Haiku, music and performance (Theme: Hanami festival)</p>	<p>Term 5 – Instrumental lessons unit: Caribbean*</p> <p>Term 6 – Year 4: Rock and Roll</p>
ART/DT	<p>Art – Painting</p> <p>DT strand: Food</p> <p>Project idea:</p>	<p>Art – 3D or Prints</p> <p>DT strand: Structures</p> <p>Project idea: Bridge – Roman architecture</p>	<p>Art - Textiles</p> <p>DT strand: Mechanisms</p> <p>Project idea:</p>
COMPUTING		Coding	Data and impact of technology
JIGSAW / PSHE	<p>St. Mary's - T1- New Beginnings T2 - Good to be me</p> <p>St. Helen's - T1 - Me in my world T2 - Celebrating differences</p>	<p>St. Mary's - T3 - Getting on and falling out T4 - Relationships</p> <p>St. Helen's - T3 - Healthy me T4 - Relationships</p>	<p>St. Mary's - T5 - Going for goals T6 - SRE</p> <p>St. Helen's - T5 - Dreams and Goals T6 - Changing me</p>
PE Links			
MFL Links			
MATHS Links			