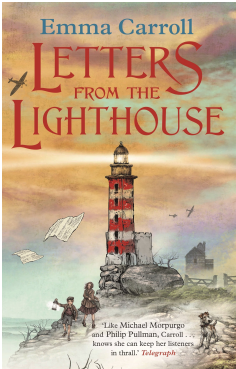
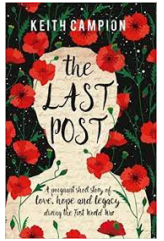
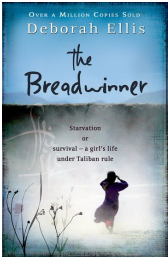
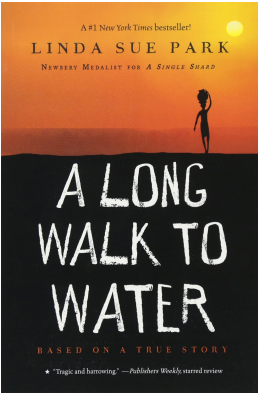
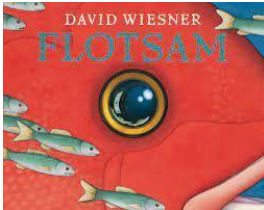
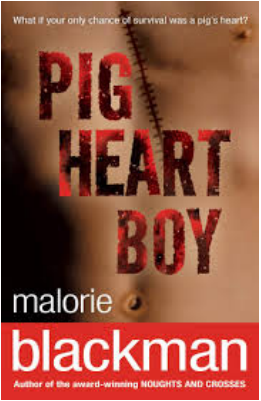
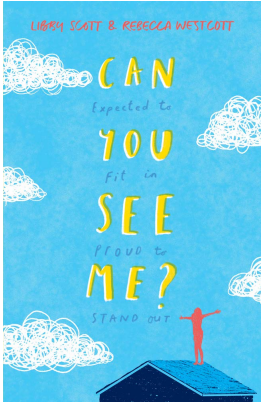


Year 5/ 6 Curriculum B Overview

Autumn Term Global theme(s): Peace and Conflict Focus: Wider causes and effects of conflicts at all levels		Spring Term Global theme(s): Sustainable Development Focus: Water conservation and responsibility		Summer Term Global theme(s): Human Rights Focus: How to change the world	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World War 2	World War 1 and Contemporary conflicts	Clean water and sanitation	Our impact on the ocean	Changes and breakthroughs	How can we change the world?
Core texts Letters from the Lighthouse 	Core text The Last Post The Breadwinner  	Core text A Long Walk to Water 	Core text Flotsam 	Core text 	Core text 

Curriculum overview In this term children will learn about the causes and events of World War 2 and how the consequences still impact on us today. They will consider war as a wider issue and whether it is ever justified. Long lasting effects of racial and religious oppression will be explored through a study of the Holocaust supported by the Anne Frank Trust, and then linked to the wartime contributions of the Windrush generation and the impact of colonialism on people of colour in Britain today.	Curriculum overview A special focus will be taken on the events and legacy of World War 1 for Remembrance Week. Children will learn about the causes and effects of modern conflicts. They will consider the future of warfare and how it could potentially impact on the world. Children will examine the portrayal of modern conflicts in the media and consider prejudices that are developed from media representation.	Curriculum overview To begin this topic children will learn the definition of geographical terms relating to bodies of water and locate them on a world map. They will consider the importance of ocean resources for sustaining life (human and animal) both at home and around the globe. Children will also begin to develop their understanding of water vulnerability and the right to clean water	Curriculum overview Children will build on their existing knowledge to turn the tables and consider human impact on the oceans. They will investigate the impact of fishing, pollution and travel on the oceans, and discuss whether the damage is repairable, and how to minimise it through conservation efforts.	Curriculum overview This topic will focus on significant events in history that have impacted on modern life. The first half term will focus on the efforts of individuals to create change in the world, and the methods used to achieve this. Children will debate the most effective ways of bringing about change, and back up their opinions with evidence from high impact movements both in the past and present.	Curriculum overview Children will finish their primary school careers by looking backwards and forwards. They will consider their personal footprint on the school and local community, and share their aspirations for their futures, both near and distant. Through our core text they'll begin to recognise differences in each other, and prepare for the wider range of people they will meet in high school. They will look for inspiration in public figures of the past and present, and identify the personal drivers of these people that aided them in their successes.
Diversity, Community & Global Project Outcome Applications for Junior Leadership team; taking on more responsibility in school	Diversity, Community & Global Project Outcome Anne Frank 'My Story' project; challenging prejudice and preparing an exhibition to disseminate learning to others in school	Diversity, Community & Global Project Outcome Learn about WaterAid and plan a sponsored event	Diversity, Community & Global Project Outcome Look for ways in school and at home to reduce plastic use	Diversity, Community & Global Project Outcome Communicating with our French partner school (throughout the year) and preparing to visit	Diversity, Community & Global Project Outcome Visiting our French partner schools and demonstrating responsible travel
English					

