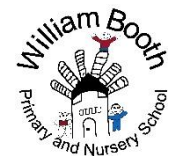




William Booth Primary School
 Whole School Curriculum Overview



BELIEVE values across whole school year – Be Kind, Experience Life

Year group	<p>Discover</p> <p>Historical Enquiry</p> <p>Autumn term – history focus</p> <p>BELIEVE values – Embrace Challenge, Earn Respect</p>	<p>Explore</p> <p>Environment and sustainability</p> <p>Spring term – geography focus</p> <p>BELIEVE value – Live Responsibly</p>	<p>Belong</p> <p>Global citizenship</p> <p>Summer term – RE/Citizenship focus</p> <p>BELIEVE values – Include Others, Value Difference</p>
N	<p>All About Me</p> <p>Who am I?</p> <p>Children will learn about their own history from a baby until the present day and explore how they have changed. They will find out about their own bodies, their five senses and how they use them to understand their world.</p>	<p>My World</p> <p>What can I see outside?</p> <p>Children will explore the natural world around them and make observations about what they see, hear, touch, feel and smell. They will learn about the plants and creatures that live in the environment around school and how they change over time.</p>	<p>My Community</p> <p>Where do I belong?</p> <p>Children will learn about their homes and families and how they are the same and different from their peers. They will explore their place in the school and the local community.</p>
	<p><u>Concepts</u></p> <p>Identity, diversity, belonging</p> <p><u>Vocabulary</u></p> <p>Change, senses, body part names, baby, toddler, old, young, grow</p>	<p><u>Concepts</u></p> <p>Care, change, creativity, environment</p> <p><u>Vocabulary</u></p> <p>Observe, specific garden and nature vocabulary</p>	<p><u>Concepts</u></p> <p>Belonging, identity</p> <p><u>Vocabulary</u></p> <p>Community, place, home, family, different</p>
R	<p>Our Nottingham</p> <p>Where do I live and how has it changed?</p> <p>Children will learn about what makes Nottingham special and how it has changed over the years. They will find out about local stories, including reading about Robin Hood. They will consider how lives, homes, clothing etc have all changed over time.</p>	<p>Growing</p> <p>How does our garden grow?</p> <p>Learning about plants and/or animals will be the focus for this theme. Children will learn about what plants and/or animals need to grow, how to care for them and how important they are as part of our world.</p>	<p>Differences and Respect</p> <p>Is it ok to be different?</p> <p>Children will learn about how to get along with each other and treat each other fairly and with respect. They will celebrate the differences that make us special and unique.</p>

	<u>Concepts</u> Belonging, love, identity, tradition, diversity, community <u>Vocabulary</u> Local, change, globe, country, city, compare, ambition, individual, city, town, village, forest	<u>Concepts</u> Care, change, community, creativity, journeys, environment <u>Vocabulary</u> Specific garden & nature vocabulary, change, observation, recording, discover, investigate, develop, growth	<u>Concepts</u> Belonging, identity, equality <u>Vocabulary</u> Festival, celebration, community, difference, respect, empathy, inclusion, belief, values, perspectives, opinions, opportunities, abilities, challenge, change
1	<p style="text-align: center;">Castles</p> <p>What impact have castles had throughout history?</p> <p>The children will look at castles throughout history and how they have developed over the years. They will also find out about the functions and features of castles and the lives of the people who lived there, with a focus on the role of women. Explore how we can find out about the past and what we can learn about life in the time of castles from stories and fairy tales, including the legend of Robin Hood. Look at Castles from France- how can we tell that the Normans came to England? Learn about the Battle of Hastings and the impact that this had on life in England.</p>	<p style="text-align: center;">Human Impact on our Local Environment</p> <p>How can we make a difference to our local community?</p> <p>The children will think about pollution/litter etc. and how this destroys our environment. They will think about their own environment and what they can do to help. Children will interview local residents and find out about the roles that people have in Sneinton. They will link up with local organisations/councillors to share their thoughts about the locality and plan ways to improve the local area.</p>	<p style="text-align: center;">Celebrations Around the World</p> <p>Why do people celebrate what is important to them?</p> <p>Children will learn about the similarities and differences in the way different people celebrate festivals around the world. They will learn about which festivals are important to particular religions and the customs linked to these. Look at the festival of Midsummer in Sweden and compare it to traditional May Day celebrations which used to take place across the UK but now primarily down in the South West</p>
	Country Study- France	Country study- the UK/ local area	Country Study- Sweden
	<u>Concepts</u> Power, change, community, journeys, equality <u>Vocabulary</u> Turret, moat, battlement, bailey, keep, barbican, medieval	<u>Concepts</u> Sustainability, care, influence <u>Vocabulary</u> Reduce, reuse, recycle, environment	<u>Concepts</u> Belonging, community, belief, identity <u>Vocabulary</u> Celebration, festivals, community, tradition

