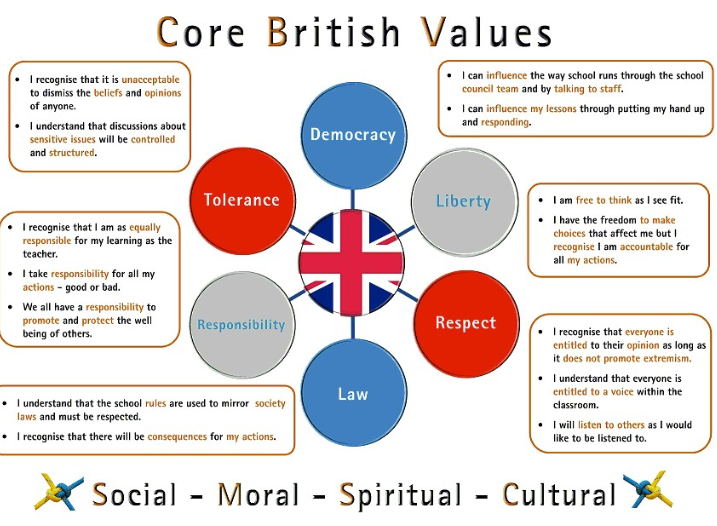
******ST MARY’S R.C. PRIMARY SCHOOL**

**CURRICULUM OVERVIEW – SMSC/ENQUIRY BASED LEARNING**

All topics follow a Literacy-based curriculum, using quality texts. **Each topic has an overarching question (iWonder) to link and give purpose to learning. This is to be the topic title and should be visible in class.** The only difference to this is that EYFS do not have questions for their topics. SMSC links are made throughout topics using debating structures, participating in local community events / cultural events, allowing children time to process ethical and moral questions, giving children time to be thoughtful, imaginative and creative. EYFS incorporate SMSC into all areas of their learning. The Beatitude of the Term is to be introduced into class Collective Worship sessions from Spring 2 onwards.



**Definition of each part of SMSC:**

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](http://www.doingsmsc.org.uk/british-values)' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

British Values: Democracy, Liberty, Respect, Law, Responsibility, Tolerance

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| New Beatitude: | Autumn 1  “Blessed are those who see God in every person and strive to make others also discover him.” | Autumn 2  “Blessed are those who remain faithful while enduring evils inflicted on them by others and forgive them from their heart.” | Spring 1  “Blessed are those who renounce their own comfort in order to help others.” | Spring 2  “Blessed are those who look into the eyes of the abandoned and marginalised and show them their closeness.” | Summer 1  “Blessed are those who protect and care for our common home.” | Summer 2  “Blessed are those who pray and work for full communion between Christians.” |
| Nursery | **All About Me/My Family**  **Peace at Last**  **Come and See - Myself -** God knows and loves each one  **Come and See - welcome -** Baptism: a welcome to God’s family  Respect,  Law, | **Autumn and Nature**  **The Hedgehog Band**  **Early Years -** Hannukkah  (Judaism Unit)  **Early Years - birthday -** Looking forward to Jesus’ birthday | **Seasons and size**  **Stickman**  **Early Years - CELEbrating -** People celebrate in Church  **Early Years - gathering -** Parish family gathers to celebrate Eucharist | **Insects/New Life**  **The Hungry Caterpillar**  **Early Years - gathering -** Parish family gathers to celebrate Eucharist  **Early Year - growing -** Looking forward to Easter | **Pirates**  **Pirates Love Underpants**  **Early Years - GOOD NEWS -** Passing on the Good News of Jesus  **Early Years – Prayer Mats (Islam unit)**  **Early Years – Friends of Jesus** | **At the Seaside**  **Commotion in the ocean**  **Early Years - FRIENDS -** Friends of Jesus  **Early Years - OUR WORLD -** God’s wonderful world  **SRE-** Wonder at Gods’ Love |
| Reception | **Me and my pet Dinosaur/ Growing veg**  **Harry and the dinosaurs**  **Dinosaur doo**  **Dinosaurs love underpants**  **How to grow a dinosaur**  **Come and See - Myself -** God knows and loves each one  **Come and See - welcome -** Baptism: a welcome to God’s family  Respect,  Law, | **Light and Dark**  **Winter Celebration**  **Jill Murphy**  **Whatever next**  **Non-fiction**  **Owl babies**  **The dark dark night**  **Loads of non-fiction**  **Early Years -** Hannukkah  **(Judaism Unit)**  **Early Years - birthday -** Looking forward to Jesus’ birthday | **Fairy tales & traditional stories**  **The Gingerbread Man**  **The 3 Billy Goat Gruff**  **Goldilocks**  **Early Years - CELEbrating -** People celebrate in Church  **Early Years - gathering -** Parish family gathers to celebrate Eucharist | **Plants and growth**  **The Enormous Turnip**  **Jack and the beanstalk**  **Variety of non-fiction**  **Early Years - gathering -** Parish family gathers to celebrate Eucharist  **Early Year - growing -** Looking forward to Easter | **Why do spiders eat flies?