Writing outcomes Character diaries Suspense narrative Persuasive writing Flashback narrative War poetry Detailed setting descriptions Script writing	Writing outcomes Character diaries Suspense narrative Persuasive writing Flashback narrative War poetry Detailed setting descriptions Script writing	Writing outcomes Information guide about Africa Character descriptions Conversation writing Biography Newspaper article about ocean pollution Sea poetry	Writing outcomes Information guide about Africa Character descriptions Conversation writing Biography Newspaper article about ocean pollution Sea poetry	Writing outcomes Formal, informal and persuasive letters Balanced argument for/against transplants First person narrative Monologues Detailed instructions Explanation texts	Writing outcomes Formal, informal and persuasive letters Balanced argument for/against transplants First person narrative Monologues Detailed instructions Explanation texts
Grammar, punctuation and spelling Subordinate clauses Subordinating and co-ordinating conjunctions Subject, verb, object Relative clauses Expanded noun phrases Synonyms and antonyms Punctuation for parenthesis SCODE spelling /sh/ coded sh, ch, ti, si, ssi, ci Suffixes ous, cian /ul/ coded -le, -al, -el, -il, ul Word endings ible/able Suffixes al, ful Prefixes ultra, multi		Grammar, punctuation and spelling Modal verbs Pronouns and possessive pronouns Adverbs of frequency and possibility Active and passive voice Direct and reported speech Colons and semicolons SCODE spelling Code ough sounding as /or/ /u(f)/ /oa/ /ee/ coded ei, ie /i/ coded i, y, ‘y /r/ coded r, rr, wr, rh Prefixes co, con		Grammar, punctuation and spelling Subjunctive mood Tense (Progressive and simple) Hyphens Revision SCODE spelling Word endings ture/sure Suffixes -ly, ally Prefixes self, ex, co	
Maths					
Maths curriculum <ul style="list-style-type: none">Place valueFour operations	Maths curriculum <ul style="list-style-type: none">BIDMASFractionsPosition and direction	Maths curriculum <ul style="list-style-type: none">Decimals and percentagesRatioConverting measuresProperties of shapes	Maths curriculum <ul style="list-style-type: none">StatisticsPerimeter and area	Maths curriculum <ul style="list-style-type: none">Time and timetablesRevisionNational assessments	Maths curriculum <ul style="list-style-type: none">Algebraic reasoningTime, timetables and moneyUsing calculatorsProblem solving
Science					
Science	Science	Science	Science.	Science	

