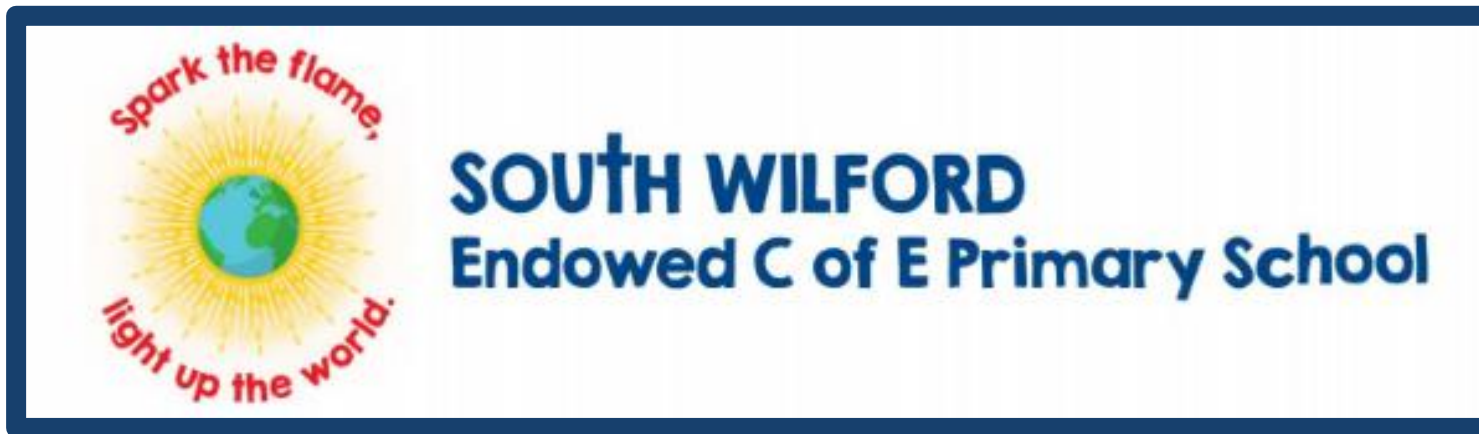


## Curriculum Overview



### Spirituality:

Children will explore spirituality through our Global and Ethically focused curriculum by engaging in learning experiences that encourage reflection, curiosity, and a sense of connection. The carefully chosen subject they encounter will provide opportunities to ask big questions, express their feelings, and consider values such as Bravery, Curiosity, Love and Respect and how they encounter Christianity and faith flourish as individuals. They will learn about the world in which we live and how it can inspire awe and responsibility, while developing empathy for different people and perspectives and guide their moral choices. Through creative subjects like art and music, they can express their inner thoughts and emotions in meaningful ways. When teachers create a supportive and inclusive environment, the curriculum becomes a space where children can develop a sense of identity, purpose, and belonging—key aspects of spiritual growth