**  **Ahh Spider**  **The bad tempered ladybird**  **Twist and hop mini-beast hop**  **Loads of non-fiction**  **Early Years - GOOD NEWS -** Passing on the Good News of Jesus  **Early Years – Prayer Mats (Islam unit)**  **Early Years – Friends of Jesus** | **What makes commotion in the ocean?**  **Commotion in the ocean**  **The Rainbow Fish**  **Where’s tiddler?**  **Loads of non-fiction**  **Early Years - FRIENDS -** Friends of Jesus  **Early Years - OUR WORLD -** God’s wonderful world  **SRE -** God loves each of us in our uniqueness |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year One  Science  RE  **SRE**  History  Geography  Artist study  **Spiritual, Moral, Social, Cultural**  Text focus in red | ***Theme: Journeys***  ***iWonder question: What would Naughty Bus see in our local area?***  **Animals including humans – humans**  **Year 1 - Families -** God’s love and care for every family  **Year 1 - belonging -** Baptism: an invitation to belong to God’s family  **Locational Knowledge:**  Journeys – UK Geography:*identify 4 countries of UK, use aerial photographs, devise a simple map and key, simple fieldwork and observation to study the school and local area, human and physical features*  Andy Warhol/Henri Matisse  Artist Study  **SMSC Links - discussion**  Where do we come from?  Respect, Law, Responsibility,  ***The Naughty Bus*** | ***Theme: Toys***  ***iWonder question: Why is the Wii more fun than Grandma and Grandad’s old toys?***  Mini Topic - In November, we remember  Focus: Praying for those who have died  **Materials**  **Year 1 -** Abraham and Moses (Judaism unit)  **Year 1 - waiting -** Advent: a time to look forward to Christmas  **Changes within living memory**  *Toys – Why is the Wii more fun than Grandma and Grandad’s old toys? Changes of their own toys, comparing parents and grandparent toys, comparing Victorian toys, sorting old and new toys, compare old and new bears, history of the teddy bear*  **SMSC Links:**  Why do people pray to those who have died?  **SMSC Links: Debate**  Do girls have to play with dolls?  Respect, Responsibility,  **Paddington**  **Old Bear** | ***Theme: Cold Lands***  ***iWonder question: Where are the polar regions and what are they like?***  **Animals including humans – Animals, classification of animals**  **Year 1 - special people -** People in the parish family  **Year 1 - meals -** Mass, Jesus’ special meal  **Human and Physical Geography -** Cold Lands, ***7*** *continents, hot and cold countries, Equator and North and South Pole*  ***History – Robert Falcon Scott***  **SMSC Links: Using sources to debate**  **Should Captain Scott have gone to Antarctica?**  **Frozen?**  **Lost and Found?**  **Penguin non fiction**  Responsibility, | ***Theme: Growing***  ***iWonder question: What happens when things grow? Who was Vincent Van Gogh?***  **Plants wild and garden plants, deciduous and evergreen trees, plant parts**  **Year 1 - change -** Lent: a time for change  **Year 1 - Holidays and Holydays -** Pentecost: feast of the Holy Spirit  ***Lives of significant individuals – Vincent Van Gogh***  Artist: Louis Wain, Vincent Van Gogh  **SMSC Links: Cultural links to art**  **Being creative in the style of an artist**  **Jack and the Beanstalk**  Responsibility, | ***Theme: The Moon***  ***iWonder question: Have people really been to the Moon?***  **Seasons**  **Year 1** – Muhammad (Islam unit)  **Year 1 - BEING SORRY -** God helps us choose well  **The lives of significant individuals:**  *Neil Armstrong (moon landings)*  *and L S Lowry???