Physics: Electricity <u>Key questions</u> <ul style="list-style-type: none">• How does electricity work?• Who are the pioneers of electricity?• How are circuits built?• How do we know if a circuit works?• How is electricity generated?• How can electricity be used practically?	Physics: Light <u>Key questions</u> <ul style="list-style-type: none">• What do I know about light?• How does light allow us to see?• Can the path of light be altered?• What colour are shadows?	Biology: Classification of living things <u>Key questions</u> <ul style="list-style-type: none">• How are living things classified?• What are the characteristics of each classification?• Who was Carl Linnaeus and how did he classify creatures?• What are microorganisms?• What do microorganisms need to survive?	Biology: Evolution and inheritance <u>Key questions</u> <ul style="list-style-type: none">• What are living things made from?• What causes variation in species?• What is the difference between inherited and acquired characteristics?• Who were the pioneers of evolution?• How do animal species change over time?• Do only animals adapt to survive?	Biology: Animals including Humans <u>Key questions</u> <ul style="list-style-type: none">• What are the vital organs?• What is blood made from?• How does the heart work?• How do the lungs work?• How long does it take heart rate to recover after exercise?• How can lifestyle affect our health?• Which nutrients does a body need to stay healthy?
Wider national curriculum				
History World War 2 Concepts of society, invasion, power Key Question: How was Britain on the winning side of two world wars? <ul style="list-style-type: none">• When has Britain been involved in conflict?• Why did the world go to war in 1939?• How does a country prepare for war?• How does a government send a strong message?• Why was Dunkirk so significant• Why was winning the battle of Britain so important?• What was the Holocaust?• How did a small island win two world wars?• What changes when war is over? World War 1 mini-project <ul style="list-style-type: none">• Which countries were involved in World War 1 and World War 2?• What are the similarities between WW1 and WW2?• Trenches - What were they and what was life like in them?	History Local History- Made in the North East- Shipbuilding Concept of society Key Question Why was shipbuilding so important to the North East of England? Sub Questions <ul style="list-style-type: none">• Why are ships no longer built on the Tyne?• Where were the North East ships built?• Why was shipbuilding important to the North East?• How was the North East affected by the demise of the shipyards?• What was life like on the shipyards?• Which notable ships were built in the North East?• How has the shipbuilding industry changed over time? National Curriculum objective - a local history study	History Protest movements in history (Global Curriculum focus) Concepts of society and power Key Question How can we change the world? Sub Questions <ul style="list-style-type: none">• What are human rights?• How did the Declaration of Human Rights change the world?• What is a global citizen?• How can voices for change be heard?• How has education law changed over time?• How have ordinary people changed the world?• Who were the suffragettes and what did they campaign for?		

<p><u>National Curriculum objective</u></p> <p>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		
<p>Geography Key Question: Where were the key WW1 and 2 events in the UK and Europe?</p> <ul style="list-style-type: none"> • Which cities in the UK were bombed? • 	<div> <div> <p>Geography Key Question: Why is water so important? (Global Curriculum topic)</p> <ul style="list-style-type: none"> • Why is water so important? • What does it mean to be water vulnerable? • How does WaterAid help those who are water vulnerable? • How do I read a map? • Why are towns built around water? </div> <div> <p>Geography Key Question: How do humans impact the ocean?</p> <ul style="list-style-type: none"> • How is the Earth divided geographically? • How many oceans are there on earth? • What are the layers of ocean? • How can humans change the physical environment? <p>Made in the North East Week Key Question: How does the River Tyne change from source to sea?</p> <ul style="list-style-type: none"> • Where is the Tyne? • Which features of rivers can we see on the Tyne? </div> </div>	<p>Geography Key Question: What's so special about France?</p> <ul style="list-style-type: none"> • Where is France? • How are France and England similar? • What is special about France's physical geography?
<p>Computing</p> <p><u>Systems and networks</u></p> <p><u>Internet communication</u></p> <p>Recognising how the WWW can be used to communicate and be searched to find information.</p>	<p>Computing</p> <p><u>Programming</u></p> <p><u>Variables in games</u></p> <p>Exploring variables when designing and coding a game.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • to define a 'variable' as something that is changeable 	<p>Computing</p> <p><u>Creating media</u></p> <p><u>3D modelling</u></p> <p>Planning, developing, and evaluating 3D computer models of physical objects.</p> <p><u>Learning objectives:</u></p>

