



Over-arching curriculum concepts and themes

Theme and importance related to context.	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Environment and sustainability – impact of nature and humans.</p> <p>Key sentence stem-</p> <p><i>The impact of this is...</i> <i>As a result of the...</i> <i>This meant that...</i></p> <p>(influence, impact, environmental, climate change, physical, human, tourism, volcano, eruption, environment, disaster, biodiversity, sustainability, implementation, cause and effect, carbon footprint, legacy, deforestation, urbanisation, deforestation, carbon sink, melting, flooding, citizenship, wastage, magma, carbon dioxide, biodegradable, flooding, temperature, climate, residents, community, fieldwork, hygiene, sanitation</p> <p>School based within a large village close to the City of Doncaster. The village has been impacted by environmental disasters such as flooding which has created devastation for some families within local history and living</p>	<p>Children will learn the importance of recycling to prevent wastage and the use of material that is not biodegradable.</p> <p>Children will learn about sustainability from recycling because every time we recycle, children use less trees, less water and less energy.</p> <p>Children will link this idea to citizenship and consider how they can actively change what they do in their home.</p>	<p>Year 1 will learn about the causes for the polar ice caps melting and the impact this has within the environment. The main focus will be on Polar Bears. Children will learn that there is more water which links to flooding. This supports future learning.</p> <p>Children will learn that temperatures are getting warmer because humans are burning things (gases, oils and wood) which makes the climate warmer.</p> <p>Children are introduced to the idea of</p>	<p>Impact of severe flooding. Children will reflect on their own experiences of flooding to build context.</p> <p>Children will consider Bentley floods in 2007 and 2019. They will explore the cause and the impact to the residents and businesses within Bentley. Community members will be used to explore this learning and there are opportunities for fieldwork.</p> <p>Children will learn that flooding is environmental but it can be impacted by human factors such as: deforestation, urbanisation lack of flood</p>	<p>Children learn about the water cycle and consider the importance of this model in terms of sustainability.</p> <p>Children will learn the water aid sustainability framework related to water and create a plan for implementing a sustainable water source to a community with limited water. This will be focused on South Africa.</p> <p>Children will consider how they can reduce water usage in their own context.</p> <p>Pupils will learn about factors that impact on this cycle and lead to a lack of water and the impact this can have in terms of hygiene, sanitation and</p>	<p>Impact of nature on the environment. Children will learn about natural disasters such as Earthquakes and volcanoes. Children will learn that a warming climate, contributes to volcanic activity because of surface loading. (The warmer a planet gets, the more that magma flows.) Children consider a volcanic eruption (Pompeii) and consider the impact it caused to people, the environment and the legacy it created.</p> <p>The context of Pompeii links to children’s previous learning about the Romans.</p>	<p>Deforestation within the Amazon Rainforest and impact on the environment and wider world. This is due to unsustainable farming practices. Within the rainforest, this is of particular concern as the rainforest is home to most of the planet’s biodiversity. ³/₄ of the world’s wildlife is situated here. Forests play a clinical role in mitigating climate change because they act as a carbon sink so without this carbon dioxide is free to contribute to climate change.</p> <p>Understanding the influence of man over time and how impact</p>	<p>Impact of tourism and climate change on the Great Barrier Reef. The Great Barrier reef is an essential eco system impacted by climate change and tourism. Coral is one of the most vulnerable species on the planet due to rising temperatures. Exploring a global context different to their own and understanding that somethings are not sustainable. For example climate changes influence on the coral reef</p> <p>Understanding the influence of man over time.</p>