2	<p align="center">London throughout the ages</p> <p>How has life in London shaped our country's history?</p> <p>Children will develop an awareness of the past, exploring events beyond their living memory. Children will study events that took place in London such as the Great Fire of London and/or the Gunpowder plot. They will explore what can be learnt from such events and why they are significant. They learn about important individuals who have contributed to national life,</p>	<p align="center">Journeys</p> <p>How does one person's journey impact on everyone?</p> <p>Children will look at journeys of explorers from the past to significant places such as Scott. They will contrast this by exploring the journeys of Greta Thunberg and her climate change cause. They explore ways they can have a positive impact through their journey of life and the journeys they make such as their journey to school with a particular look at Ruby Bridges</p>	<p align="center">Animal Welfare (endangered animals)</p> <p>Are humans more important than animals?</p> <p>Children will study the impact of humans on our global wildlife population. They will learn about the declining numbers of specific species and how organisations are working in this field to have a positive impact. This will be balanced by studying how families are driven to use hunting and poaching to survive. Consider the impact of conservation on the native tribes who live in areas affected- Masai. Children will find out about animal welfare in this country with a visit from the RSPCA. How is their approach different to the rangers in Africa?</p>
	<p>Country Study- the UK, London</p>	<p>Country Study- Polar Regions, the Arctic and Antarctica</p>	<p>Country Study- Kenya</p>
	<p><u>Concepts</u></p> <p>Democracy, power, belonging, rebellion, identity</p> <p><u>Vocabulary</u></p> <p>London, capital, gunpowder, fire, government, parliament, king, material</p>	<p><u>Concepts</u></p> <p>Influence, responsibility, sustainability, journeys, human rights, diversity</p> <p><u>Vocabulary</u></p> <p>Journey, Antarctica, environment, planet, frozen, climate, ice caps, eco system</p>	<p><u>Concepts</u></p> <p>Sustainability, responsibility, consequence, duty, identity, diversity, human rights</p> <p><u>Vocabulary</u></p> <p>Animal, welfare, habitat, opinions, belief, values</p>
3	<p align="center">Settlements</p> <p>Why did people settle in Nottingham?</p> <p>Children will discover why people choose specific places to settle and how this has changed through history from the early settlers (Stone Age to Anglo Saxons) in England to the modern day etc. Through local study, children will learn about the unique history of Nottingham and the City of Caves.</p>	<p align="center">Oceans and Plastics</p> <p>How do our actions impact on others around the world?</p> <p>Children will explore endangered animals that live in the ocean and the issues that affect them. They will look at the global issue of plastic pollution in oceans and link this to their own communities with a particular focus on the Maldives. They will use this as a case study to look at the impact of luxury</p>	<p align="center">Food and Culture</p> <p>To what extent does culture differ across the African continent?</p> <p>Children will look at foods from different countries (Africa) and how they are intertwined with their culture. Children will learn about how cultural identity is shown through food and dress, and how a sense of belonging to and being part of something is special.</p>