<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> to identify how to use a search engine to describe how search engines select results to explain how search results are ranked to recognise why the order of results is important, and to whom to recognise how we communicate using technology to evaluate different methods of online communication <p style="text-align: center;"><u>Programming</u></p> <p><u>Sensing</u> Designing and coding a project that captures inputs from a physical device.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> to create a program to run on a controllable device to explain that selection can control the flow of a program to update a variable with a user input to use an conditional statement to compare a variable to a value to design a project that uses input and outputs on a controllable device to develop a program to use inputs and outputs on a controllable device 	<ul style="list-style-type: none"> to explain why a variable is used in a program to choose how to improve a game by using variables to design a project that builds on a given example to use my design to create a project to evaluate my project <p style="text-align: center;"><u>Data and information</u></p> <p><u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> to identify questions which can be answered using data to explain that objects can be described using data to explain that formulas can be used to produce calculated data to apply formulas to data, including duplicating to create a spreadsheet to plan an event to choose suitable ways to present data 	<ul style="list-style-type: none"> to use a computer to create and manipulate 3D digital objects to compare working digitally with 2D and 3D graphics to construct a digital 3D model of a physical object to identify that physical objects can be broken down into a collection of 3D shapes to design a digital model by combining 3D objects to develop and improve a digital 3D model <p style="text-align: center;"><u>Creating media</u></p> <p><u>Webpage creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> to review an existing website and consider its structure to plan the features of a web page to consider the ownership and use of images (copyright) to recognise the need to preview pages to outline the need for a navigation path to recognise the implications of linking to content owned by other people
<p>Internet safety</p> <p>Online relationships Online reputation</p>	<p>Internet safety</p> <p>Safer Internet Day Privacy and security</p>	<p>Internet safety</p> <p>Self-image and identity</p>
<p>Music <u>Singing/Performing:</u></p> <ul style="list-style-type: none"> Sing a wide range of songs in two part harmony and with a good sense of pitch, tempo, dynamics. 	<p>Music <u>Composing:</u></p> <ul style="list-style-type: none"> create compositions covering a full octave range in C major, using conventional notations accurately 	<p>Music <u>Notation Skills:</u></p> <ul style="list-style-type: none"> notate compositions covering a full octave range in C major, using conventional notations accurately







<ul style="list-style-type: none"> • perform on a keyboard/descant recorder/chime bars or other tuned instrument with increasing confidence and accuracy • perform a melody line or an accompaniment steadily and accurately, following indications to change tempo or dynamics • perform on a pitched instrument in more than one key, playing either a melody line or an accompaniment whilst being able to listen and fit in as part of a group performance, adjusting playing where necessary to fit in with a group performance, following and giving performance cues. 	<ul style="list-style-type: none"> • know the meaning and symbols for a flattened or a sharpened note • know how to add an accompaniment using ost use Italian terms for dynamic contrast, including crescendo and diminuendo • understand and select/apply/use techniques and musical structures used by other composers, such as: <ul style="list-style-type: none"> ○ using the ground bass part from Pachelbel's Canon as a framework for a composition ○ Using the chord sequence of 12 Bar Blues as a framework ○ Using Reggae-style off beat chords and syncopation. 	<ul style="list-style-type: none"> • be able to use symbols for a flattened/sharpened note • know how to notate a triad chord in root position • use Italian terms for dynamic contrast, including crescendo and diminuendo <p><u>Listening, Appraising and Understanding:</u></p> <ul style="list-style-type: none"> • experience listening to a wide range of live and recorded music • recognise different genres and styles of music • describe some of the features of music they hear using musical vocabulary to describe pitch, dynamics, structure, tempo and rhythm patterns and timbre • use a broadening range of musical vocabulary to describe what they hear, such as describing ostinato accompaniments/block or broken chords/syncopation, coda, to describe TEXTURE, DYNAMICS, STRUCTURE, and PITCH.
<p style="text-align: center;">Art</p>		

