

YR	<p><b>IDENTITY</b> All about me</p> <p><b>Key question(s):</b> What makes me me? What does it mean to belong? What is a good friend?</p>	<p><b>EXPLORE</b> Light and dark</p> <p><b>Key question(s):</b> Which is more powerful – light or dark? Is there still colour when it is dark? How is light used to celebrate? What do we use light for? Is the dark scary?</p>	<p><b>CHOICES</b> Wild?</p> <p><b>Key question(s):</b> Should animals be kept in captivity? Should animals live in the wild? What is the difference between wild and domestic? What makes an animal wild? Can a wild animal ever be a pet? How can we stop animals becoming extinct? Why do animals become extinct?</p>	<p><b>CHANGE</b> Egg!</p> <p><b>Key question:</b> What comes out of an egg? Which animals lay eggs? What are the parts of an egg? How do animals keep eggs safe?</p>	<p><b>CHANGE</b> Grow</p> <p><b>Key Questions</b> Where does our food come from? Is all food grown? Does grow mean get bigger? How does food get from the farm to our forks? What makes a fruit a fruit?</p>	<p><b>EXPLORE</b> Who lives here?</p> <p><b>Key question:</b> Are creepy crawlies really mini-beasts? What makes an insect an insect? Which is the strongest insect? Do all insects have legs? Are all insects herbivores? Which minibeast would make the best pet and why?</p>
Y1	<p><b>CHANGE</b> From dinosaur to feathered bird</p> <p><b>Key question(s):</b> Were dinosaurs really terrible lizards? How do we know about the past? What can we learn from fossils? Why have ideas changed?</p> <p style="text-align: right;"><b>SC, H</b></p>	<p><b>SURVIVE</b> Up, up and away!</p> <p><b>Key question(s):</b> What does it take to build your very own planet? What would it need to support life? How should you take care of it?</p> <p style="text-align: right;"><b>SC, G</b></p>	<p><b>EXPLORE</b> Treasure beneath the sea</p> <p><b>Key question(s):</b> How does the sea prolong life? Ocean or sea? How do oceans keep the earth's climate habitable? How many species of animal live in the ocean? What plants grow in the ocean?</p> <p style="text-align: right;"><b>SC, G</b></p>	<p><b>EQUALITY</b> It's not fair!</p> <p><b>Key question(s):</b> Why do you think it's important to be treated fairly? Does fairness mean everyone gets the same? What rights do children have? Do all children have these rights met?</p> <p style="text-align: right;"><b>G, PSHE</b></p>	<p><b>SURVIVE</b> Yanomami</p> <p><b>Key question(s):</b> What is a tribe? Right to survive or time to adapt? What is Indigenous? Who are the people who live in the Amazon?</p> <p style="text-align: right;"><b>SC, G</b></p>	<p><b>EXPLORE</b> Take flight!</p> <p><b>Key question(s):</b> What makes an airplane fly? How does a spacecraft stay in orbit? Why does a balloon float in the air? How do wings work? How do birds fly? Why can't we fly like birds? How do you make a flying machine?</p> <p><b>LOCAL STUDY</b> <span style="float: right;"><b>SC, H</b></span></p>
Y2	<p><b>CHANGE</b> Invent</p> <p><b>Key question(s):</b> What invention has had the greatest impact? What is the history of products around us at home and in school? How do they impact on our lives? What is an inventor? Why do individuals and organisations want to invent? How do inventors come up with ideas?</p> <p style="text-align: right;"><b>SC, H</b></p>	<p><b>CONSEQUENCES</b> Evacuation</p> <p><b>Key question(s):</b> Why was Shoreham Beach evacuated? What would you pack in your suitcase? Might life have been better as an evacuee? Were there any lasting impacts of moving children from the city to the country? Positive or negative? Advantages and disadvantages – and for whom?</p> <p><b>LOCAL STUDY.</b> <span style="float: right;"><b>H, G</b></span></p>	<p><b>CHOICES</b> Endangered!</p> <p><b>Key question(s):</b> What is an endangered species? Why are species endangered? What's the cost of conservation? Is extinction just part of life on earth? Is it just the best use of resources to try to save every species that is endangered? How are species interdependent? Why wouldn't people want to save endangered animals?</p> <p style="text-align: right;"><b>SC, G</b></p>	<p><b>EQUALITY</b> Is poverty natural or created?</p> <p><b>Key question(s):</b> Is poverty in Africa natural or created? Why aren't farmers in Africa rich? Can one person change the world?</p> <p style="text-align: right;"><b>G</b></p>	<p><b>IDENTITY</b> Suitcase</p> <p><b>Key question(s):</b> What would it mean to be a stranger? What makes a home? Where do we live and why? Why should we live in the UK? What would make you leave your home? What cultural links do you have?</p> <p style="text-align: right;"><b>G, PSHE</b></p>	<p><b>CONSEQUENCES</b> Ring of Roses</p> <p><b>Key question(s):</b> Why were the children on the hill? How did the plague reach Eyam? Did it reach Shoreham? What was the impact of travel and trade? Would you blow out the candle?</p> <p style="text-align: right;"><b>H</b></p>