*  *space timeline, the moon landing, Neil Armstrong, compare Armstrong and Peake*  **SMSC Links: Thinking Man**  **Is Heaven in outer space?**  **Non fiction**  **Man on the Moon**  Responsibility, | ***Theme: Pirates***  ***iWonder question: Do Pirates Exist?***  **Animals including humans – animals**  **Year 1 - BEING SORRY -** God helps us choose well  **Year 1 - NEIGHBOURS -** Neighbours share God’s world  **We meet God’s Love in our family**  **Local History Study: Significant historical events, people and places :** – Rochdale Pioneers in 1844 - Field Trip to Rochdale Pioneers’ Museum  ***History – famous pirate eg Blackbeard***  ***Geography – UK seas, world oceans, map and key, compass and directional language***  **Mapwork (SR1/SR4) – Pirates**  **SMSC Links:**  Were pirates bullies?  Should Anne Bonny have been a pirate? Liberty, Law, Responsibility,  **Winnie the Witch Pirate Adventure** |
| Year Two  History  Geography  Science  RE  **SRE**  Artist study  **Spiritual, Moral, Social, Cultural**  British values covered within topic  Text focus in red | ***Theme: Superheroes***  ***iWonder question: Do people really learn from their mistakes?***  **Changes beyond living memory:**  *The Great Fire of London, Significant people – Samuel Pepys*  **Locational Knowledge :**  UK Geography  **Materials**  **Year 2 - Beginnings -** God is present in every beginning  **Year 2 - signs and symbols -** Signs and symbols in Baptism  Lowry Artist Study  *Cultural links – London, history of our country*  *Moral – understanding the consequences of making mistakes ie Thomas Farryner.*  *Should Thomas Farryner have gone to prison?*  Law, Tolerance Responsibility,  **Anthony Browne -**  **Willy the Wimp**  **Willy the Wizard**  **Superhero texts**  **Traction Man** | ***Theme: Wicked Weather***  ***iWonder question: Why is the weather so wicked?***  Mini Topic - In November, we remember  Focus: Remembering people who have died  *Remembrance Day whole-school project*  **Significant historical events in their own locality –** *local flood*  **Human and Physical Geography –** Seasons & Weather  **Environment / working scientifically focus**  **Year 2 –** Shabbat (Judaism unit)  **Year 2 - preparations -** Advent: preparing to celebrate Christmas  Why do people pray to those who have died?  Should we feel sad when people die?  Should you stand up to a bully?  Jaggedy Daggers  Exploring the surrounding world. Using imagination and creativity throughout topic.  Resolving conflict  Responsibility,  **Tornado – Wizard of Oz,**  **Poetry,**  **Fearnley - Jaggedy Daggers,**  **Hurricane – Tuesday** | ***Theme: Castles & Dragons***  ***iWonder question: What does it mean to be brave?***  **Changes in living memory** *(Royal Family – family tree of monarchy)*  **Lives of significant individuals in the past:**  *Elizabeth I and Queen Victoria*  **Animals including humans**  **Year 2 - Books -** The books used in Church  **Year 2 - thanksgiving -** Mass, a special time to thank God  **Cultural links and influences – castles**  **Britain’s parliamentary system – civil war**  Using imagination and creativity throughout topic  Liberty, Law, Responsibility, British Institutions  **Rapunzel / Tangled**  **Melling –**  **The Kiss that Missed**  **Sir Charlie Stinky Socks** | ***Theme: Fairytales***  ***iWonder question: Do you trust the fairytale wolf?***  **Living things and their habitats**  **Year 2 - opportunities -** Lent: an opportunity to start anew  **Year 2 - spread the word -** Pentecost: a time to spread the Good News  Artist: Clarice Cliff  **What do you trust?**  **Should you trust everyone?