<p>Key Question: How can lighthouses be represented through different techniques?</p> <p>Drawing To sketch with improving control and pressure</p> <p>To use sketching to map out ideas and concepts</p> <p>To use a wide variety of line (contoured, abstract, hatched, stippled)</p> <p>To use a variety of different techniques to produce studies on a particular theme</p> <p>To use line with confidence to create an effect</p> <p>Painting To make greater use of a range of painting techniques in the style of artists studied</p>	<p>Key Question: How is war represented in art?</p> <p>Printing To hone techniques, combining skills to develop creative, original compositions</p> <p>Evaluation To reflect on own work displaying a fluent grasp of visual language</p> <p>To identify specific next steps, in order to develop their technique</p> <p>To annotate work effectively in order to refine and develop ideas</p>	<p>Key Question: How did the Impressionists represent water?</p> <p>Painting To make greater use of a range of painting techniques in the style of artists studied</p> <p>To combine colours, tones and tints to enhance the mood of a piece</p> <p>Artists' work To build on knowledge of Movements in Art History, placing them within the context of wider historical events</p> <p>To recognise the influence of Artists on the wider world</p> <p>To explain with reasoning the choices of an artist of the intended effect of different craft and design techniques.</p> <p>To continue to use artist's to inspire own work, making reference to themes/ techniques</p> <p>Evaluation To reflect on own work displaying a fluent grasp of visual language</p> <p>To identify specific next steps, in order to develop their technique</p>	<p>Key Questions: How can we highlight the importance of ocean conservation?</p> <p>Drawing To sketch with improving control and pressure</p> <p>To use sketching to map out ideas and concepts</p> <p>To use a variety of different techniques to produce studies on a particular theme</p> <p>Sculpture To use, shape, mould, and carve clay to produce work in life-like proportions</p> <p>To use use etching and slip to join pieces of clay together To build self-supporting structure for display</p> <p>To identify areas to improve, using learned techniques to refine and smooth</p> <p>Artists' work To recognise the influence of Artists on the wider world</p> <p>To continue to use artist's to inspire own work, making reference to themes/ techniques</p>	<p>Is organ donation from animal to human ethical?</p> <p>Drawing To sketch with improving control and pressure</p> <p>To use sketching to map out ideas and concepts</p> <p>To use a wide variety of line (contoured, abstract, hatched, stippled)</p> <p>To use a variety of different techniques to produce studies on a particular theme</p> <p>To use line to build texture</p> <p>To use line with confidence to create an effect</p> <p>Collage To use the quality of materials to enhance ideas</p> <p>To combine disciplines to produce a product which meets a specific design brief</p> <p>Artists' work To explain with reasoning the choices of an artist of the intended effect of different craft and design techniques.</p> <p>To continue to use artist's to inspire own work, making reference to themes/ techniques</p>	<p>How can we raise the profile of bee conservation through Art?</p> <p>Textiles To combine disciplines to produce a product which meets a specific design brief</p> <p>To embellish design using a range of stitches</p> <p>Collage To use the quality of materials to enhance ideas</p> <p>To combine disciplines to produce a product which meets a specific design brief</p> <p>Artists' work To recognise the influence of Artists on the wider world</p> <p>To explain with reasoning the choices of an artist of the intended effect of different craft and design techniques.</p> <p>To continue to use artist's to inspire own work, making reference to themes/ techniques</p> <p>Evaluation To reflect on own work displaying a fluent grasp of visual language</p> <p>To identify specific next steps, in order to develop their technique To annotate work effectively in order to refine and develop ideas</p>
DT		DT		DT	

<p>Key Question: What is the purpose of a lighthouse?</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Understand and use electrical systems in their products • Select from and use a wider range of tools and equipment to perform practical tasks • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Key Questions: How do boats float? How do boats move and change direction?</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Understand how key events and individuals in design and technology have helped shape the world • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Key Question: What is traditional French cuisine?</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Understand how culture impacts diet
<p>PE</p> <p>Invasion Games (Football/Rugby)</p> <ul style="list-style-type: none"> • To help other members of his/her team to find space within a team game. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To use effective communication and teamwork within games. <p>Games (Net and Wall)</p>	<p>PE</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform actions in and out of rolls. • To lead others in a stretching routine to prepare for gymnastics. • To perform a range of balances with a high level of control and accuracy. • To hold different positions when balancing and use different shapes to express a given theme/mood. • To create sequences that have changes of speed and level. • To select the most appropriate ways to travel from one balance to another. 	<p>PE</p> <p>Athletics</p> <ul style="list-style-type: none"> • To run longer distances knowing when to use a sprint. • To change his/her body shape to decrease air resistance when running. • To use the correct action to throw a javelin with a run up. • To use his/her toe and heel to spin and throw a discus and shot put. • To jump: one foot to same foot to two feet (triple jump)

