



Connected Curriculum Theme: Social Justice

Brave Changemakers Outcome: A campaign to promote donations to foodbanks

Our Big Question: What can we learn about fairness from different communities?

Learning questions:  
How did people live in the Stone Age?  
How fair was their society compared to Britain?  
How do Inuit communities live?  
How fair is their society compared to Britain?  
How is food shared between people in Britain?  
How can we decrease food waste?  
How can we support those without enough to eat?  
What is the role of food banks?



Some Facts (Knowledge & Understanding)	Skills
<p>During Term 3, we will think about how fair society is today. In History, we will then investigate life in the Stone Age during the Palaeolithic, Mesolithic and Neolithic periods and find out what we could learn from these times. In Geography, we will learn about the Arctic Circle and discover the Inuit people who live there. Again, we will see how they live and compare it to modern British society. We will again ask ourselves what we can learn from our studies in order to make Britain fairer nowadays. In Term 4, we will investigate food poverty in 21st Century Britain and ask ourselves what we could do to help. We then will think about any changes that we as a school community could make to live more fairly.</p> <p><b>Geography</b> – To know the eight points on a compass and know the direction of polar north. To know where North America is in the world and where the Arctic circle is located. To know the physical (Tundra) and human features of Alaska and compare to local area . To know the climate of the polar north and the threats to climate. To understand the human impact of climate change there.</p> <p><b>History</b> – To know the timeline and chronology of the Stone Age – including change over time, to know the three Stone Ages To know the differences and similarities between stone age and modern day organisation and lifestyle – hunter gatherer to farming, housing, tribal organisation and attitudes the environment and development of technology.</p>	<p><b>Making decisions</b> - Participate in decision making in school and contribute to well-being of the wider community. Share opinions and evidence on issues with others including decision-makers and elected representatives.</p> <p><b>Self awareness and reflection</b> - Explore reasons for negative feelings towards others and in new or difficult situations.</p> <div></div>

Key Vocabulary	
Society	Native
Hierarchy	Nomad
Equality	Indigenous
Inequality	Inuit
Community	Palaeolithic
Neolithic	Mesolithic

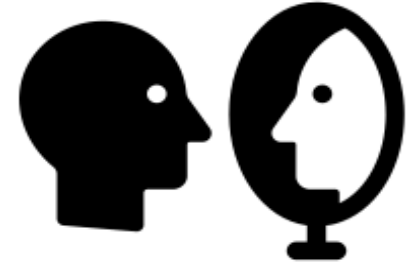
Subject	Spring Term Learning
Writing	<ul style="list-style-type: none"><li>- 'Ice Palace' and adventurous quest</li><li>- Development of plot creation; describing characters and placing them within a setting</li><li>- Refinement of non-fiction language feature</li><li>- Form and language of poetry</li></ul>
Reading Skills	<ul style="list-style-type: none"><li>- VIPERS: Vocabulary. Inference. Prediction. Explanation. Retrieval. Sequence and Summarising.</li><li>- A balance of story and non-fiction text that enhance learning in other curriculum subjects.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>- Multiplication and Division</li><li>- Length and perimeter</li><li>- Fractions</li><li>- Decimals</li></ul>
Science	<ul style="list-style-type: none"><li>- Term 3: Sound</li><li>- Term 4: Electricity</li></ul>
Religious Education	<ul style="list-style-type: none"><li>- Term 3: What do people believe about God?</li><li>- Term 4: Why do people pray?</li></ul>
Computing	<ul style="list-style-type: none"><li>- Development of computing skills</li></ul>
Physical Education	<ul style="list-style-type: none"><li>- Sport and dance</li></ul>
History	<ul style="list-style-type: none"><li>- The Stone Age (timeline, artefacts and inference)</li></ul>
Geography	<ul style="list-style-type: none"><li>- The Arctic circle (map work, fieldwork, comparison to the UK)</li></ul>
Art and DT	<ul style="list-style-type: none"><li>- Painting an animal inspired by Kenojuak Ashevak</li><li>- DT linked to topic</li></ul>
Jigsaw	<ul style="list-style-type: none"><li>- Term 3: Dreams and Goals</li><li>- Term 4: Healthy me!</li></ul>
French	<ul style="list-style-type: none"><li>- Progression in language skills</li></ul>



Critical and Creative Thinking



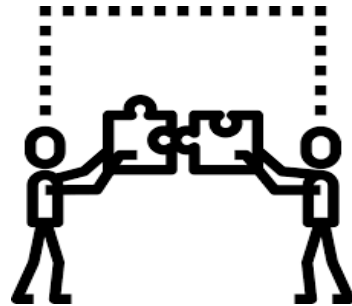
Empathy



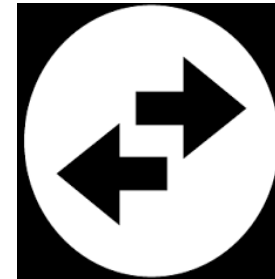
Self-Awareness and Reflection



Communication



Cooperation and Conflict Resolution



Managing Change



Making Decisions

This *Brave Changemakers* curriculum overview is given to **parents** and posted on the website each term (6x per year). The front side of the document will be set for a long term (3 terms) while the backside will be adapted for 'some' subjects. Copy in class for the **children** as reference to the theme outcomes and vocabulary e.g., poster or individual.