Y3	<p><b>EQUALITY</b> Dark chocolate</p> <p><b>Key question(s):</b> How is chocolate made - and at what sacrifice? Where does Cocoa come from? How was chocolate invented and by whom? What is fair trade – and why is it important?</p> <p style="text-align: right;"><b>H, G, Sc, PSHE</b></p>	<p><b>CHANGE</b> Stone age to Iron Age</p> <p><b>Key question(s):</b> What was Pre-historic Britain like? How did Britain change? Would you rather live in the Stone Age or the Iron Age? Why and how did we change from hunters to farmers?</p> <p style="text-align: right;"><b>H, SC</b></p>	<p><b>CHOICES</b> Conservation – good or bad?</p> <p><b>Key question(s):</b> What's the cost of conservation? Is extinction just part of life on earth? Is it just the best use of resources to try to save every species that is endangered? Would you rather save the panda or the bee?</p> <p style="text-align: right;"><b>SC, G</b></p>	<p><b>CONSEQUENCES</b> Legacy</p> <p><b>Key question(s):</b> Has modern life been shaped by the past?? What is the legacy of Ancient Greece and Rome? How did the Ancient Greeks change the world? What impact did the Romans have on Britain?</p> <p style="text-align: right;"><b>H</b></p>	<p><b>SURVIVE</b> Who are the savages?</p> <p><b>Key questions(s):</b> Who owns a land? Who were the savages? Who does land belong to? When does a discovery become owned? What makes a 'home' a 'home'? Is it right to lose your rights? Is wild worth less than civilised?</p> <p style="text-align: right;"><b>H, G</b></p>	<p><b>EXPLORE</b> Ships of Dreams</p> <p><b>Key question(s):</b> How was life onboard the Titanic and the disaster affected by class and social attitudes? How can we learn about the sinking of the Titanic and life in 1912 by studying historical artefacts from the wreck? Is it ethical to take artefacts from the wreck?</p> <p style="text-align: right;"><b>G, H</b></p>
Y4	<p><b>SURVIVE</b> In the company of wolves</p> <p><b>Key question(s):</b> Wolves: Good or Bad? How are wolves perceived in literature? Is the literary wolf a true likeness of a real wolf? How do wolves change rivers? How are species inter-dependent?</p> <p style="text-align: right;"><b>G, SC</b></p>	<p><b>CHOICES</b> Treasures of the world or theft?</p> <p><b>Key question(s):</b> Is it right for our museums to have artefacts from other countries? Should our museums give back the artefacts that were taken from their country of origin? (Egyptians)</p> <p style="text-align: right;"><b>H</b></p>	<p><b>IDENTITY</b> Who are we?</p> <p><b>Key question(s):</b> Why was Britain a target for invaders? Who has invaded Britain? What can archaeology tell us about the invaders? How should we interpret the surviving primary sources?</p> <p style="text-align: right;"><b>H</b></p>	<p><b>SURVIVE</b> Famine</p> <p><b>Key question(s):</b> Water – cleanser or killer? What is famine? What is drought? Why does famine happen? Why is there famine today when the world is so rich? Is there enough to go around? Will people dying in famines be a thing of the past one day?</p> <p style="text-align: right;"><b>SC, G</b></p>	<p><b>IDENTITY</b> Carnival</p> <p><b>Key question(s):</b> What is 'carnival' and why is it celebrated? What are the roots of carnival in the UK? What does it mean to belong? What is discrimination? As a society, should we be colour blind? Are we in a post-racial culture? What other countries have carnival? Why?</p> <p style="text-align: right;"><b>H, PSHE</b></p>	<p><b>CONSEQUENCES</b> Walls</p> <p><b>Key question(s):</b> Was it necessary to built the Berlin Wall? Why was it built? Why was Berlin divided? When did it fall and why? What was the 'Cold War'? What was the 'brain drain'? Why was the Berlin Wall called a 'canvas of concrete'?</p> <p style="text-align: right;"><b>H, G</b></p>

