

YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	Civil Rights - The nature of prejudice and racism in USA and Britain. Look at ancient African cultures (Benin) and understand British attitudes toward Africa	Victorian Britain - How fair was Victorian society. Focus on a local study e.g. George Muller and impact of the Victorian Empire	Exploration - Impact of exploration on natural habitats. Should exploration cost the Earth?
PRODUCT OUTCOME	Product will show the nature of prejudice, racism and sexism and ways to combat these. Children will understand the benefits and challenges of diversity (idea - Speeches)	Product shows ways of defining and measuring poverty and inequality and the wider causes and effects of it. Children will understand inequality within and between societies and how these change. (idea - exhibition)	Product shows and understanding environmentally responsible living and global inequalities in ecological footprints (idea- Documentaries/ videos)
WHY/BRAVE CHANGEMAKER	Communication - Communicate effectively through a range of media about issues to suit subject, audience and purpose Use active listening skills. Cooperation and conflict resolution - Work cooperatively to solve problems or achieve goals Take on different roles in group work Employ effective strategies for repairing damaged relationships Recognise how different backgrounds, beliefs and personalities affect behaviour and world views	Self-awareness and reflection - Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally Managing change - Explore multiple perspectives and alternative visions of the future	Critical and creative thinking - Identify opinion and bias Evaluate media and range of voices Analysis assumptions Assess different viewpoints and present counter arguments Communication - Listen attentively, question and respond to others Communicate effectively through a range of media about issues to suit subject, audience and purpose Use active listening skills
RELATED TEXT	Young Heroes - Lula Bridgeport, Trash - Andy Mulligan, The Arrival - Shaun Tan	What Mr Darwin Saw - Mick Manning and Brita Granstrom, Street child	Shackleton's Journey - William Grill, Zathura - Chris van Allsburg
HISTORY	Benin Look at ancient African civilizations (Benin) Benin Vs 1600 Britain – Benin Vs Modern Britain (Did the transatlantic slave trade influence this change?) What can we learn from Benin plaques? Should they be returned?	Look at the Victorian period and reflect how fair it was: Areas to look at: The Empire – was it fair? The treatment of the poor (workhouses) – were they fair? Treatment of children – school and as orphans – link to local history project - George Muller/Muller house. (Year 2 prior learning – Mary Carpenter and ragged school)	History of exploration in South America and Antarctica. Look at the push/pull factors (causes) of exploration in these areas. Case study focus on Antarctica - Shackleton in Antarctica – causes and consequences (Antarctic Treaty of 1957) Link to modern impact of this historical exploration.
GEOGRAPHY	Mapping – using an atlas to locate African countries.	Mapping – British Empire Fieldwork – comparing rural Yate/Alveston vs Urban Bristol – population density, human / physical geographical features. Fieldwork - monitoring and observing the local environment and seeing the change over time from Victorian period.	Location/place - Identify South America’s environmental regions, key physical and human characteristics, climate and biomes, and major cities. Human geography – Push /pull factors that cause people to explore. What has been the impact (+/-) of exploration of Antarctica or the Amazon? Mapping - Locating areas on a map/atlas. Geographical skills - 6 figure grid references with teaching of latitude and longitude.
SCIENCE	Sight, light and shadow.	Micro-organisms, variation and adaptation, evolution	Space, Earth, Sun and Moon, gravity, parts of plants
RE	St Mary’s: T1 Y5/6 – AS What does it mean to be a Muslim in Britain today? (Islam) T2 Y5/6 – UC: What would Jesus do? AS: What matters most to Christians and humanists? (Christianity)	St Mary’s: T3 Y5/6 – UC: God. What does it mean (for Christians) if God is holy and loving? (Christianity) T4 Y5/6 – UC: Salvation. What difference does the resurrection make to Christians? (Christianity)	St Mary’s: T5 and 6 Y5/6 – D: Beliefs and moral values. Does belief in Akhirah (life after death) help Muslims lead good lives? (link to other faiths). AS – Unit 2.3 Islam.

	<p>St Helen's: T1 – Y5 Gospel. What would Jesus do? Y6 – What difference does it make to believe in Ahimsa, Grace and Ummah?</p> <p>T2 – Y5 Incarnation. Was Jesus the Messiah? Y6 – God. What does it mean if God is holy and loving?</p>	<p>St Helen's: T5 – Y3 What does it mean to be a Muslim in Britain today? (Islam). Y6 What do religions say to us when life gets hard? T4 – Y5 Salvation. What did Jesus do to save human beings? (Christianity) Y6 – Salvation. What did Jesus do to save human beings? (Christianity)</p>	<p>St Helen's: T5 – Y5 Is it better to express your religion in arts and architecture or generosity and charity? Y6 – Salvation. What did Jesus do to save human beings? (Christianity) T6 – Y5 Why do some people believe God exists? Y6 Creation. Creation and Science: conflicting or complimentary.</p>
ENGLISH	<p>Persuasive texts/speeches based on the ideas of the civil rights movement, newspaper articles</p>	<p>Persuasive text to make life better for the worst off in society, narrative based on 'A Christmas Carol', explanation text on various developments in the Industrial Revolution, narrative/playscript based on 'Frankenstein'.</p>	<p>Setting descriptions, discussion text about habitat destruction vs human progress, information or explanation text about sustainable energy sources. Poetry and narrative based on Ernest Shackleton or Roald Amudsen</p>
ORACY	<p>CONTEXT: Making speeches, performing speeches for a purpose, to persuade</p> <p>Physical: Confidently convey the context and genre.</p> <p>Linguistics: Use a wide range of vocabulary, idioms and expressions to suit any audience.</p> <p>Cognitive: Consider the level of understanding of an audience and adapt my language.</p>	<p>Physical: Control my voice and body with fluency and precision.</p> <p>Linguistic: Engage with ideas at a high level and express my ideas fluently in any setting.</p> <p>Cognitive: Marshal sophisticated arguments and use language and different genres of speech.</p> <p>Social and Emotional: Lead or chair a discussion in a range of contexts, making everyone feel involved.</p>	<p>Linguistic: In collaboration, develop the linguistic tools of others.</p> <p>Cognitive: Use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.</p> <p>Social and Emotional: Take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.</p>
MUSIC LINKS	<p>Term 1 – Year 5: South and West Africa</p> <p>Term 2 – Year 5: Looping and remixing</p>	<p>Term 3 – Year 5: Musical theatre</p> <p>Term 4 – Year 5: Composition to represent the festival of colour (Theme: Holi festival)</p>	<p>Term 5 – Year 5: Composition notation (Theme: Ancient Egypt)</p> <p>Term 6 – Year 6: Composing and performing a Leavers' song** (6 lessons)</p>
ART/DT	<p>Art - 3D – masks using mod roc</p> <p>DT strand: Food</p> <p>Project idea: A salad – children choose ingredients that link to their preferences</p>	<p>Art - painting – watercolours</p> <p>DT strand: Structure</p> <p>Project idea: Bridges – a bridge to hold a certain weight and span a certain gap</p>	<p>Art – you choose</p> <p>DT strand: Mechanisms</p> <p>Project idea: A device to help Shackleton with his exploration – to load the ship</p>
COMPUTING	E-Safety, programming		Media
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			