## Nursery Curriculum Overview

|                                                   | Discover - Be Curious                                                                                                                                                             |                                                                                                                                                                    | Explore – Be Brave                                                                                                                                                                                                                                                    |                                                                                                                                                                                                          | Belong – Love and Respect                                                                                                                                                                           |                                                                                                                                                                                                                                                  |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | Autumn 1                                                                                                                                                                          | Autumn 2                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                              | Spring 2                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                         |
| <b>TOPIC</b>                                      | <b>Marvellous Me!</b>                                                                                                                                                             | <b>What's the Weather?</b>                                                                                                                                         | <b>Helping Hands</b>                                                                                                                                                                                                                                                  | <b>What is Spring?</b>                                                                                                                                                                                   | <b>Awesome Oceans</b>                                                                                                                                                                               | <b>What a wonderful world!</b>                                                                                                                                                                                                                   |
| <b>Core Texts</b>                                 | <ul style="list-style-type: none"> <li>You Choose</li> <li>Who Are You?</li> <li>Kitchen Disco</li> <li>Ready for Spaghetti</li> <li>The Family Book</li> <li>Hey You!</li> </ul> | <ul style="list-style-type: none"> <li>Leaf Man</li> <li>Hoot Owl</li> <li>Meet the Weather</li> <li>Maisy Mouse</li> <li>Shirley Hughes Poetry</li> </ul>         | <ul style="list-style-type: none"> <li>Clothesline Clues for Jobs People Do</li> <li>Who Works at Night?</li> <li>Building a Home</li> <li>Emergency! Awesome Engines</li> <li>You Can't Call an Elephant in an Emergency</li> <li>Mog and the Vee Eee Tee</li> </ul> | <ul style="list-style-type: none"> <li>Goldilocks</li> <li>The 3 Little Pigs</li> <li>Hansel and Gretel</li> <li>Jack and the Beanstalk</li> <li>Jasper's Beanstalk</li> <li>The Little Seed</li> </ul>  | <ul style="list-style-type: none"> <li>Shark in the Park</li> <li>Sea: a world beneath the waves</li> <li>Hooray for Fish</li> <li>Lost and Found</li> <li>Somebody Swallowed Stanley</li> </ul>    | <ul style="list-style-type: none"> <li>Walk Through the Jungle</li> <li>Polar Bear, Polar Bear, What Do You Hear?</li> <li>Monkey Puzzle</li> <li>Journey</li> <li>Martha Maps it Out</li> <li>Fruits: a Caribbean Counting Poem</li> </ul>      |
| <b>Communication and Language</b>                 | <ul style="list-style-type: none"> <li>Know colour, as well as objects by their function</li> <li>Repeat and request in 2 words</li> <li>Everyday words</li> </ul>                | <ul style="list-style-type: none"> <li>Simple questions and instructions</li> <li>Joining in with rhyme and song</li> <li>Short sentences of 2-3 words</li> </ul>  | <ul style="list-style-type: none"> <li>Focus on adults when they read or sing</li> <li>Concentrate for slightly longer periods</li> <li>Pronouns and prepositions</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Know and talk about familiar rhymes and books</li> <li>Responding to questions, phrases and conversations</li> <li>Express feelings, desires and needs</li> </ul> | <ul style="list-style-type: none"> <li>Listening and enjoying longer stories</li> <li>Know rhymes, stories and songs</li> <li>Paying attention and communicating with others around them</li> </ul> | <ul style="list-style-type: none"> <li>Starting conversations with an adult or friend, taking may turns to talk</li> <li>Expressing points of view and debating if they disagree</li> <li>To use talk to organise themselves and play</li> </ul> |
| <b>Personal, Social and Emotional Development</b> | <ul style="list-style-type: none"> <li>I'm special</li> <li>Marvellous me!</li> <li>People who are special to me</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Me and my friends</li> <li>Friends and family</li> <li>Including everyone</li> </ul>                                        | <ul style="list-style-type: none"> <li>People who help me and keep me safe</li> <li>Safety indoors and outdoors</li> <li>What's safe to go in my body</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Looking after myself</li> <li>Looking after others</li> <li>Looking after my environment</li> </ul>                                                               | <ul style="list-style-type: none"> <li>What does my body need?</li> <li>I can keep trying</li> <li>I can do it!</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Growing and changing in nature</li> <li>When I was a baby</li> <li>Girls. Boys and families</li> </ul>                                                                                                    |
| <b>Physical Development</b>                       | <ul style="list-style-type: none"> <li>Welly Walk</li> <li>Gymnastics</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Welly Walk</li> <li>Dance</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Welly Walk</li> <li>Gymnastics</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Welly Walk</li> <li>Games</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Welly Walk</li> <li>Dance</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Welly Walk</li> <li>Athletics</li> </ul>                                                                                                                                                                  |
| <b>Literacy</b>                                   | <ul style="list-style-type: none"> <li>Knowing some print</li> <li>New vocabulary from stories</li> <li>Making marks and meaning</li> </ul>                                       | <ul style="list-style-type: none"> <li>Range of texts including poetry</li> <li>Describing using new vocabulary</li> <li>Reading and mark making sounds</li> </ul> | <ul style="list-style-type: none"> <li>Knowing and repeating sounds</li> <li>Engaging in conversations about stories</li> <li>Controlling marks on a page</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Familiar rhymes, stories and songs</li> <li>Sequencing and retelling</li> <li>Letter shapes for initial sounds</li> </ul>                                         | <ul style="list-style-type: none"> <li>Rhyming words</li> <li>Applying new vocabulary in conversations about texts</li> <li>Correctly form some letters</li> </ul>                                  | <ul style="list-style-type: none"> <li>Knowing print can have different purposes</li> <li>Words with the same initial sounds</li> <li>Writing part or all of own name</li> </ul>                                                                 |
| <b>Maths</b>                                      | <ul style="list-style-type: none"> <li>Comparison</li> <li>Shape, Space and Measure</li> <li>Patterns</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Counting – number names</li> <li>Counting – ordering numbers</li> <li>Subitising</li> </ul>                                 | <ul style="list-style-type: none"> <li>Pattern</li> <li>Shape, Space and Measure</li> <li>Subitising</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Counting</li> <li>Shape, Space and Measure</li> <li>Patterns</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Counting</li> <li>Shape, Space and Measure</li> <li>Subitising</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Pattern</li> <li>Subitising</li> <li>Counting</li> </ul>                                                                                                                                                  |
| <b>Understanding the World</b>                    | <ul style="list-style-type: none"> <li>PPC: areas of the classroom</li> <li>TNW: our body and our food</li> <li>P&amp;P: family and changes</li> </ul>                            | <ul style="list-style-type: none"> <li>PPC: hot and cold places</li> <li>TNW: seasons and weather</li> <li>P&amp;P: celebrations</li> </ul>                        | <ul style="list-style-type: none"> <li>PPC: jobs people do</li> <li>TNW: looking after animals</li> <li>P&amp;P: changes over time</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>PPC: photographing objects</li> <li>TNW: life cycles and growing</li> <li>P&amp;P: stories</li> </ul>                                                             | <ul style="list-style-type: none"> <li>PPC: exploring objects</li> <li>TNW: our environment</li> <li>P&amp;P: photographs of the past</li> </ul>                                                    | <ul style="list-style-type: none"> <li>PPC: different places/maps</li> <li>TNW: respect and care for all living things</li> <li>P&amp;P: comparing and contrasting characters</li> </ul>                                                         |
| <b>Expressive Arts and Design</b>                 | <ul style="list-style-type: none"> <li>Creating with materials: The Creation Station</li> <li>Imaginative and expressive: Plan Do Review</li> </ul>                               | <ul style="list-style-type: none"> <li>Creating with materials: making sounds</li> <li>Imaginative and expressive: pretend play</li> </ul>                         | <ul style="list-style-type: none"> <li>Creating with materials: representing objects with increasing complexity</li> <li>Imaginative and expressive: expressing thoughts and feelings</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>Creating with materials: combining colours</li> <li>Imaginative and expressive: small world stories</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Creating with materials: creating with a range of tools and equipment</li> <li>Imaginative and expressive: using 'singing' voice</li> </ul>                  | <ul style="list-style-type: none"> <li>Creating with materials: materials are explored freely</li> <li>Imaginative and expressive: know and sing entire songs</li> </ul>                                                                         |
| <b>RE &amp; Global Citizenship</b>                | <ul style="list-style-type: none"> <li>Self-awareness and reflection</li> <li>Power and governance</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Identify, diversity and self esteem</li> <li>Empathy and respect</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Social justice and equity</li> <li>Challenging gender stereotypes</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>Critical and creative thinking</li> <li>Peace and conflict</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Cooperation</li> <li>Sustainable development</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Globalisation</li> <li>Concern for the environment</li> </ul>                                                                                                                                             |