		holidays on native people. Children will investigate the current waste practices at school and home, and consider ways in which they can help to bring about change.	Explore the impact of fair trade on farmers in Africa and consider how we can raise the profile of this.
	Country Study- the UK, Nottingham, Europe	Country Study- India, Sri Lanka and the Maldives	Country Study- South Africa and Ethiopia
	<u>Concepts</u> Pride, achievement, journeys and communities, diversity <u>Vocabulary</u> Settler, Invasion, environment, culture, counties copse	<u>Concepts</u> Sustainability, duty, responsibility, journeys, human rights, diversity <u>Vocabulary</u> Biomes, Habitat, conservation, climate, pollution, resources, continent, country	<u>Concepts</u> Diversity, belonging, identity, happiness, community <u>Vocabulary</u> Resources, continent, country, climate, temperature, trade
4	<p align="center">Ancient Egypt</p> <p>What is the legacy of the Ancient Egyptians?</p> <p>Children will learn about life in Ancient Egypt. The children will discover facts about Egyptian gods and learn about their beliefs in the afterlife. The children will learn about the different pharaohs and the building of the pyramids. We will look at the accomplishments of this civilization (construction techniques, irrigation systems, medicines and agricultural productions) and link to modern way of life.</p> <p>They will explore the gender roles in Ancient Egypt and ask the question- why did female pharaohs have to wear beards?</p>	<p align="center">Natural Disasters</p> <p>Do natural disasters affect rich and poor equally?</p> <p>Children will learn about the destructive force of nature by looking at volcanoes, earthquakes, tsunamis and tornadoes. They will learn about how each of these are formed. They will learn about the layers of the earth, tectonic plates and fault lines. The children will look at famous natural disasters – Mount Vesuvius and the destruction of Pompeii and human stories of survival. They will explore the economic and social impact of disasters and how countries have adapted to cope- study of North America (San Andreas fault line) and the Phillipines – both on the Ring of Fire but impacted differently due to their economic status</p>	<p align="center">Fighting for Equality</p> <p>Are all people born equal?</p> <p>The children will learn about basic human rights and how some people have these denied (with a specific focus on race). Children will experience what it is like to have some rights taken from them during a separation activity in class. They will then start exploring the word ‘freedom’ and what it means to different people, places and things. They will learn about key figures from the past and how they fought to bring about change, including the Victorians and the impact of local people on justice and slavery.</p> <p>Carry out a study of people sent to Australia in the 1800s.</p>
	Country Study- Egypt	Country Study- North America (California) and the Phillipines	Country study- Australia

