

EYFS

Big question:

Term 3 – How do our actions make others feel?

Term 4 – What is fair?

Topic: Inspired by weekly core text

Global theme progression:

What is fair and unfair, the importance of caring and sharing. Knowing that our own actions have consequences.

Maxi Product:

Term 3 – preparing questions and interviewing policeman/fire fighter

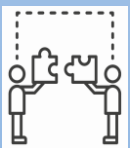
Term 4 – Make/decorate biscuits and cakes for a cake sale for charity.

Brave change-maker skills:

Empathy



Cooperation and conflict resolution



Self awareness and reflection



KS1

Big question: • How can we protect others? • What needs protecting in the world? • How do organisations such as RNLI and AMSA show responsibility and protect people at sea?

Topic: Grace Darling and RNLI, How can we protect the oceans.

Global theme progression:

Brave change maker skills: Managing change: Children will be able to describe feelings about changes in their own life and locality. Critical and Creative thinking: Children will ask different questions and consider the merits of different viewpoints.

Managing change



Critical and creative thinking



Maxi Product:

Term 3 mini product: Invite parents in for a poetry recital about oceans and seas. Term 4 maxi outcome: Create a video to explain how we can be responsible citizens with our marine environment to share with our local MP.

Vocabulary dozen: lighthouse, boat, ship, rescue, RNLI, wreck, lifeboat, heroine, captain, waves, passenger, storm, bravery

Trip/visit: RNLI representative to do a zoom visit

Whole School Connected Curriculum Theme: Rights and responsibilities

LKS2

Big question: What makes a good leader?

Topic: Celts and Romans

Global theme progression: To understand how a lack of power and representation can result in discrimination and exclusion. How can we make a difference with our voices?

Maxi Product:

Brave change-maker skill:

Brave Changemaker Focus

How young is too young to make our own choices?

Are we too young to make our own choices?

How to take part in making and changing rules in own class / school.

Uneven sharing of power and how some people are excluded from decision-making.

Empathy



Vocabulary: rights, responsibilities, discrimination, prejudice, democracy, dictatorship, Hierarchy, healthy, unhealthy,

Trip/visit:

UKS2

Big question: How do we make our voices heard?

Topic: Ancient Greece and democracy

Global theme progression: To understand how a lack of power and representation can result in discrimination and exclusion. How can we make a difference with our voices?

Maxi Product: Question to an councillor

Brave change-maker skills:

Making decisions



Vocabulary: ancient, democracy, legacy, discrimination, exclusion, power, responsibility

Trip/visit: Greek experience day with visitor