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<p>memory. They have prior knowledge of how this can impact on their lives. Understanding environmental and physical influence is important in developing citizenship. Some children have limited experience of national and global issues. General knowledge is developed through this theme so that they are equipped to understand wider issues and contribute to a sustainable future.</p>		<p>carbon footprint and how this needs to be reduced for sustainability.</p> <p><i>Children link back to the idea of recycling and how burning waste-material that is not recycled is impacting on the environment.</i></p>	<p>protection. This is linked to context in understanding why the 2019 floods were not as damaging as the community was better prepared.</p> <p><i>They will also learn that where there are areas of flooding the water usage is not sustainable due to contamination. Children link back to prior learning and how the melting of polar ice caps can create flooding.</i></p>	<p>sustainability of human behaviour.</p> <p><i>This links to prior learning in Year 2 related to South Africa. Children will explore the contrast between flooding and drought. They will also learn that where there are areas of flooding the water usage is not sustainable due to contamination</i></p>		<p>in the Amazon contributes to climate change.</p> <p>This links back with children learning about the water-cycle in year 3 because trees play a key role in the local water cycle by keeping a balance between the water on land and water in the atmosphere.</p>	<p>Children will consider how they can reduce their own carbon footprint</p> <p><i>This links with Year 1 and learning about the impact of climate change on polar ice caps.</i></p>
<p>Inspirational Leadership-</p> <p>Common themes- motives</p> <p>Key Sentence Stem- They are influential because... They are important because... As a leader, their motives were...</p> <p>(leadership, attributes, motives, freedom, equality, justice, peace, violence, resistance, sabotage, sacrificed, forgiveness, invaded, conquered, ambition,</p>	<p>Children will learn about leaders in our community:</p> <ul style="list-style-type: none"> Principal CEO Mayor Chair of Governors <p>They will learn how these people became leaders and their role within the school community and Doncaster.</p>	<p>Children will learn about King Charles II and the Mayor of London and compare who helped the most in the GFL. They will consider their motives and why the Major was reluctant to create a Fire-break.</p>	<p>Children will consider the attributes of Nelson Mandela and his motives as a leader. His motives were based on freedom, equality and justice.</p> <p>Mandela wanted to be peaceful however at times</p>	<p>Children will consider if Caesar's invasion in Britain was a success and how this demonstrated his ability as a leader. He invaded Britain twice Previously conquered Gaul (France) He wanted to invade due to ambition for</p>	<p>Children will learn about the achievements and failures of Alfred the Great and consider his impact as a leader and attributes that demonstrated forward thinking.</p> <p>Alfred the Great prevented England falling to the Danes and</p>	<p>Children will consider the leaders of the Space race and countries motivates for being the leading power. Countries wanted to show that they had the best technology, science and economic systems. After</p>	<p>Children will learn about the leadership and influence of Henry VIII. They will consider whether or not he was a good leader or whether he relied on the leadership and skills of others around him.</p>



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<p>power, prestige, resilience, determination, mistakes, defeat, success, allies, captured, slaves, achievement, attributes, power, military, prevented, promoted, status, motives, political, technology, economic, proxy-war, achievements, charismatic, formidable, diverse, strategic)</p> <p>In order to build ambition and aspiration, our curriculum aims to ensure that children learn about diverse leaders who have had an impact across global society. The curriculum seeks opportunities to integrate leaders across all contexts and fields of work. The leaders chosen, have different characteristics and many have faced adversity and hardship.</p> <p>Leaders are integral to not only reinforce ideas related to social justice, but to learn about characteristics and attributes related to good leadership. This can be applied into children’s learning pedagogy and in their understanding of the world or work. We want our children to be confident and to believe in the possibility of influencing and shaping society for good. This links to our ambition for equity and our passion for providing</p>	<p>They will interview leaders to identify motives and ambition</p>	<p>Mayor-Sir Thomas Bloodworth</p> <p>Kings efforts in the fire- Recognised the severity of the fire. Surveyed how serious it was on the boat. Lead by example with his brother, as they maned the pumps up to their ankles. King offered troops and commanded Samuel Pepys to tell the Lord Mayor to pull down houses to make Fire Breaks. The King listened to Samuel Pepys concerns</p> <p>Mayor- Did not acknowledge</p>	<p>he resolved that violence was needed. He started to believe that armed resistance was necessary and joined civil disobedience campaigns which advocated bombings and sabotaging power lines and transport. He was jailed for this in 1964. In jail he began to believe that the change he wanted could not be created by violence as this only created fear. It also meant that white south-Africans who wanted to help, wouldn’t as they did not want to be accused of supporting violence.