

YEAR B	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Peace and Conflict	Rights and Responsibilities	Global Neighbours
GLOBAL TOPIC/QUESTION	World Conflict - Look at examples of world conflicts (WW1 ad WW2) why did they occur and how can conflict be stopped? Understanding the importance of resolving conflict.	How do we make our voices heard? To understand how a lack of power and representation can result in discrimination and exclusion. How can we make a difference with our voices?	Is power a force for good? Why do we need global powers? Look at modern China and its growing importance and significance.
PRODUCT OUTCOME	Product will look at examples of conflicts past and present in own society and others. Children will understand the importance of resolving conflict fairly and the role of non-violent protests for social and political change. (idea -Museum/ exhibition)	Product will demonstrate how a lack of power and representation can result in discrimination and exclusion. Children will understand the power of collective action and role of social movements and governments in tackling injustice. (Ideas - Visit to Parliament and letter/visit from MP)	Product will demonstrate changing global forces and effects on people’s lives. Children will understand the impact of decisions made at local, national or global levels on people and the environment across national boundaries. (idea - Entrepreneurial project to sell along the Silk road)
WHY/BRAVE CHANGEMAKER	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	Making decisions - Identify and plan appropriate action(s) and opportunities to make own voice heard Challenge viewpoints which perpetuate inequality and injustice Reflect on learning from taking action.	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. Managing change - Adapt to new situations and explore new ways of seeing local and global issues
RELATED TEXT	My Secret War Diary - Marcia Williams, Blitzed - Robert Swindells, The Machine Gunners - Robert Westall, The Rabbits - John Marsden and Shaun Tan, Skyward - Sally Deng	Malala's Magic Pencil, Who let the God's out - Maz Evans, Welcome to nowhere - Elizabeth Laird, Queer Heros - Arabelle Sicardi, The Island - Armin Greder	Chinese Cinderella - Adeline Yen Mah, Queen of physics - Teresa Robeson, Stand up, stand out - Kay Woodward
HISTORY	What is the impact of war on children? How did events after WW1 lead to WW2? Kinder transport	What was the legacy of the Ancient Greeks on the world?	The Silk road and the impact of trade to the neighbouring countries – St Marys trade link to junior apprentice.
GEOGRAPHY	How did Britain change during the world wars? Link to Kinder transport to the USA – USA - The key geographical features	Greece - geographical features	China - The geographical features. Modern China and its growing importance and significant on the global stage. Include mountains and deserts that feature along the Silk Road.
SCIENCE	Reproduction in animals	Diet, drugs, exercise, lifestyle	Forces/Materials, classifying materials, electricity and circuits
RE	St Mary’s: T1 Y5/6 – UC Creation. Creation and science: conflicting or complementary? (Christianity) T2 Y5/6 – UC: Incarnation. Was Jesus the Messiah? (Christianity) St Helen’s: T1 – Y5 Gospel. What would Jesus do? Y6 – What difference does it make to believe in Ahimsa, Grace and Ummah? T2 – Y5 Incarnation. Was Jesus the Messiah? Y6 – God. What does it mean if God is holy and loving?	St Mary’s: T3 Y5/6 – D: Beliefs and practices. How far would a Sikh go for his / her religion? (Sikhism) T4 Y5/6 – UC: Salvation. What do Christians believe (What did) Jesus do to save humans? (Christianity) 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)	St Mary’s: T5 Y5/6 – D: Beliefs. Are Sikh stories still important today? (Sikhism) T6 Y5/6 – D: Prayer and worship. What is the best way for a Sikh to show commitment to God? (Sikhism) 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.
ENGLISH	Setting description, narrative based on a WW2 setting, poetry based on Sassoon and other WW1 poets, newspaper reports, including biased newspaper reports.	Non-chronological report or explanation text about democracy in the UK or in Ancient Greece, persuasive piece of writing aiming to change people's ids about a topic, discussion text based on a modern day issue, perhaps about diet and exercise and the government's role in this.	Rewriting a Chinese traditional story, poetry based on Chinese poetic forms, non-chronological reort about modern China or the Silk Road, narrative based on a trader travelling the Silk Road.

UKS2 YEAR B

ORACY	<p>Physical: Control my voice and body with fluency and precision.</p> <p>Linguistic: Deploy language with great precision and nuance.</p> <p>Cognitive: Consider the level of understanding of an audience and adapt my language.</p>	<p>CONTEXT: Taking part in a debate</p> <p>Physical: Confidently convey the context and genre.</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>Emotional and Social: Lead or chair a discussion in a range of contexts, making everyone feel involved.</p>	<p>Physical: Work collaboratively to teach others how to use their voice and body.</p> <p>Linguistic: In collaboration, develop the linguistic tools of others.</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 6: Songs of World War 2</p> <p>Term 2 – Year 5: Blues</p>	<p>Term 3 – Year 6: Film music</p> <p>Term 4 – Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</p>	<p>Term 5 – Year 6: Theme and variations (Theme: Pop Art)</p> <p>Term 6 – Year 6: Composing and performing a Leavers' song** (6 lessons)</p>
ART/DT	<p>Art - Painting – creating war propaganda posters</p> <p>DT strand: Structures</p> <p>Project idea: Make an Anderson shelter to protect an egg from attack</p>	<p>Art – Printing</p> <p>DT strand: Food</p> <p>Project idea: Greek food for a class party</p>	<p>Art – Textiles</p> <p>DT strand: Mechanisms</p> <p>Project idea: Camel game for Silk Road</p>
COMPUTING	E Safety	Programming – Kudo	Data and Media – Marketing to go alongside Global Powers
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			