## Reception Curriculum Overview



|                            | Autumn 1                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                              |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                      | Super Me!                                                                                                                                                                                                                                        | Let's Celebrate!                                                                                                                                                                                                                                                      | Dress to Impress                                                                                                                                                                                                                                 | Once upon a time...                                                                                                                                                                                                                                                   | Amazing Animals                                                                                                                                                                                                                                                                 | All Aboard!                                                                                                                                                                                                                                           |
| Core Texts                 | <ul style="list-style-type: none"> <li><i>Funnybones</i></li> <li><i>Michael Recycle</i></li> <li><i>Handa's Surprise</i></li> <li><i>Paper Dolls</i></li> </ul>                                                                                 | <ul style="list-style-type: none"> <li><i>Percy Parkkeeper: After the Storm</i></li> <li><i>Owl Babies</i></li> <li><i>Penguin Small</i></li> <li><i>Threadbear / Old Bear</i></li> </ul>                                                                             | <ul style="list-style-type: none"> <li><i>The Elves &amp; Shoemaker</i></li> <li><i>My Mother's Sari</i></li> <li><i>Sparkle Boy</i></li> <li><i>Pants! &amp; More Pants!</i></li> </ul>                                                         | <ul style="list-style-type: none"> <li><i>3 Little Pigs</i></li> <li><i>Goldilocks and the 3 Bears</i></li> <li><i>Jack and the Beanstalk</i></li> <li><i>Nursery Rhymes</i></li> </ul>                                                                               | <ul style="list-style-type: none"> <li><i>Very Hungry Caterpillar</i></li> <li><i>Dear Zoo</i></li> <li><i>The Great Kapok Tree</i></li> <li><i>Farm Non-fiction books</i></li> </ul>                                                                                           | <ul style="list-style-type: none"> <li><i>The Sandcastle</i></li> <li><i>Pirate Pete</i></li> <li><i>Hundred Decker Bus</i></li> <li><i>Naughty Bus</i></li> </ul>                                                                                    |
| Literacy                   | <ul style="list-style-type: none"> <li>Read &amp; write own name</li> <li>Listen to &amp; join in with stories</li> <li>Write labels &amp; lists</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Poems, rhyme, onomatopoeias</li> <li>Non-fiction books</li> <li>Write speech bubbles &amp; cards</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Use adjectives and alliteration</li> <li>Non-fiction and facts</li> <li>Write simple captions</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Sequence/ retell traditional tales</li> <li>Letters from story characters</li> <li>Write recipe instructions</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Repeating text patterns</li> <li>Animal poetry</li> <li>Write sentences to retell stories</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Senses poetry</li> <li>Describe story settings</li> <li>Write imaginative stories</li> </ul>                                                                                                                   |
| Maths                      | <b>White Rose "Just Like Me!"</b> <ul style="list-style-type: none"> <li>Match &amp; sort</li> <li>Compare amounts, size, weight &amp; capacity</li> <li>Exploring pattern</li> </ul>                                                            | <b>White Rose "1, 2, 3", Light &amp; Dark"</b> <ul style="list-style-type: none"> <li>Representing, comparing and composition numbers 1-5</li> <li>One more/one less</li> <li>Circles, triangles &amp; quadrilaterals</li> </ul>                                      | <b>White Rose "Alive in 5",</b> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing /composition 0 to 5</li> <li>Compare weight &amp; capacity (II)</li> <li>Length &amp; height; time</li> </ul>                         | <b>White Rose "Growing 6, 7, 8", "Building 9 &amp; 10"</b> <ul style="list-style-type: none"> <li>Combining 2 groups; bonds to 10</li> <li>Comparing/ composition of 0- 10</li> <li>3D shape; pattern</li> </ul>                                                      | <b>White Rose "To 20 &amp; Beyond!", "First, then, now"</b> <ul style="list-style-type: none"> <li>Building numbers/counting past 10</li> <li>Adding and Subtracting</li> <li>Spatial reasoning</li> </ul>                                                                      | <b>White Rose "Find my Pattern", "On the Move!"</b> <ul style="list-style-type: none"> <li>Doubling, sharing, grouping</li> <li>Even &amp; odd; patterns</li> <li>Spatial reasoning (II)</li> </ul>                                                   |
| Understanding the World    | <b>Past &amp; Present:</b> Babies; human life cycle<br><br><b>Culture &amp; Communities:</b> compare Handa's village to Wilford; respect different people / families<br><br><b>The Natural World:</b> our bodies/ keeping healthy; fruit tasting | <b>Past &amp; Present:</b> compare old and new toys, similarities/differences<br><br><b>Culture &amp; Communities:</b> explore different religious celebrations<br><br><b>The Natural World:</b> Seasons & weather; nocturnal animals; polar regions/ ice experiments | <b>Past &amp; Present:</b> fashions over time; clothes for different roles in society<br><br><b>Culture &amp; Communities:</b> clothes for different cultures/religions; Chinese New Year<br><br><b>The Natural World:</b> materials experiments | <b>Past &amp; Present:</b> how homes have changed /got more technology<br><br><b>Culture &amp; Communities:</b> different types of homes around the world<br><br><b>The Natural World:</b> Growing plants – beanstalks; changing states of matter (porridge and clay) | <b>Past &amp; Present:</b> talk about own pets, and those of people they know<br><br><b>Culture &amp; Communities:</b> protecting the Amazon rainforest<br><br><b>The Natural World:</b> caterpillar life cycles; mini-beast hunts; different animal habitats (farm/rainforest) | <b>Past &amp; Present:</b> seaside holidays then & now<br><br><b>Culture &amp; Communities:</b> local area (trip to river), seaside locations<br><br><b>The Natural World:</b> oceans & rivers; scientific processes (magnets / floating and sinking) |