</p> <p>In jail the actions he advocated were not violent such as: strikes, boycotting of</p>	<p>power and prestige First invasion- landed and defeated. Romans were forced to fall back due to ship wreckage. Showing resilience and determination he returned the following year. He demonstrated that he learnt from his mistakes. He defeated the warrior king of the Catuvellauni tribe. However he had to leave to defend Gaul. The invasion was not successful as they were not prepared for the weather but he gained many British tribes as allies, captured slaves and took goods. He also prevented British tribes from supporting the Gauls which supported his Empire.</p>	<p>promoted learning and literacy. He became known as great due to his power in military force. He also established a united Anglo-Saxon culture. He created the Danelaw and established normality and security. As a leader, he worked to unify kingdoms. He provided education to those with a lesser status and proved himself to be forward thinking.</p> <p>Children will learn about the impact of the Danelaw in that it created modern day shires which results in legacy. It also had the early makings of unified political English people.</p>	<p>World War 11, the United States and Soviet Union knew how important rocket research would be to the military. Children will learn that this signalled the start of the cold-war the space race is an example of a proxy-war between Soviet Union and the United States.</p> <p>Children will compare the achievements of Russia and America and consider the people who had the greatest influence over these achievements and the subsequent speculation regarding the First Moon landing. Children will also learn</p>	<p>They will consider his qualities in regard to leadership-based on being charismatic, forthright and a formidable leader. He was good at strategic thinking. He had a good management team and assembled diverse leaders. Children could consider if this was a good sign of leadership or if he relied heavily on the skills of others to support his leadership: Thomas Cromwell (Chief Minister). He arguably fixed the divorce from Catherine of Arogan. Thomas Cranmer- shaped many</p>
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<p>leadership experiences through pupil roles in school. For example, school council, peer mentors and the establishment of our pupil leadership team is in place to enhance this learning.</p>		<p>the severity of the fire. Went home. Did not lead by example. When asked to pull houses down, he said no because he did not want to have to buy new ones. Then he changed his mind when the father spread further into the city. Samuel Pepys spoke to the King about his concern and the King commanded that Mayor to act. When Pepys found him, he was close to collapse. He was already trying to pull houses down but no one would listen to him. He declined the offer of troops and went home</p>	<p>south African goods.</p> <p>Mandela sacrificed 27 years of his life because he was committed to the people of South Africa. He was inspired by religion and influenced by Christian teachings regarding forgiveness</p>	<p><i>Children will consider the contrasts in motives of leadership to Nelson Mandella</i></p>		<p>about failures related to this. Key players: Neil Armstrong Nikita Khrushchev Yuri Gagarin Alan Shepard John F Kennedy Richard Nixon</p> <p>Children will compare and contrast the achievements between the super-powers and learn about the ingredients needed to be an influential country such as economy, ambition and drive.</p>	<p>religious movements Thomas Moore an English lawyer, appointed as High Chancellor in 1529.</p> <p>Children will learn that he is credited with establishing the Royal Navy, encouraging ship building and the creation of dockyards (Deptford and Woolwich) He also established the Church of England which proved to be sustainable. He also defended the country from French invasions between 1545-1546</p> <p>Science – William Harvey, Galen, Charles Darwin</p>
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Over-arching curriculum concepts and themes

<p>Identity , diversity and social justice</p> <p>Key sentence stems This was unfair because... This created a lack of equality because... This society was different because...</p> <p>(racial plight, inequality, civil rights, slavery, forced religion, exploitation, tribe, culture, beliefs, civilisation, behaviour, population, social communication, social structures, hierarchy, oppression, social classes, hardship, community, modern society, minority, Hitler Youth, Jews)</p> <p>At Bentley High Street Primary School, we want to ensure that all children are seen within the curriculum. Therefore, we ensure coverage of a breadth of backgrounds, races, genders, religions, cultures and social status. By building up an understanding of citizenship and the importance of protected characteristics, we want children to learn about times of social injustice so they understand the importance of acceptance and</p>	<p>Children will learn about the positive impact of Marcus Rashford and his contribution to children during lockdown. This will be considered as part of Black history month celebrations. Children will learn about how he faced racial difficulties during his career in football but he overcame with resilience.