<ul style="list-style-type: none"> To help other members of his/her team to find space within a team game. To use effective communication and teamwork within games. To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. To understand and correctly follow the rules of popular net games e.g tennis, badminton, volleyball. To understand how to hold a racquet and strike a ball/shuttlecock with increasing accuracy. To learn a variety of shots to help improve their skill in a given game e.g slice in tennis or spike in volleyball. <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> Perform dance actions with control and expression. Choose their own dance steps and movements and then develop them into a routine. Perform longer routines from memory adding expression and extension to their movements. To choreograph short routines to portray a particular mood or style. To explore different styles of dance and develop short routines in those styles. 	<p style="text-align: center;">Invasion Games (Football/Rugby/Hockey)</p> <ul style="list-style-type: none"> To help other members of his/her team to find space within a team game. To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. To use effective communication and teamwork within games. 	<ul style="list-style-type: none"> To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. To understand personal challenges and try to improve each session by taking coaching points into consideration. <p style="text-align: center;">Games (Strike and field)</p> <ul style="list-style-type: none"> To choose the most appropriate throw to use within a game. To call out for a catch in a game showing they know they are in the best place. To understand and correctly follow the rules of well-known striking games e.g Cricket, Rounders. To understand the importance of timing and coordination in order to strike a moving ball. To throw a ball in different ways to catch out an opponent e.g adding side spin, top spin, a flat delivery.
<p>RE</p> <p style="text-align: center;">Judaism</p> <ul style="list-style-type: none"> What are the key features of Judaism? Where did Judaism begin? Where do Jewish people worship? Who are key figures in Judaism? Who was Abraham and why was he important? 	<p>RE</p> <p style="text-align: center;">Hinduism</p> <ul style="list-style-type: none"> Where did Hinduism originate? What are the key Hindu texts? What are the key beliefs of Hinduism? Who are the Hindu deities? Where do Hindus worship? 	<p>RE</p> <p style="text-align: center;">Sikhism</p> <ul style="list-style-type: none"> What do Sikhs believe? What is 'Seva' and why is it important? What are the 5 K's? What are the Sikh duties and how can we learn from them?
<p>PSHE</p> <p>Personal relationships</p>	<p>PSHE</p> <p>Planning for the future - Managing money, how</p>	<p>PSHE</p> <p>Health and safety</p>

<ul style="list-style-type: none"> • What are relationships and why are they important? • What are the features of a happy relationship? • What is consent and why is it important? • How can I challenge prejudice? 		banks work. <ul style="list-style-type: none"> • Where does our money go? • What is tax and why is it important? • How can I manage money responsibly? 		<ul style="list-style-type: none"> • How can we keep ourselves and others safe? • How should I respond in an emergency? • What is CPR? • What are healthy habits and how can I develop them? • What are unhealthy habits and how can I avoid them? <p>Transition to high school</p> <ul style="list-style-type: none"> • How can changes affect us? • What will happen when I go to high school? • How can I manage my time effectively? • What can I do if I feel stressed or worried about change? 	
<p>French</p> <p>Pupils reflect on what French words they have in their 'survival kit'. Recall increasing amount of high-frequency vocabulary of French words for colours, days, months, numbers, feelings. Adapt remembered phrases to express our own ideas.</p> <p>Taking the French worlds of haute couture and sport as our inspiration, we talk about our favourite things. Conduct a simple conversation without prompts about preferences. Show awareness of language in knowledge of register (tu and vous).</p>		<p>French</p> <p>We explore the world of fairy tales, including those written by Perrault. Describe characters with a range of adjectives respecting grammar rules. Show awareness of language in use of pronouns.</p> <p>This introduction to etymology (study of language origins) will assist in developing strategies for further language learning like Spanish and German at High School. Identify and explore links between related languages. Apply strategies for related language skills in translation.</p>		<p>French</p> <p>The whole of the summer term provides an opportunity to revise core vocabulary from Key Stage 2 French. We put this into practice by pretending to meet friends to eat in the restaurants, ice cream parlours and creperies of Paris!</p> <p>After half term we enjoy some lessons and activities as part of Year 6 - 7 transition.</p> <p>Listen to and read language above my production ability Communicate in French to a range of audiences.</p>	
Visit Victoria Tunnels	Visitor Anne Frank Trust	Visitor Northumbria Water	Visit Sunderland Maritime Heritage	Visit Gibside	Visit Paris/St Omer
Global curriculum					
Values Integrity, Gratitude, Bravery, Respect through core text considering the lifestyles of people during wars.	Values Responsibility, Bravery, Effort, Creativity, Resilience, Gratitude through core text considering the search for a cure and living conditions of characters. Also through	Values Responsibility, Integrity, Gratitude, Respect through understanding how to conserve water, and how others in the world do not have the same access to clean	Values Curiosity, Effort, Bravery, Responsibility, Creativity through considering human impact on the oceans and what we can do to make a change.	Values Responsibility, Collaboration, Integrity, Resilience, Bravery when looking at protests and movements e.g the Suffragettes.	Values Effort, Resilience, Collaboration, Responsibility, Gratitude through Partnership trip to France, reflecting on time at PPS and gearing up to begin High School. Also