**  **Celebrate diversity**  Using imagination and creativity throughout topic  Respect, Tolerance Responsibility,  **Little Red Riding Hood**  **The Three Little Pigs**  **Jan Fearnley – Mr Wolf’s Pancake**  **Mr Wolf and the Three Bears** | ***Theme: Perfect Pet / Secret Agent***  Topic changes to allow children to build SATs resilience  ***iWonder question Should you change to be accepted (perfect pet)***  ***iWonder question 2: What does it take to become a secret agent?***  **Plants**  Year 2 – Prayer at home (Islam)  **Year 2 - RULES -** Reasons for rules in the Christian family  Should you change to be accepted?  (Accepting yourself for who you are)  Pigs knickers &  Perfect Pet, The last Noo Noo)  Respect, Law, Responsibility,  **Julia Donaldson –**  **The Gruffalo**  **What the ladybird heard**  **Emmett –**  **The pigs Knickers** | ***Theme: Rainforests in Brazil***  ***iWonder question How can we be better stewards for our world?***  **Local History Study: Significant historical events, people and places:**  Gracie Fields - Field Trip to Touchstones  **Events beyond living memory**  *Brazil – History of carnivals*  **Place Knowledge**/ **Geographical Skills and Fieldwork -** **Mapwork** -  Brazil and Rainforest (contrast Brazil with UK)  **Plants**  **Year 2 - RULES -** Reasons for rules in the Christian family  **Year 2 - TREASURES -** God’s treasure; the world  **We meet God’s Love in the Community**  Using imagination and creativity throughout topic  Explore beliefs and experience of others and the surrounding world – looking at the culture of Brazil  Is it fair to cut down trees?  How can we be better stewards?  Participate in recycling of books at the end of the year, persuasive writing to encourage HT to recycle  Respect, Liberty Tolerance, Responsibility, |
| Year Three  History  Geography  Science  RE  **SRE**  Artist study  **Spiritual, Moral, Social, Cultural**  British values covered within topic  Text / English focus in red | ***Theme: Stone Age to Iron Age***  ***iWonder question: How did the Stone Age and Iron Age change Britain?***  **History – Changes in Britain from the Stone Age to the Iron Age**  **Animals including humans**  **Year 3 - Homes -** God’s vision for every family  **Year 3 - promises -** Promises made at Baptism  Michelle Reader/ Kandinsky  Artist Study  How was Stonehenge made and what was its purpose? What did the S.A. people believe in?  Is it right to hunt animals?  How are we governed by law today compared to the Stone Age?  Law, Tolerance Responsibility,  **Kitamura - Stoneage Boy** | ***Theme: Extreme Earth***  ***iWonder:***  **How would you survive an angry volcanic eruption?**  Mini Topic - In November, we remember  Focus: WW2  *Remembrance Day whole-school project*  **Human and Physical Geography - Volcanoes, earthquakes and tsunamis**  **Rocks and soils**  **Judaism Unit – Synagogue**  **Year 3 - visitors -** waiting for the coming of Jesus  What would you do to survive against the odds?  Reflecting on war, peace and forgiveness; gospel values of love and hope.  Responsibility,  **Van Alsburg – Jumanji & Zathura** | ***Theme: The Romans in Britain***  ***iWonder:***  **How do the Ancient Romans influence our lives today?**  **Roman Empire and its impact on Britain**  **Light**  **Year 3 - Journeys -** Christian family’s journey with Christ  **Year 3 - listening & Sharing -** Jesus gives himself to us  What did the Romans believe about God? Why are we called Roman Catholics?  How do we relax today? What did the Romans do to relax?  What did the Romans do for us? Social and Cultural influences  Democracy, Liberty, Law, ToleranceResponsibility, | ***Theme: Why is Rome important to us today?***  ***iWonder:***  **Would you like to visit Rome?