	<p><u>Concepts</u> Power, creativity, belief, fear, change, empire, community, diversity</p> <p><u>Vocabulary</u> Pyramids, tomb, pharaoh, afterlife, civilisation, ancient</p>	<p><u>Concepts</u> Community, consequence, adversity, settlements, displacement, environment, equality, rights</p> <p><u>Vocabulary</u> Continent, tectonic, eruption, destruction, mountain, natural</p>	<p><u>Concepts</u> Fairness, equality, rights, freedom, diversity, identity</p> <p><u>Vocabulary</u> Separation, segregation, civil, apartheid, minority, ethnicity</p>
5	<p>WWII (include focus on the impact of war on Nottingham)</p> <p>Can conflict ever be fair for all?</p> <p>Children will learn about life during WW2 with a clear focus on the people of Sneinton and Nottingham. They will analyse the fairness of this conflict and how different groups of people were affected and discuss how we can use our learning of the past to help guide decisions we make as 21st century citizens.</p>	<p>Deforestation and the Rainforests</p> <p>Is it justified to prioritise consumerism over the environment?</p> <p>A study of the effects of deforestation on the animal population, as well as the human race, will take place during this theme. An understanding of deforestation and the environmental consequences will lead to a debate about the ethics of deforestation and the impact for future generations. As part of the theme, children will consider how they can make choices towards living more sustainably.</p> <p>Study of indigenous tribes in the Amazon Rainforest and the impact on them.</p>	<p>William Booth and the Salvation Army</p> <p>Who should take responsibility to tackle homelessness?</p> <p>Children will study the causes and effects of homelessness in the local area and the wider community through the story of human journeys. They will explore the concept of shelter and the inequality that may exist. They will learn how Government try to tackle homelessness. Children will analyse the assumptions and prejudices that exist about homelessness, the risk factors and how local communities including charities tackle vulnerable groups in crisis – including learning about William Booth and his endeavours to help the homeless.</p> <p>Study Finland with low levels of homelessness – what can we learn from them?</p>
	Country Study- The UK, Nottingham, global	Country Study- South America- Brazil	Country Study- Finland
	<p><u>Concepts</u> Fairness, resilience, pride, conflict, duty, community, identity, power, democracy, human rights</p> <p><u>Vocabulary</u> Anderson shelter, bomb, ration, Spitfire, invasion, Blitz, evacuee, war, allied forces, axis forces</p>	<p><u>Concepts</u> Sustainability, choice, consequence, influence, displacement, human rights</p> <p><u>Vocabulary</u> Rainforest, tropics, northern, southern, hemisphere, equator, canopy, understory, emergent, undergrowth, compass, biome, cardinal, inter-cardinal, indigenous, tribe</p>	<p><u>Concepts</u> Rights, duty, responsibility, compassion, equality, identity, community</p> <p><u>Vocabulary</u> Migration, immigration, refugee, population</p>

6	<p align="center">Crime and Punishment</p> <p>Does punishing people for crimes always make the world a better place?</p> <p>Children will learn about crime and punishment by looking at the legacy of the Roman justice system before focusing on the Anglo-Saxon, Tudor and Victorian periods. They will learn about how crime and punishment has changed throughout the ages and how different groups have been treated. Present day issues will be explored and how these link in with historical events, as well as looking at groups and organisations that are currently fighting for human rights.</p> <p>Explore the work of Amnesty International and study the story of women’s rights activist Loujain al-Hathloul who was jailed in Saudi Arabia.</p>	<p align="center">The Journey of Food</p> <p>How sustainable are our food sources?</p> <p>Children will learn about economic inequality between countries, socioeconomic differences between people and their causes. They will learn how over farming is having a negative impact of the environment, people and their communities and research about ethical consumerism and Fair Trade. Look at countries from Central America, India and Papa New Guinea and identify the similarities between each (economic, geographical etc) Would we ever need to consider Fair Trade policy in the UK?</p>	<p align="center">The Morality of the Space Race</p> <p>Is it morally right for humans to explore space?</p> <p>Children will learn about the moon landing as an important event of the past as well as other key moments in the exploration of space. They will learn about the morality of the space race and the sacrifices that have been made to achieve these goals in the past. They will look to the future and the Mars missions, focusing on the ethics of colonising other planets.</p> <p>Look at how the USA and Russia and more recently China have spent trillions on exploring space- what issues do they have on Planet Earth?</p> <p>Inequalities across the world be touched upon and links will be made with extremely rich people who promote space travel.</p>
	<p align="center">Country Study- the UK/ Saudi Arabia</p>	<p align="center">Country Study- Central America</p>	<p align="center">Country Study- Russia</p>
	<p><u>Concepts</u></p> <p>Equality, rights, responsibility, freedom, identity, power, influence</p> <p><u>Vocabulary</u></p> <p>Politics, government, change, parliament, law, democracy, protest</p>	<p><u>Concepts</u></p> <p>Sustainability, fairness, choice, journeys, equality, community, economic wellbeing, diversity</p> <p><u>Vocabulary</u></p> <p>Resources, trade, climate, continent, country, economy, natural, organic, tropics</p>	<p><u>Concepts</u></p> <p>Aspiration, faith, identity, pride, freedom, journeys</p> <p><u>Vocabulary</u></p> <p>Line of longitude/latitude, exploration, international, national, politics, global</p>

BELIEVE to Achieve