| Expressive Arts and Design | <ul style="list-style-type: none"> <li>Painting (self-portraits)</li> <li>Cutting &amp; joining (artstraw/ split-pin skeletons)</li> <li>Oil pastels (<i>Handa's Surprise</i> art)</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Splatter painting (fireworks)</li> <li>Colour mixing (Autumn/Winter)</li> <li>Collage (owls/ polar animals)</li> <li>Cutting/joining (Christmas crafts)</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Collages (special clothes)</li> <li>Threading/sewing/weaving</li> <li>Box models (washing machines)</li> <li>Pattern printing</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Flowers observational paintings</li> <li>Pipe cleaner/tissue flowers</li> <li>Box model (3 pigs houses)</li> <li>Clay (bowls for Goldilocks)</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Symmetry painting (butterflies)</li> <li>Clay (minibeasts)</li> <li>Lift the flap pictures (<i>Dear Zoo</i>)</li> <li>Watercolours (<i>Rosseau Tiger</i>)</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Box model (buses and boats)</li> <li>Wax resistant pictures (sea)</li> <li>Seaside collages</li> <li>Pirate treasure maps</li> </ul>                                                                           |
| Global Citizenship         | <ul style="list-style-type: none"> <li>Self-Awareness &amp; reflection</li> <li>Power &amp; Governance</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Identity, diversity &amp; self-esteem</li> <li>Empathy and respect</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>Social justice &amp; Equity</li> <li>Challenging gender stereotypes</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Critical &amp; Creative thinking</li> <li>Peace &amp; Conflict</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Cooperation</li> <li>Sustainable development</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Globalisation &amp; concern for the environment</li> </ul>                                                                                                                                                     |
| PSED (SCARF)               | <b>SCARF: Growing &amp; Changing</b><br>Me & my body<br>Keeping healthy<br>Human life cycle and families                                                                                                                                         | <b>SCARF: Keeping Myself Safe</b><br>Stay safe indoors & out (fireworks)<br>Anti-bullying week<br>(Different religious/cultural festivals)                                                                                                                            | <b>SCARF: Valuing Difference</b><br>Religious/cultural clothing<br>Challenging gender stereotypes<br>(NSPCC Pantasaurus)                                                                                                                         | <b>SCARF: Being My Best</b><br>Bouncing back if things go wrong<br>Yes I can!<br>(Growth Mindset)                                                                                                                                                                     | <b>SCARF: Me &amp; My Relationships</b><br>My Feelings<br><i>The Bad Tempered Ladybird, Farmer Duck, The Lion who wanted to Love</i>                                                                                                                                            | <b>SCARF: Rights &amp; Responsibilities</b><br>Caring for our world<br>Looking after money<br>(Staying safe in the sun/water)                                                                                                                         |
| RE                         | Who are we & how do we belong?<br>Class prayer area, local church                                                                                                                                                                                | What times are special & why?<br>(Diwali, Hannukah, Christmas)                                                                                                                                                                                                        | Which people are special & why?<br>Religious clothes, Joseph's Coat                                                                                                                                                                              | Which stories are special & why?<br>Easter and Holi celebrations                                                                                                                                                                                                      | How we care for living things/ Earth?<br>Animals in Buddhism, Islam, Christianity                                                                                                                                                                                               | What places are special & why?<br>Different places of worship                                                                                                                                                                                         |
| PD                         | <b>Gym:</b> Superhero movement, fundamental movement skills                                                                                                                                                                                      | <b>Dance:</b> fireworks, weather, toys, leaves, penguins/polar bears                                                                                                                                                                                                  | <b>Gym:</b> travelling, jumping, rolling, climbing along apparatus                                                                                                                                                                               | <b>Games:</b> aiming, throwing, kicking, catching balls                                                                                                                                                                                                               | <b>Dance:</b> <i>Ugly Bug Ball, Animal Bop, Going on a Bear Hunt, Parachute</i>                                                                                                                                                                                                 | <b>Athletics:</b> field & track athletics                                                                                                                                                                                                             |