**  **Place Knowledge/Locational Knowledge -** Rome – compare with region of UK  **Plants**  **Year 3 - giving all -** Lent: remembering Jesus’ total giving  **Year 3 - ENERGY -** Gifts of the Holy Spirit  Artist: Carl Giles  Contrasting locality – learning about the culture and language of another place, being respectful of other people, celebrating diversity  Law, Tolerance Responsibility, | ***Theme: What happened to Manchester in World War II?***  ***iWonder:***  **Why was Manchester important in WW2?**  **Forces and magnets**  **How we live in Love (Summer 2)**  **Local History Study (A study of an aspect of history that is significant in locality):**  Evacuation of Manchester WWII **-** FieldTrip to Stockport Air Raid Shelters **History – local history study, focussing around the evacuation of Manchester in WW2**  **Geographical Skills and Fieldwork -** **Mapwork** –Link to WW2 topic  **Year 3 – The mosque (Islam unit)**  **Year 3 - CHOICES -** Importance of examination of conscience  **Year 3 - SPECIAL PLACES -** Holy places for Jesus and the Christian community  Definite scope here for lots of social aspects of SMSC including getting involved in the local community, for example creating own local history “museum” and invite local residents in.  Liberty, Law, Tolerance Responsibility,  **Roald Dahl Study**  **George’s Marvellous Medicine**  **James and the Giant Peach** | |
| Year Four  History  Geography  Science  RE  **SRE**  Artist study  **Spiritual, Moral, Social, Cultural**  British values covered within topic  Text / English focus in red | ***Theme: Ancient Egyptians***  ***iWonder:***  Is it right that tourists visit the Ancient Egyptian pyramids?  **Achievements of Early Civilisations:** Ancient Egyptians  **States of matter**  **Year 4 - People -** The family of God in Scripture  **Year 4 - called -** Confirmation: a call to witness  Gunta Stolzl Artist Study  Why did the Ancient Egyptians believe in different Gods?  Democracy, Liberty, Law, Tolerance Responsibility, | ***Theme: Ancient Egypt***  ***iWonder:***  Is it right that tourists visit the Ancient Egyptian pyramids?  Mini Topic - In November, we remember  Focus: WW2 and the effects on children in our country (rationing etc)  *Remembrance Day whole-school project*  **Location knowledge/Place Knowledge –** - **River and City study –** Egypt/Nile  **4C – living things and their habitats**  **4G – Animal including humans**  **Judaism unit – Torah**  **Year 4 - gift -** God’s gift of love and friendship in Jesus  Is it right that tourists visit pyramids when slaves built them?  Democracy, Liberty, Law, Tolerance Responsibility, | ***Theme: Anglo Saxons***  ***iWonder:***  How did England change during the time of the Anglo Saxons?  **Britain’s settlement by Anglo-Saxons and Scots**  **Sound**  **Year 4 - Community -** Life in the local Christian community and ministries in the parish  **Year 4 - giving & receiving -** Living in communion  Did the Romans believe Boudicca was a terrorist?  “Is it right for another culture system to enforce their culture on others?”  In history, the children explore how the Anglo Saxons lived. The children gain a better understanding of how people used to live and how grateful we must be for modern luxuries such as supermarkets, sturdy houses.  Democracy, Liberty, Law, Tolerance  Classic Text -  Beowulf | ***Theme: Rivers***  ***iWonder:***  Why do civilisations generally settle near rivers?  **Rivers**  **Electricity**  **Year 4 - self discipline -** Celebrating growth to new life  **Year 4 - NEW LIFE -** To hear and live the Easter message  Rivers are a place of pilgrimage in many religions – why?  River pollution – fieldtrip to local rivers – looking after our world; looking back at the Nile  Responsibility, | ***Theme: Teeth***  ***iWonder:***  Why should you look after your teeth?  **4C – Animals including humans**  **4G – Living things and their habitats**  **Year 4** – Qur’an  (Islam unit)  **Year 4 - BUILDING BRIDGES -** Admitting wrong, being reconciled with God and each other  Is it sometimes easier to let the bullies win?  Respect, Law, Tolerance Responsibility,  David Walliams  Demon Dentist | ***Theme: Blackpool***  ***iWonder:***  Has tourism changed Blackpool?  **Local History Study (A study of an aspect of history that is significant in locality)**  Wakes Week holiday Middletonians to Blackpool – Field Trip to Blackpool  **Locational knowledge/Geographical Skills and fieldwork – Mapwork –**  Blackpool  **Working scientifically focus / catch up**  **Year 4 - BUILDING BRIDGES -** Admitting wrong, being reconciled with God and each other  **Year 4 - GOD’S PEOPLE -** Different saints show people what God is like  **God Loves us in our differences**  Tourism – is it ruining Blackpool? Could talk about the environment and the mess tourists leave behind.  Responsibility, |
| Year Five  History  Geography  Science  RE  **SRE**  Artist study  **Spiritual, Moral, Social, Cultural**  British values covered within topic  Text / English focus in red | ***Theme: Space***  ***iWonder question: Is there anybody out there?***  Geography –  I can use an atlas by using the index to find places  I explain how time zones work and calculate time differences around the world  I can recognise the shapes of different countries  Earth & Space  **Year 5 - Ourselves -** Created in the image and likeness of God  **Year 5 - LIFE CHOICES -** Marriage, commitment and service  “Was the 1969 Moon landing real?” – historical study followed by debate as a class  “Should we bring back the death penalty (connected to HWM work) - debate  “Are we really alone?” – final week debate to bring all learning together and children given homework to research alien life, existence of God etc.  Brendan Jamison Artist Study  Tolerance. Liberty Responsibility,  The Jamie Drake Equation  Mungo and the spiders from Space  The Highwayman | ***Theme: Chocolate***  ***iWonder question: Should non fair-trade chocolate be banned?***  Mini Topic - In November, we remember  Focus: WW1  *Remembrance Day whole-school project*  Geography:   * I name and locate the capital cities of neighbouring countries * I know the countries that make up the European Union. * I recognize the importance of ports and the role they play in distributing goods around the world. * I know the top cocoa producing countries of the world and can explain why the cacao tree thrives in these countries.   **Properties and changes of materials**  Judaism unit – Passover  **Year 5 - hope -** Advent: waiting in the joyful hope for Jesus, the promised one  Fairtrade around the world, banana split game, CAFOD resources on Fairtrade.  Children to create their own chocolate box using fairtrade chocolate to sell at the Christmas fayre.  Blessed are the peacemakers - Is war always a bad thing?” – historical study and debate  “Was Sainsbury’s right to shoot an advert about the 1914 truce?”  Respect, Democracy, Liberty, Law, Tolerance Responsibility,  War letters / diaries / poetry  Bootleg / Whizz Pop  Matilda  Chocolate Shop  Mr Bunny’s Chocolate Factory (Made in Dagenham/ Chicken Run) | ***Theme: Ancient Greeks***  ***iWonder question: Does a hero have to be strong?***   * I know about the struggle between the Athenians and the Spartans * I explain about some of the things that the Greeks gave the world. * I know that the Greeks were responsible for the birth of the Olympics. * I know that the Greek Gods were an important part of Greek culture. * I locate Greece on a map. * I am aware that many of the early civilisations gave much to the world.   **Properties and changes of materials**  **Year 5 - mission -** Continuing Jesus’ mission in diocese (ecumenism)  **Year 5 - memorial Sacrifice -** Eucharist as the living memorial of Christ’s sacrifice  I understand that there are differing views of right and wrong and that other people whom I encounter may believe different from me.  Pupil parliament – I understand what democracy is.  Why are the Olympics such an important part of the sporting world today?  Why are ancient temple ruins still visited today?  Should we view the art on Ancient Greek vases as a historical record of events?  What do different people believe about God?  Is democracy always a good thing?  Respect, Democracy, Liberty, Law, Tolerance  Greek Myths  – Jason & the Argonauts  Achilles  Perseus & Medusa - intelligence  Theseus & the Minotaur (fighting)  Percy Jackson & the lightning thief | ***Theme: American Pilgrimage***  ***iWonder statement: Why is a mountain a place of pilgrimage?***  **Animals including humans**  Responsibility, | ***Theme: American Pilgrimage (Titanic / Road Trip USA)***  ***iWonder question: Why do people go to America?***  **Living things and their habitats**  Liberty, Law, Responsibility, | ***Theme: Vikings***  ***iWonder question: Should a nation be allowed to impose its culture somewhere else?***  **Forces**  **God loves me in my changing and development.**  **Viking and Anglo-Saxon Struggle for Power**  **Local History Study: A study of an aspect of history/site that is significant in locality)**  St. Leonard’s Church and the Middleton Archers – Field trip to St. Leonard’s Church   * I know that Britain was invaded on more than one occasion. * I know that the Anglo-Saxons and Vikings were often in conflict. * I place on a timeline when the Vikings raids started. * I explain why the Vikings often overpowered the Anglo-Saxons. * I show on a map where the Vikings came from and where they invaded our country. * I am aware that many of the early civilisations gave much to the world.   **Year 5 - FREEDOM & RESPONSIBILITY** Commandments enable Christians to be free & responsible  **Year 5 - STEWARDSHIP -** The Church is called to the stewardship of Creation  “Is it right for another culture system to enforce their culture on others?”  Children compare Viking and Anglo Saxon’s faith and beliefs, understand that ideas were cultural and that Gods were often similar, and important for the same reasons.  Also, that Ancient Runes were believed to me mystical and powerful, and have the opportunity to decode and create their own messages.  Democracy, Liberty, Law, Tolerance Responsibility,  How to train dragons  Instructional writing  Kennings |
| * I draw a timeline with different historical periods showing key historical events or lives of significant people. * I summarise how Britain has had a major influence on the world. * Ordering and sequencing events of the Titanic disaster looking at specific primary and secondary sources * I describe how some places are similar and dissimilar in relation to their human and physical features. * I name the largest desert in the world and locate desert regions in an atlas. * I name and locate many of the world’s most famous mountainous regions.   **Year 5 - sacrifice -** Lent: a time of aligning with the sacrifice made by Jesus  **Year 5 - TRANSFORMATION -** Celebration of the Spirit’s transforming power  Ramadan and Pilgrimage (Islam Unit)  **“**Why do people think of a mountain as a place of pilgrimage?”  Spirituality of Native Americans; belief system and way of life  “Is it right for another culture system to enforce their culture on others?”  Debate – who owns the land?  Should anyone have gone to prison for the Titanic disaster?  Brother Eagle, Sister Sky The Indian in the Cupboard  Hiawatha  Tourist brochures  Rainbow Crow | |