</p>	<p>with the fire still raging.</p> <p>Children learn about the racial plight of Mary Seacole and she overcame racial inequality and succeeded despite not having as many civil rights. Her experiences are compared to that of Florence Nightingale.</p>	<p>Children learn about the impact of Christopher Columbus on the Native American people. They learn about the idea of slavery, forced religion and exploitation. They also begin to understand how people were negatively categorised by appearance 'Red Indians'</p> <p>Children will learn that a tribe is a group of people with their own culture and beliefs.</p>	<p>Children begin to develop understanding of the functions of civilisation.</p> <p>Children learn that in the Stone Age, they did not have a high standard of behaviour with a large population centre. They did not have trade and hunted independently. They had no forms of social written communication. However, in the Iron age, civilisation developed as people began to live together and moved from food collectors to food producers.</p>	<p>Children learn about the social structures and hierarchy of the Shang Dynasty. Attention is paid to rank and the use of slavery, oppression and inequality across social classes.</p>	<p>In this mining topic, children link social hardship to their local community. They learn about depression within a modern society and how the colliery changed the hardship of the local community.</p>	<p>Children will learn about how children were treated differently in different parts of Europe during World War 2. They will learn about the lives of the minority and their experiences: Hitler Youth, Jews, children in Britain.</p>
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<p>equality. As Bentley is typically a white British ex-mining village, and some children are recognised as members of minority groups, we want to ensure that our school community understands equality and are exposed to diversity.</p>							
<p>Cultural understanding- opportunities to learn about and from, varying contexts from history and modern society.</p> <p>Enhancing opportunities to learn about leaders and influences from different contexts and fields.</p>	<p>Art – Vincent Van Gogh (artist)</p> <p>Children celebrate Chinese New year- dragon mask and instruments are made</p> <p>Science –David Attenborough</p> <p>Discovering the North Pole- Robert Peary and Frederick Cook</p>	<p>Art – Axel Schieffler (illustrator)</p> <p>Children learn about Christians within the local community</p>	<p>Art – Megan Coyle (artist- collage/recycled materials)</p> <p>DT – headdress for the Taino tribe; traditional African recipe</p> <p>Children learn about Jewish people in the local community</p> <p>Science-Charles Macintosh</p>	<p>French – traditional French playground games and songs</p> <p>Art – Faith Ringold (artist-textiles)</p> <p>DT – Italian food</p> <p>Children learn about the Muslim faith in the community</p> <p>Science- Sir Isaac Newton</p>	<p>Art – Andy Warhol (artist)</p> <p>French-children learn a traditional French song.</p> <p>DT – traditional Chinese food</p> <p>Children learn about Hinduism within the local community</p> <p>Science- Carl Linnaeus</p>	<p>Art – Juan Sisay (artist)</p> <p>French- children start to appreciate authentic texts in French.</p> <p>DT – Brazilian food</p> <p>Children learn about humanists. Children look at the different views people have from those believing in a God.</p> <p>Science-Maria Merion, Gallieo and Isaac Newton</p> <p>Space Race-top scientist on Black</p>	<p>French – developing links with a French community Learning traditional French stories</p> <p>Art – local artists – Hayley Garner and Jay Gilleard. Banksy</p> <p>Science- Galen, William Harvey, Carl Linnaeus, Charles Darwin, Isaac Newton and Alfred Wallace</p>



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<p>Cause, consequence and impact</p> <p>Children explore the reasons why events occur and the impact. This knowledge enables children to get deeper curriculum understanding as the process causes children to consider relationships between events instead of learning a series of disconnected facts.</p> <p>Sentence stems</p> <p>As a result of... Because of, the... As a consequence of... This meant that... This was caused by...</p> <p>(Relation, causation, relationship, causes, events, consequence, multiple, link, impact, chronology, hierarchy)</p> <p style="text-align: center;"><small>Graphic Organizer: Cause and Effect</small></p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <thead> <tr> <th style="background-color: #cccccc;">Cause</th> <th style="background-color: #cccccc;">Effect</th> </tr> </thead> <tbody> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </tbody> </table> </div>	Cause	Effect							<p>Children will know that something happens because something happens before. They will learn this in relation to their curriculum learning.