

Cycle A:

	Victorians		The Middle East		Space	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Science	Properties and changes of materials		Living things and their habitats	Forces	Earth & Space	Animals Including Humans
RE	What do Christians believe about wealth and poverty? Kingdom of God What kind of king is Jesus?	What does incarnation mean for Christians? Incarnation Was Jesus the Messiah?	Why are places of worship important for different religious believers?	Why and how do people pray? Christians, Jews and Muslims	What is the importance of community for believers? Judaism, Christianity, Buddhism	What do other faiths teach about care and respect for others? Gospel What would Jesus do?
History	Local History Study Theme- the industrial revolution Christian Values- humility, creation, endurance British Values-Individual liberty		A study of a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900 Christian Values- creation, wisdom, peace British Values-individual liberty, mutual respect of those with different faiths and beliefs		Theme- The space race Christian Values- creation	
Geography	Maps- World, Europe, United Kingdom (inc. Counties)	Maps- Ulverston- land use, patterns and changes (inc. Fieldwork- surveys and questionnaires)	Physical geography- where does the Middle East fit in? Christian Values- humility, compassion, peace. Justice British Values-individual liberty, mutual respect of those with different faiths and beliefs		Eastern Europe & USA Comparison study (inc earthquakes) Christian Values- compassion British Values- mutual respect of those with different faiths and beliefs	
Computing	6.2- Online Safety 6.6- Networks	6.3- Spreadsheets	6.1-Coding	6.5- Text Adventures	6.7 Quizzing	6.4- Blogging
Art	William Morris	Printing	Islamic art- patterns		North American Art	
DT	Making stamps	Victorian room models		Making soap & packaging		Moon buggies
Music	Living on a Prayer	Christmas	Benjamin Britten- New Year Carol	Happy	Space Songs	You've Got a Friend
French	Getting to know you		All About Ourselves		That's Tasty	

	Christian Values- Friendship British Values- mutual respect and tolerance of those with different faiths and beliefs					
PE	Dance- football Invasion Games- football	Gymnastics- body symmetry Fitness- circuit training	Swimming Netball	Swimming Dance- On the beach	OAA Gymnastics- group work Christian Values- Friendship	Athletics Cricket
PSHE & Citizenship	Media literacy and Digital resilience Evaluating media sources; sharing things online Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues Christian Values- Respect British Values- mutual respect, tolerance of those with different faiths and beliefs	Safe relationships Recognising and managing pressure; consent in different situations Christian Values- Friendship British Values- mutual respect	Belonging to a community Valuing diversity; challenging discrimination and stereotypes Christian Values- Respect British Values- mutual respect, tolerance of those with different faiths and beliefs	Money and Work Influences and attitudes to money; money and financial risks	Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage Growing and changing Human reproduction and birth; increasing independence; managing transitions Y6- Sex & relationships education Christian Values- Friendship British Values- mutual respect
Global Citizenship	<u>Identity and Belonging</u> - What does it mean to be British? How did the Victorian Era effect this? How would you feel if someone from another country came to rule our country?		<u>Identity and Belonging</u> - How does it feel to belong to a country? How is this part of your identity? How would you feel if you had to flee your country and move		<u>Identity and Belonging</u> -How did the space race make some people in the USA and the Soviet Union feel a sense of belonging?	

	<p>Social Justice- Were workers treated fairly during the industrial revolution? Has this changed?</p> <p>Conflict and Peace-How can we resolve conflicts in our classroom? How did the factory workers resolve conflicts?</p> <p>Rights and Responsibilities- What are our rights and responsibilities? How did Victorian workers 'fight' for their rights?</p> <p>Sustainable Development- What was the effect of the industrial revolution on the environment? How can we make changes to protect the environment? What has become more/ less sustainable since Victorian times?</p>	<p>somehow else? How could we help to make refugees feel like they belong?</p> <p>Social Justice- Are refugees treated fairly?</p> <p>Conflict and Peace- How does conflict effect people?</p> <p>Rights and Responsibilities-How are we responsible for other people, in our homes, school, town, county, world?</p> <p>Sustainable Development-</p>	<p>Social Justice- Are workers around the world treated fairly?</p> <p>Conflict and Peace-How can we live more peacefully?</p> <p>Rights and Responsibilities- What are the rights of children around the world today?</p> <p>Sustainable Development-What can we learn from space exploration?</p>
RRSA references	<p>Article 19- You have the right to be protected from being hurt and mistreated.</p> <p>Article 24- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 26- You have the right to help from the government if you are poor or in need.</p> <p>Article 27- You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 28- you have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 29- Your education should help you use and develop your talents and abilities.</p> <p>Article 31- You have the right to play and rest.</p> <p>Article 32- You have the right to protection from work that harms you and is bad for your health and education. If you work, you have the right to be paid fairly.</p> <p>Article 37- No-one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39- You have the right to help if you have been hurt, neglected or badly treated.</p>	<p>Article 8- You have the right to an identity- an official record of who you are. No-one should take this away from you.</p> <p>Article 10- If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p>Article 14- You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 22- You have the right to protection and help if you are a refugee.</p> <p>Article 30- You have the right to practice your own culture, language and religion- or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Article 38- You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p>	<p>Article 28- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 29- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.</p>