| Year Six  History  Geography  Science  RE  **SRE**  Artist study  **Spiritual, Moral, Social, Cultural**  British values covered within topic  Text / English focus in red | ***Theme: The Wonder of Me***  ***Wonder:***  **AUTHOR: A.J Palacio**  **English Texts:**  **Day the Crayons Quit**  **Day the Crayons came home**  **Red**  **History – Autobiographies**  **Science – Light**  **Geography – Where do we originate from**  **SMSC Links:**  Who are we – exploring our identities  Is it good to be different?  Social – linked to SRE / In the Beginning  **Year 6 - Loving -** God who never stops loving  **Year 6 - vocation and commitment -** The vocation of priesthood and religious life  Are Muslims terrorists?  Evolution – can Science and Religion agree on our origins?  Social – linked to SRE / In the Beginning  Respect, Liberty Tolerance Responsibility, | ***Theme: In November, We Remember***  ***iWonder:***  In November, we remember  **World War I**  **(100 years)**  **AUTHOR: Morpurgo**  **English Texts:**  **War-Game (Morpurgo)**  **War Poetry**  **History –**  **World War 1**  **Science –**  **Light (link with Advent/Diwali; Hannukah.**  **Candles for the dead)**  **SMSC Links:**  How are our lives influenced by our ancestors?  Is it right that people die for their country?  In question | ***Theme: Life or death***  ***iWonder:***  A Matter of Life and Death  **AUTHOR: Mary Shelley**  **English Texts:**  **Frankenstein (Mary Shelley)**  **Thornhill**  **The Raven**  **History – Ancient Islamic Civilisation**  **(link with early medicine – link Frankenstein)**  **Science – Evolution and Inheritance (link to Frankenstein – genetic-engineering: Land of make-believe link)**  **SMSC Links:**  How we are influenced by the Ancient Islamic Civilisation  Are Muslims terrorists?  Evolution – can Science and Religion agree on our origins?  Social – linked to SRE / In the Beginning | ***iWonder:***  Why does Shakespeare matter?  **AUTHOR: Shakespeare**  **English Texts:**  **Midsummer Night’s Dream**  **& MacBeth**  **(Begin with non-fiction biography on Shakespeare)**  **History**  **Tudors – Timeline**  **SMSC Links:**  Moral issues reflected in Shakespeare’s works;  Tudors – how they shaped the world we live in – cultural influences  Was the Pope right to excommunicate Henry VIII?  Why was the Church of England created? | ***Theme: Being Alive***  ***iWonder question:***  How does it feel to be alive?    **Animals including humans**  **Human and Physical Geography -** Water-Cycle  **Location Knowledge/Human and Physical Geography -** Climate zones, biomes and vegetation belts  **Year 6 - WITNESSES -** The Holy Spirit enables people to become witnesses  **Year 6** – Guidance for Muslims (Islam Unit)  Is it right that people go hungry and thirsty when there’s plenty to go around?  Liberty Tolerance  Responsibility,  **AUTHOR:**  **EB White**  **English Text:**  **Charlotte’s Web**  **SATS approx. 12 May** | ***Theme: Being Alive***  ***iWonder question:***  How does it feel to be alive?  **Living things and their habitats**  **Local History Study: A study of an aspect of history/site that is significant in locality):**  Hollingworth Lake/Rochdale - Field trip to Hollingworth Lake/Ealee Brook  **Location Knowledge/Human and Physical Geography/GeographicalSkills and Fieldwork -**  Fieldwork Study of river - Ealee Brook (Hollingworth)  **Year 6 - HEALING -** Sacrament of the Sick  **Year 6 - COMMON GOOD -** Work of the worldwide Christian family  **The wonder of God’s love in creating new life.**  **Leaving / Moving on – doing something as a legacy to leave behind as they move on to high school**  Liberty Tolerance Responsibility,  **AUTHOR:**  **EB White**  **English Text:**  **Charlotte’s Web** |