	looking at charitable work that support refugees.	water as we do.			values highlighted through Topic looking at how children can have a voice and make a difference in the wider community.
Global curriculum skills <u>Empathy</u> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views. <u>Cooperation and Conflict Resolution</u> Use knowledge of others' viewpoints to resolve problems and compromise. <u>Self-awareness and Reflection</u> Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.	<u>Global Curriculum Skills</u> <u>Empathy</u> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views. <u>Cooperation and Conflict Resolution</u> Use knowledge of others' viewpoints to resolve problems and compromise. <u>Self-awareness and Reflection</u> Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.	<u>Global Curriculum Skills</u> <u>Informed and Reflective Action</u> To contribute to the well-being of the wider community. Identify and plan appropriate action(s) and opportunities to make own voice heard. <u>Ability to manage complexity and uncertainty</u> To explore multiple perspectives and alternative visions of the future. <u>Communication</u> To communicate effectively through a range of media about issues to suit subject, audience and purpose.	<u>Global Curriculum Skills</u> <u>Informed and Reflective Action</u> To contribute to the well-being of the wider community. Identify and plan appropriate action(s) and opportunities to make own voice heard. <u>Ability to manage complexity and uncertainty</u> To explore multiple perspectives and alternative visions of the future. <u>Communication</u> To communicate effectively through a range of media about issues to suit subject, audience and purpose.	<u>Global Curriculum Skills</u> <u>Informed and Reflective Action</u> Identify and plan appropriate action(s) and opportunities to make own voice heard. Challenge viewpoints which perpetuate inequality and injustice. <u>Critical and creative thinking</u> To evaluate media and other sources for bias, stereotypes and range of voices and perspectives. <u>Empathy</u> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.	<u>Global Curriculum Skills</u> <u>Informed and Reflective Action</u> Identify and plan appropriate action(s) and opportunities to make own voice heard. Challenge viewpoints which perpetuate inequality and injustice. <u>Critical and creative thinking</u> To evaluate media and other sources for bias, stereotypes and range of voices and perspectives. <u>Empathy</u> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.
Sustainable development goals covered					
					

<div><div>7</div><div>AFFORDABLE AND CLEAN ENERGY</div><div></div></div>	<div><div>10</div><div>REDUCED INEQUALITIES</div><div></div></div>	<div><div>12</div><div>RESPONSIBLE CONSUMPTION AND PRODUCTION</div><div></div></div>	<div><div>13</div><div>CLIMATE ACTION</div><div></div></div>	<div><div>10</div><div>REDUCED INEQUALITIES</div><div></div></div>	<div><div>17</div><div>PARTNERSHIPS FOR THE GOALS</div><div></div></div>
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