Y5	<p><b>CONSEQUENCES</b> War! What is it good for?</p> <p><b>Key questions(s):</b> Is there such a thing as 'just war'? Are there ever winners in war? What is the true cost of war? What is propaganda? Is it important to understand the social context of evidence in history? What are the causes of conflict? Who or what are the casualties of conflict?</p> <p style="text-align: right;"><b>H</b></p>	<p><b>CONSEQUENCES</b> The Mary Stanford</p> <p><b>Key question(s):</b> Can something good come from a tragedy? What does it mean to be a hero? What was the impact on the town of Rye? Could it have been avoided? Does history tell the whole story?</p> <p style="text-align: right;"><b>H</b></p>	<p><b>EXPLORE</b> One small step?</p> <p><b>Key question(s):</b> Why did people want to go to the moon? Why do people believe the moon landings were staged? Did the moon landings really change anything on earth? Would you live on the moon? What have we learnt from space exploration? What is it like to live on the ISS? Is there anyone out there?</p> <p style="text-align: right;"><b>SC, H</b></p>	<p><b>CHANGE</b> Let's go to the movies</p> <p><b>Key questions(s):</b> The lost LA of British cinema...Had it not been forced to shut down, could Bungalow Town have been Britain's very own Hollywood? What looks like magic but is actually science?</p> <p><b>Local Study.</b> <span style="float: right;"><b>SC, H, G</b></span></p>	<p><b>EXPLORE</b> Touching the void</p> <p><b>Key question(s):</b> What would you do to survive? Why do climbers risk their lives – and those of others – to climb? what are the human and financial costs? Should a poor country's rescue helicopters be used to help its own citizens—or wealthy adventurers who knowingly sought out a deadly mountain?</p> <p style="text-align: right;"><b>G, SC</b></p>	<p><b>CHOICES</b> Climate change – who cares?</p> <p><b>Key questions(s):</b> How do we know the climate is changing? What's the difference between climate and weather? What is the deal with carbon? What is the impact of farming/deforestation? Who pays the price?</p> <p><b>LOCAL STUDY</b> coastal erosion <span style="float: right;"><b>SC, G</b></span></p>
Y6	<p><b>EQUALITY</b> Crime and punishment - Blind justice?</p> <p><b>Key questions(s):</b> Is it ever right to break the law? What is a 'crime'? How has crime and punishment changed over time? Who decides what is a crime? What rights do we have? Does the criminal justice system work and represent everyone in society? Does everyone have an equal chance to succeed? What is taxation? Is taxation fair? Does it matter what taxes are spent on? Why Kent and Sussex?</p> <p><b>LOCAL STUDY</b> – Smuggling in Sussex <span style="float: right;"><b>H</b></span></p>	<p><b>CHANGE</b> Medicine – kill or cure?</p> <p><b>Key questions(s):</b> How has medicine changed over time? Has medicine always improved from century to century? Was it the same across the world? (Middle Eastern medicine) What developments in science helped doctors become more effective? What are the names and life stories of the scientists most closely associated with these developments? What has the role of public health and housing been?</p> <p style="text-align: right;"><b>H, SC</b></p>	<p><b>IDENTITY</b> Outsiders</p> <p><b>Key questions(s):</b> What kinds of gangs are there? Can gangs be good for society? Why do people join gangs? What's the difference between a group and a gang? (inc Shakespeare R and J)</p> <p style="text-align: right;"><b>E, H, PSHE</b></p>	<p><b>EQUALITY</b> What makes you free?</p> <p><b>Key question(s):</b> What makes you free? Which freedoms are most important: physical, psychological or economic? What rights do we have? Who decides? What is 'inequality'? Can inequality ever be justified? How are people unequal? How have people overcome inequality? At what age should we vote? Do 'disabilities' need to be 'overcome'? Is equality of opportunity possible? Can one person change the world?</p> <p><b>SATS</b></p> <p style="text-align: right;"><b>H, G, PSHE</b></p>	<p><b>CHOICES</b> A New Art for a New Age</p> <p><b>Key Questions</b> Why might an artist choose to paint abstractly instead of representationally? Can artists ever completely shed tradition to create a new kind of art - or are artists always bound to the art that came before them? Can art evoke emotion? What kinds of choices do artists make when painting? What techniques or strategies can artists use to represent or evoke emotion? What makes something a sculpture? What makes something a painting? What kinds of materials do sculptors use to make art? What kinds of choices do artists make when creating sculptures? Do our reactions to works of art differ in relation to where we encounter them?</p> <p style="text-align: right;"><b>H, A</b></p>	<p><b>CHANGE</b> Futures</p> <p><b>Key questions(s):</b> How can money affect us? What does it mean to be a critical consumer? What is meant by interest, loan, debt, tax? How are resources allocated and how does this affect individuals, communities and the environment?</p> <p style="text-align: right;"><b>PSHE, M</b></p>