## Year 1 Curriculum Overview

| <b>Autumn Term – Discover</b><br>Be Curious & Encounter Jesus                                                                                                                                                                                                                                                                                                                                 | <b>Spring Term – Explore</b><br>Be Brave – Do the things He Did                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Summer Term – Belong</b><br>Love and Respect – Become Like Him                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>This Old House:</b> <ul style="list-style-type: none"> <li>• What were homes like in the past?</li> <li>• Homes within living memory and beyond</li> <li>• Exploring artefacts and real-life accounts</li> <li>• Use primary sources and photographs</li> <li>• Create time lines</li> </ul>                                                                                               | <b>Where did the Dinosaurs Go:</b> <ul style="list-style-type: none"> <li>• To identify the countries and capitals of the UK using maps and atlases</li> <li>• To research about dinosaurs &amp; create information texts.</li> <li>• To identify different dinosaur habitats (beach, forest, sea/ocean linked to places located in the UK and identify on a map)</li> <li>• To identify places in the UK where fossils have been found (Link to countries and capital cities of the UK).</li> <li>• To create a dinosaur museum to show case learning</li> </ul> | <b>Happy ever After:</b> <ul style="list-style-type: none"> <li>• Fairytales and non-traditional versions</li> <li>• Challenging stereotypes</li> <li>• Explore the characters in fairy tales, e.g. the good and bad characters</li> <li>• Explore newer versions of fairytales with different characters</li> <li>• To discuss the roles men and women have in fairy tales and read stories that challenge this</li> <li>• To read and enjoy fairy tales from around the world</li> </ul> |
| <b>People who Help Us:</b> <ul style="list-style-type: none"> <li>• Exploring people who help us today- police, doctors, nurses, fire service etc.</li> <li>• People who helped in the past, lives of significant individuals in the past- Florence nightingale and Mary Seacole</li> <li>• Events beyond living memory</li> <li>• Police, Fire service, nurses</li> </ul>                    | <b>All Creatures Great and Small:</b> <ul style="list-style-type: none"> <li>• To research about animals, including their classification.</li> <li>• Where do animals live and why - UK</li> <li>• Investigate the micro-habitats around school, e.g. the pond and forest schools area</li> <li>• To use simple maps of school - Orienteering</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>                                                                                                                            | <b>Can I make a Difference:</b> <ul style="list-style-type: none"> <li>• looking after myself and the environment</li> <li>• To explore our school environment</li> <li>• To find out about ways to keep ourselves healthy and why what we eat is important</li> <li>• Know why bee and other pollinators are so vital in our eco system</li> <li>• Know the dangers facing bees and how we can help – link to community action week</li> </ul>                                            |
| <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Identity, diversity, self-esteem &amp; uniqueness,</li> <li>• Basic needs for human life. Self-awareness</li> <li>• Changing rules in your own class.</li> <li>• Conflict: Why do we fight?</li> <li>• Social justice and Equity: Fair &amp; unfair/caring sharing.</li> <li>• Two sides to a story</li> </ul> | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Discuss extinction</li> <li>• Empathy for other living creatures</li> <li>• Communication</li> <li>• Informed and reflective action -What can children do to make a difference? Explore age and influence.</li> <li>• Belief that people can bring about change</li> <li>• Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                 | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Human rights, power and governance</li> <li>• Empathy</li> <li>• Communication</li> <li>• Informed and reflective action</li> <li>• Sense of identity</li> </ul>                                                                                                                                                                     |