Cycle B	World War Two		Ancient Egypt		Our Changing World	
	Aut 1	Aut 2	Spr 1	Spr 2	Spr 1	Spr 2
Science	Animals including humans.	Light	Micro-organisms & classification	Evolution & Inheritance	Electricity	Scientists and inventors
RE	How do Christians demonstrate justice in their lives? People of God How can following God bring freedom and justice?	Why do Christians associate Christmas with peace? Incarnation	What do Old Testament stories teach about God? (Link with Judaism and Torah). God What does it mean if God is Holy and loving?	Easter. Was the crucifixion of Jesus a sacrifice? Salvation What did Jesus do to save human beings?	Why is the Holy Spirit important for Christians? (Pentecost)	What does it mean to be a religious believer in British society today? Explore other religions – Islam, Judaism, Buddhism Creation / Fall Conflicts with science
History	<p><i>A study of an aspect/ theme in British History beyond 1066- WW2</i> Include how the United Nations began and the UN charter link to RRS Christian Values- Hope, Compassion, Peace British Values-democracy, individual liberty, mutual respect, tolerance of those with different faiths and beliefs</p>		<p><i>A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</i> Christian Value- Compassion British Values- mutual respect, tolerance of those with different faiths and beliefs</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Leisure and Entertainment</p>	
Geography	<p>Focus- Locating allies and axis Use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>Focus- Evacuation Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including</p>	<p>Focus Egypt- desert, settlements and the use of The Nile. Use maps, atlases, globes and digital/computer mapping to locate countries. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Physical geography, including: climate zones, biomes and vegetation belts, rivers. Human geography, including: types of settlement and land use. Christian Value- Compassion British Values- mutual respect</p>		<p>Focus-Sustainability <i>Identifying human and physical characteristics of areas of the UK. Understand how some of these aspects have changed over time. Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</i> (inc. Coasts)</p>	

		hills, mountains, coasts and rivers). Christian Value-Service			Christian Value-Thankfulness, Wisdom	
Computing	5.2-Online Safety 5.4- Databases	5.1-Coding	5.7- Concept Maps	5.3- Spreadsheets	5.5- Game Creator	5.7- 3D modelling
Art	Technique-Collage Artist- Kurt Schwitters British Values-rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs		Techniques-pencil and charcoal for self portraits, clay Artist- David Hockney		Techniques-Street art and stencils- link to another fine fest/ sustainability etc Artist- Banksy, Falko Christian Value-Thankfulness, Wisdom	Visit to a gallery (Tate Liverpool)
DT	Anderson Shelters Christian Value-Koinonia	War-time food Rationing Recipes Dig for Victory Christian Value-Koinonia	Automata animals (desert animals)- cams		Felt Mobile Phone Cases Christian Value-Thankfulness, Wisdom	
Music	Classroom Jazz 1	Christmas	Ancient Egypt Songs	Fresh Prince of Bel Air	Dancing in the Street	Blackbird
French	School Life		All in a Day		This is France	
PE	-Dance- Dance Styles -Invasion Games- Hockey	-Gymnastics- Pair composition Christian Value-Friendship -Fitness-Circuit Training	-Swimming -Games-Netball	-Swimming -Dance- Why Bully Me? Christian Value-Friendship	-Games- Tag Rugby -Gymnastics- Press and Go	-Athletics- Heptathlon -Games-Rounders
PSHE	Families & Friendships -Managing friendships & peer influence	Respecting Ourselves and Others -Responding respectfully to a wide range of people;	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Growing and changing Personal identity; recognising individuality and

	<p>Safe Relationships -Physical contact & feeling safe</p> <p>Christian Value- Friendship, respect</p> <p>British Values- mutual respect</p>	<p>recognising prejudice and discrimination</p> <p>Christian Value- Friendship, respect</p> <p>British Values- mutual respect, tolerance of those with different faiths and beliefs</p>			<p>Belonging to a Community -Protecting the environment; compassion towards others</p> <p>Christian Value- Compassion</p> <p>British Values- mutual respect</p>	<p>different qualities; mental wellbeing</p> <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>Y6- Sex & relationships education.</p> <p>Christian Value- Friendship, respect</p> <p>British Values- individual liberty, mutual respect, tolerance of those with different faiths and beliefs</p>
Global Citizenship	<p>Identity and Belonging-What does it mean to be British? How would you feel if someone from another country came to rule our country? How would you feel if you needed to be evacuated?</p> <p>Social Justice-Were people treated fairly during WW2? Focus on Holocaust.</p> <p>Conflict and Peace- What were the negative effects of WW2?</p> <p>Rights and Responsibilities- How was the UN formed? Why was the UN charter created?</p> <p>Sustainable Development- What can we learn from the Dig For Victory campaign? Why is this more sustainable than buying produce from supermarkets?</p>	<p>Identity and Belonging- What beliefs and practises did Ancient Egyptians have which made them belong to their society?</p> <p>Social Justice- Were people treated fairly in Ancient Egypt?</p> <p>Conflict and Peace- How can we solve our DT problem solving challenges as a team?</p> <p>Rights and Responsibilities- Would you like to be an Ancient Egyptian pharaoh? What rights and responsibilities would this give you?</p> <p>Sustainable Development- How would you conserve water if you were living in a desert?</p>			<p>Identity and Belonging – What does it mean to be a British child growing up now? Would this idea differ if I asked the same question to a class in London?</p> <p>Social Justice- Are people treated fairly in the trade and production of the things you like to have?</p> <p>Conflict and Peace-How can people make their voice/ beliefs heard peacefully?</p> <p>Rights and Responsibilities- What are your responsibilities towards the Earth and sustainability? What can you do to help?</p> <p>Sustainable Development – How can you act locally to affect a global issue?</p>	

<p>RRSA references</p>	<p>Article 9 Children must not be separated from their parents unless it is in their best interests</p> <p>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>Article 17 Every child has the right to reliable information from the media.</p> <p>Article 20 If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.</p> <p>Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p>	<p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>Article 28 Every child has the right to an education</p> <p>Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p>	<p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 32 Governments must protect children from work that is dangerous or might harm their health or education</p> <p>Article 35 Governments must ensure that children are not abducted or sold.</p>
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