</p>	<p>Children begin to have some understanding of the logic of causation. They can see some relationship between events</p> <p>Children explore the causes of the Great Fire of London. This is explored in chronology. Some children will begin to consider which actions lead to the most impact.</p>	<p>Children understand that events lead to an event. They will be able to describe some of the events in isolation</p> <p>Children will consider the consequence of Christopher Columbus discovering the Taino Tribe. They will consider how events lead to the impact of disease, forced religion and slavery.</p> <p>Children will consider the causes of the Bentley Flood and what led to such devastating impact due to a lack of preparation in 2007 and how this differed in later floods</p>	<p>Children will understand that causes have consequences. They will understand multiple reasons for an event occurring but they may not understand how they all link together</p> <p>Children consider the impact that evaporation and condensation have in the water-cycle. Children consider what aspects lead to areas having less water.</p>	<p>Children will understand that events have more than one consequence. Causes will seem like forces acting in combination. Children will understand all relevant causes</p> <p>Children will learn about the impact of the Danelaw and the events that lead up to it.</p>	<p>holes 'Stephen Hawkins'</p> <p>Children will begin to consider causes in sequence over time and will understand how they are brought together to lead to an outcome</p> <p>Children will learn about the impact of Bentley Colliery on the local community. They will include events in chronology and the impact created by each.</p> <p>Children will consider the events that led to the demise of the Mayan civilisation. Particular emphasis will be placed on the impact of deforestation</p>	<p>Children will begin to develop more understanding by considering the sequence of causes and will be able to identify factors that have greatest impact by considering hierarchy</p> <p>Children learn about the impact on tourism on the Great Barrier Reef and the consequences of coral depleting.</p> <p>Children will learn about events that impacted on children in WW2. Children will consider what had the greatest impact</p>
Cause	Effect														



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<p>Similarity and difference</p> <p>Sentence stems <i>They are different because...</i> <i>They are the same because...</i> <i>Something they have in common is...</i> <i>Both have..</i> <i>In contrast...</i> <i>Likewise...</i> <i>Similar to....</i> <i>Unlike...</i></p> <p>(similarities, differences, compare and contrast)</p> <p>Models are used to support comparisons.</p> <p><i>Comparing two items</i></p>	<p>Children comment on simple similarities and differences between themselves now and in the past</p> <p>Children compare the local area to Kenya-including food and houses</p> <p>Children compare different seasons and consider similarities between them</p> <p>Children learn that people have different beliefs and customs in the community.</p> <p>Children are supported to develop positive</p>	<p>Children compare the similarities and differences between Florence Nightingale and Mary Seacole and consider causes for the differences.</p> <p>Children compare different seasons and consider similarities between them</p> <p>Children compare geographical similarities and differences of human and physical</p>	<p>Children compare Christianity and Judaism- naming ceremony and a Christening.</p> <p>Children compare Jewish symbols of belonging with non-religious items showing belonging</p> <p>Children compare geographical similarities and differences between United Kingdom and a region in a European country</p>	<p>Children compare living in society as a Christian and a Muslim</p> <p>Understand <i>similarities and differences</i> through the study of human and physical geography of a region of the United Kingdom. Focus study on the Peak District</p>	<p>Compare the similarities and differences between materials according to whether they are solids liquids or gases</p>	<p>Children compare the similarities and differences between Christians from different parts of the world</p> <p>Children consider similarities and differences between humanists and Christians.</p> <p>Understand geographical similarities and differences through the study of physical and human geography of a region within South America. Focus study – Amazon Rainforest</p>	<p>Children compare why Christians and Humanists have different opinions about the afterlife.</p> <p>Children compare and contrast how religion supports harmony within society.</p>



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	<p>attitudes about different people</p>	<p>features-Uk and a contrasting non-European country (Africa)</p>				<p>Describe the similarities and differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	
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