## Year 2 Curriculum Overview

| <b>Autumn Term – Discover</b><br>Be Curious & Encounter Jesus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Spring Term – Explore</b><br>Be Brave – Do the things He Did                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Summer Term – Belong</b><br>Love and Respect – Become Like Him                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Fire and Fever:</b> <ul style="list-style-type: none"> <li>Great Fire of London</li> <li>The Great Plague</li> <li>What was London/England like at this point in History?</li> <li>What happened and Why?</li> <li>Exploring how different social groups were affected by the fire.</li> <li>How were the poor and rich impacted differently? Deprivation and Poverty.</li> <li>How has London and the fire service changed?</li> <li>The Gunpowder plot</li> <li>Link to Boots the Chemist- Nottingham</li> <li>Tudor and Stuart Britain</li> <li>Frank Bailey – Britain's first black firefighter</li> <li>Digital History Focus: How Christmas and other Celebrations were influenced by the Victorians. Look at Victorian life and compare with now.</li> </ul> | <b>Humans Vs Animals:</b> <ul style="list-style-type: none"> <li>Are humans more important than animals?</li> <li>How is wildlife impacted by growth of cities, houses, roads?</li> <li>What is more important, growth of economy or animals?</li> <li>Focus on the Arctic and Borneo (building from EYFS) &amp; Deforestation (Orangutans)</li> <li>God's beautiful creation- What would God say about what is happening to animal habitats?</li> <li>Conservation and the impact of humans on the earth</li> <li>Study the impact of humans on our global wildlife population. Declining number of species and how organisations work on this. This will be balanced by studying how people are driven to use hunting, poaching and farming to survive. Consider the impact of conservation on the native tribes who live in the areas affected.</li> <li>Learn about animal conservation projects</li> <li>Yorkshire Wildlife Park – Polar Bears</li> </ul> | <b>World Party:</b> <ul style="list-style-type: none"> <li>Celebrations around the world and why are they celebrated?</li> <li>Festivals, traditions, carnivals similarities and differences around the world.</li> <li>How do people around the world celebrate what is important to them?</li> <li>Which festivals are important to particular religions and the customs linked to them.</li> <li>Study a festival in depth: The festival of Songkran in Thailand, Chiang Mia flower Festival, Wesak, Carnival in Brazil, Nottingham</li> <li>Festivals linked to the bible.</li> <li>Study a religious festival from another Faith.</li> </ul> |
| <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>Social Justice and Equity</li> <li>Human Rights</li> <li>Power and Governance</li> <li>Empathy</li> <li>Respect for people</li> <li>Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>Sustainable development</li> <li>Empathy</li> <li>Communication</li> <li>Informed and reflective action</li> <li>Concern for the environment and commitment to sustainable devt</li> <li>Belief that people can bring about change</li> <li>Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>Identity and diversity</li> <li>Social justice and equality</li> <li>Communication</li> <li>Sense of identity</li> <li>Respect for people and human rights</li> <li>Commitment to participation and inclusion</li> </ul>                                                                                                                                                                                                                                                                                                                                             |



## Year 3 Curriculum Overview

| <b>Autumn Term – Discover</b><br>Be Curious & Encounter Jesus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Spring Term – Explore</b><br>Be Brave – Do the things He Did                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Summer Term – Belong</b><br>Love and Respect – Become Like Him                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Place Invaders:</b> <ul style="list-style-type: none"> <li>• The Vikings:</li> <li>• Link to modern invasion of countries and the Impact on people and where they live.</li> <li>• What happened to the people that were native to Britain (The Anglo Saxons).</li> <li>• Where does this sit in a World History timeline.</li> <li>• Why did they leave Scandinavia?</li> <li>• Where else did the Vikings go?</li> <li>• What was the impact on Britain?</li> <li>• What were the roles of Women during this time?</li> <li>• Were the Vikings religious? Paganism and the growth of Christianity.</li> </ul> | <b>The Great Food Debate:</b> <ul style="list-style-type: none"> <li>• Where does our food come from? Understand the continents and trade routes to learn world geography.</li> <li>• How does climate affect food production? The impact on the environment.</li> <li>• What is the impact of eating meat/fish and industrial farming on our environment?</li> <li>• Supermarket plastic and sustainability</li> <li>• Food shortages, distribution of natural resources.</li> <li>• Look at the impact that fair trade has had on the lives of farmers. What is the financial impact of importing food from around the world.</li> <li>• Digital History Project: Mayans – the civilisation and link to chocolate origins</li> <li>• Looking at the different multi-cultural foods in Britain. Remind about festival foods from Year 2- What is kosher, Halal etc. How does food reflect identity.</li> </ul> | <b>Fashion Forward:</b> <ul style="list-style-type: none"> <li>• Sustainability and clothing- should we spend more on quality, re-use, mend, recycle?</li> <li>• Impact of fast fashion on the environment.</li> <li>• How are these clothes made so cheaply?</li> <li>• What is the impact on those working to make the clothes in other countries?</li> <li>• Ethics and fair trade.</li> <li>• Clothes that are special to us - How clothing is linked to identity including stereotypes, gender and culture.</li> <li>• Sharewear charity drive- raise money and collect clothes for the charity. Meet representatives from the charity.</li> <li>• Fashion designers- Paul Smith and the Lace Market. Meet local sustainable designers.</li> </ul> |
| <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Peace and conflict</li> <li>• Human rights</li> <li>• Power and governance</li> <li>• Globalisation and interdependence</li> <li>• Sense of identity</li> <li>• Social justice and equity</li> <li>• Co-operation and conflict resolution</li> </ul>                                                                                                                                                                                                                                                                                | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Globalisation and interdependence</li> <li>• Sustainable development</li> <li>• Power and governance</li> <li>• Communication</li> <li>• Informed and reflective action</li> <li>• Concern for the environment</li> <li>• Commitment to sustainable development</li> <li>• Belief that people can bring about change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Identity and diversity</li> <li>• Human rights</li> <li>• Critical and creative thinking</li> <li>• Self-awareness and reflection</li> <li>• Sense of identity</li> <li>• Respect for people and human rights</li> <li>• Value diversity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |



## Year 4 Curriculum Overview

| <b>Autumn Term – Discover</b><br>Be Curious & Encounter Jesus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Spring Term – Explore</b><br>Be Brave – Do the things He Did                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Summer Term – Belong</b><br>Love and Respect – Become Like Him                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Cities at War:</b> <ul style="list-style-type: none"> <li>• The impact of WW2 on Nottingham local history The Blitz and key events.</li> <li>• How are today's wars different?</li> <li>• What is a refugee - How do refugees today compare to evacuees in WW2?</li> <li>• The Holocaust- Why did this prejudice exist and do we still see prejudice today?</li> <li>• Is war always the wrong decision- What would God say about war? Where do we see conflict today?</li> <li>• How did propaganda impact Britain during the war- How do we know what to believe in the media?</li> <li>• Involvement of different countries supporting the Allies including Sikh and Muslim soldiers</li> <li>• Evacuee experience at Beaumanor</li> <li>• Digital History Project: Roman Empire and the invasion of Britain (Septimus Severus and Julius Ceaser) comparison with WW2 – why was Hitler never successful at invading Britain?</li> </ul> | <b>The Story of a River:</b> <ul style="list-style-type: none"> <li>• River Trent study Source to Mouth - compare with another river in a contrasting part of the world.</li> <li>• Locations of major Rivers around the World – why are so many major cities next to rivers?</li> <li>• Mechanics of river formation- erosion and features.</li> <li>• Flooding- why does it happen and are we seeing more flooding?</li> <li>• Look at flood defences in Wilford Village- Bee bank</li> <li>• What is the impact of flooding on local communities, wildlife etc?</li> <li>• Where do we see flooding across the world and why?</li> <li>• Environment agency link – Severn Trent Visit</li> <li>• The Water Cycle</li> <li>• Local history (canals)</li> <li>• Study of the Ganges- What is the importance of the river to Hindus? How does the river influence life?</li> <li>• What spiritual meaning do rivers have in some faiths?</li> </ul> | <b>Settle Down:</b> <ul style="list-style-type: none"> <li>• Belonging to a place</li> <li>• Refugees and displaced people.</li> <li>• Why people leave their homes: war, poverty, famine, desire to travel, pilgrimage, adventure, opportunity</li> <li>• Homelessness - William Booth and the salvation army</li> <li>• The story of Malala</li> <li>• Why are some people afraid of other religions?</li> <li>• The Windrush generation, how were they accepted?</li> <li>• How are immigrants treated in Britain today and in the past?</li> <li>• What does the bible say about refugees?</li> <li>• Is it Britain's responsibility to support refugees?</li> </ul> |
| <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Social Justice and equity</li> <li>• Globalisation and interdependence</li> <li>• Peace and conflict</li> <li>• Human rights</li> <li>• Power and governance</li> <li>• Communication</li> <li>• Co-operation and conflict resolution</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Sustainable development</li> <li>• Empathy</li> <li>• Communication</li> <li>• Informed and reflective action</li> <li>• Concern for the environment and commitment to sustainable development</li> <li>• Belief that people can bring about change</li> <li>• Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Peace and conflict</li> <li>• Human rights</li> <li>• Respect for people and human rights</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |



## Year 5 Curriculum Overview

| <b>Autumn Term – Discover</b><br>Be Curious & Encounter Jesus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Spring Term – Explore</b><br>Be Brave – Do the things He Did                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Summer Term – Belong</b><br>Love and Respect – Become Like Him                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>The Space Race:</b> <ul style="list-style-type: none"> <li>• The history of the space race - When it took place and which countries were involved? Why was it such a significant point in history?</li> <li>• What was happening in the US and Russia at the time?</li> <li>• Is it a waste of money exploring space?</li> <li>• Look at women and diversity in space exploration (Mae Jemison, Helen Sharma, Hidden Figures).</li> <li>• What does the bible say about the universe? What about science? How do these different ideas</li> <li>• Digital History Focus - Stone Age to space age . A timeline focus to understand chronological human development. Create visual representation of human history, marking the most significant moments and the points learned through the SW curriculum</li> </ul> | <b>Fragile Earth:</b> <ul style="list-style-type: none"> <li>• Natural disasters and Physical geography Volcanoes, hurricanes earthquakes, wild fires, drought. Which are natural and which are caused by human influence? what is the impact on natural disasters of human activity (climate change)</li> <li>• Mountains, formation and plate tectonics</li> <li>• Rainforests and deforestation – Palm Oil</li> <li>• Continents- p, hemispheres</li> <li>• North and South poles, Latitude/Longitude</li> <li>• Impact of Human activity on Rainforests</li> <li>• Does religion encourage people to help bring about positive change and to look after the Earth?</li> </ul> | <b>The Stereotype Challenge:</b> <ul style="list-style-type: none"> <li>• What are Stereotypes and why do they exist?</li> <li>• Different types of stereotyping- religious, gender, mental health, disability, age, faith etc. How does this impact where people work, what they do?</li> <li>• The 9 Protected Characteristics.</li> <li>• Link to Year 3 fashion forward topic and how people dress- should we wear what we want? Joint Tie Dye project.</li> <li>• How do we discriminate against different groups of people- those with disabilities? How do we include everyone and create equity?</li> <li>• Do we have an inclusive approach in our school. Could we improve this?</li> <li>• Difference between equity and equality</li> <li>• Who are we aware of that have a disability?</li> <li>• How have women been discriminated against in the past?</li> <li>• The Suffragettes movement.</li> </ul> |
| <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Globalisation and interdependence</li> <li>• Peace and conflict</li> <li>• Power and governance</li> <li>• Communication</li> <li>• Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Sustainable devt</li> <li>• Concern for the environment</li> <li>• Belief that people can bring about change</li> <li>• Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Human rights</li> <li>• Self awareness and reflection</li> <li>• Respect for people and human rights</li> <li>• Valuing diversity</li> <li>• Commitment to participation and inclusion</li> <li>• Belief that people can bring about change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## Year 6 Curriculum Overview

| <b>Autumn Term – Discover</b><br>Be Curious & Encounter Jesus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Spring Term – Explore</b><br>Be Brave – Do the things He Did                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Summer Term – Belong</b><br>Love and Respect – Become Like Him                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Digging for Treasure:</b> <ul style="list-style-type: none"> <li>• The Ancient Greeks:</li> <li>• When and where - timeline?</li> <li>• The City States.</li> <li>• What do Greek Myths teach us about them?</li> <li>• What impact did they have on the rest of the world?</li> <li>• Ownership of world treasures- museums &amp; The Elgin Marbles.</li> <li>• How were women viewed by the Greeks? The Myths and legends and how women were portrayed</li> <li>• Politics and birth of Democracy</li> <li>• Significant Battles and the Olympics. Who was Alexander the Great?</li> <li>• Multiple religions in Ancient Greece. Why did they believe in more than one God? Which religions do this today? Are myths and legends religious?</li> <li>•</li> </ul> | <b>Oceans Apart:</b> <ul style="list-style-type: none"> <li>• The Five oceans and their locations on the globe</li> <li>• Understanding the features and layers of oceans.</li> <li>• What is a sea?</li> <li>• The effect of human activity on them; Pollution of the seas.</li> <li>• Danger to sea life. Climate change (Seas getting warmer, melting ice caps, rising sea level- link to flooding in year 4</li> <li>• The Southern Ocean and the King Penguins</li> <li>• The importance of clean water and plastic pollution.</li> <li>• What happens to plastic in this country?</li> <li>• What would God say about how humans are polluting the planet?</li> </ul> | <b>We all Matter:</b> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Fighting for equality/equity, particularly for ethnic minorities.</li> <li>• The distribution of wealth and resources.</li> <li>• Human rights and the unicef rights of the child</li> <li>• UN convention on rights of the child</li> <li>• What is happening in other parts of the world?</li> <li>• Understanding the value and importance of diversity in UK.</li> <li>• Stories of those in our community who have experienced discrimination.</li> <li>• Digital History Focus: study of Ancient Egypt including slavery and human rights – how were the pyramids built?</li> </ul> |
| <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Globalisation and interdependence</li> <li>• Peace and conflict</li> <li>• Human rights</li> <li>• Power and governance</li> <li>• Communication and conflict resolution</li> <li>• Ability to manage complexity and uncertainty</li> <li>• Respect for people and human rights</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Sustainable development</li> <li>• Concern for the environment</li> <li>• Commitment to participation</li> <li>• Belief that people can bring about change</li> <li>• Ability to manage complexity and uncertainty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <b>Global, Ethical and Spiritual:</b> <ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Human rights, power and governance</li> <li>• Empathy</li> <li>• Communication</li> <li>• Informed and reflective action</li> <li>• Sense of identity</li> <li>• Commitment to social justice and equity</li> <li>• Respect for people and human rights</li> <li>• Value diversity</li> <li>• Commitment to participation and inclusion</li> </ul>                                                                                                                                                                         |