CHANGE	CHOICES	CONSEQUENCES	EQUALITY	EXPLORE	IDENTITY	SURVIVE
YR Egg! YR Grow Y1 From dinosaur to feathered bird Y3 Stone Age to Iron Age Y5 Let's go to the movies Y6 Medicine – kill or cure? Y6 Futures	YR Wild? Y2 Invent Y2 Endangered! Y3 Conservation – good or bad? Y4 Treasures of the world or theft? Y5 Climate change – who cares? Y6 A New Art for a New Age	Y2 Evacuation Y2 Ring of Roses Y3 Legacy Y4 Walls Y5 War! Y5 The Mary Stanford	Y1 It's not fair Y2 Is poverty natural or created? Y3 Dark chocolate Y6 What makes you free?	YR Light and dark Y1 Treasures beneath the sea Y1 Take flight! Y3 Ships of dreams Y5 One small step...	YR All about me Y2 Suitcase Y4 Who are we? Y4 Carnival Y6 Outsiders	Y1 Up, up and away! Y1 Yanomami Y3 Who are the savages? Y4 Famine Y4 In the company of wolves

## Curriculum Statement

### Intent

Our Concept Led Curriculum is driven by the big ideas rather than just subject content. It aims to help children develop understanding of broad concepts of change, choice, consequences, equality, exploration, identity and survival. These over-arching concepts connect ideas that have common attributes in ways that are abstract, cross-disciplinary and enduring. They lie at the heart of each learning journey and answer the question, "What is this *really* about?" Learning journeys are then organised under these key concepts.

### Implementation

We recognize that the curriculum is the means by which we ensure that all our children get their fair share of the rich cultural inheritance our world affords but that if children don't remember what we have taught them, then even the richest curriculum is pointless. Knowledge can't empower if it is forgotten. So, as well as thinking about the richest, best material to put into our curriculum, we also have to structure it in a way that makes remembering almost inevitable. In the first instance we know that it is deeper processing that encourages long-term retention of learning - hence the level of challenge in our curriculum. The themes within learning journeys are designed to be ambitious and offer children opportunities to think deeply about difficult ethical and moral issues. Each term's theme is built around a genuinely open key question - what then follows in terms of learning should help children to form their own conclusions and decide upon their own answer to the question. We want children to learn to research, reason, justify and evaluate.

Higher level vocabulary is also explicitly taught so that children are able to communicate and articulate ideas in more precise, sophisticated and mature ways. Additionally, each theme or learning journey has a number of texts associated with it to ensure that children are encountering high quality literature.

We have then ensured that each learning journey contains explicit connections within and between subjects. Children are encouraged to engage with material actively and apply what they have learned in a range of contexts. Our curriculum has intentional 'vertical' links across terms and year groups with children revisiting key concepts and ideas. This revisiting is done in a deliberate, planned way. We have also carefully built in 'diagonal links' – joining concepts across both year groups and across subjects. The aim of this being that each time a concept is encountered within a different context, not only is the concept more likely to be remembered, the understanding of that concept also becomes more nuanced. These links form the bones of our curriculum ensuring that there is progression.

Our pedagogy is built around metacognition and self-regulation. We know that these approaches have consistently high levels of impact. Our curriculum is structured in a way that aims to teach children how to think - rather than what to think. We place huge value on peer-to-peer learning throughout the curriculum and collaborative approaches are employed wherever possible. Our children learn to co-operate, listen and, when appropriate, challenge politely.

### Impact

Our children are overwhelmingly positive about school and about their learning. Our curriculum excites and enthuses them. Relationships in and across our school community are warm and respectful – and our curriculum plays a key part in building a culture that encourages sensitive and mature thinking.