

	AUTUMN 1 6.9.21 – 22.10.21 (7 weeks)	AUTUMN 2 1.11.21 – 17.12.21 (7 weeks)	SPRING 1 4.1.22 – 18.2.22 (7 weeks)	SPRING 2 28.2.22 – 8.4.22 (6 weeks)	SUMMER 1 25.4.22 – 27.5.22 (5 weeks)	SUMMER 2 6.6.22 – 22.7.22 (7 weeks)
YR	IDENTITY All about me Key question(s): What makes me me?	EXPLORE Light and dark Key question(s): Which is more powerful – light or dark?	CHOICES Wild? Key question(s): Should animals be kept in captivity?	CHANGE Egg! Key question(s): What comes out of an egg?	CHANGE Grow Key Questions Where does our food come from?	EXPLORE Who lives here? Key question(s): Are creepy crawlies really mini-beasts?
Y1	CHANGE From dinosaur to feathered bird Key question(s): Were dinosaurs really terrible lizards? How do we know about the past? What can we learn from fossils? Why have ideas changed? SC, H	SURVIVE Up, up and away! Key question(s): What does it take to build your very own planet? What would it need to support life? How should you take care of it? SC, G	EXPLORE Treasure beneath the sea Key question(s): 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? SC, G	EQUALITY It's not fair! Key question(s): 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? G, PSHE	SURVIVE Yanomami Key question(s): What is a tribe? Right to survive or time to adapt? What is Indigenous? Who are the people who live in the Amazon? SC, G	EXPLORE Take flight! Key question(s): 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? LOCAL STUDY SC, H
Y2	CHANGE Invent Key question(s): 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? SC, H	CONSEQUENCES Evacuation Key question(s): 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? LOCAL STUDY. H, G	CHOICES Endangered! Key question(s): 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? SC, G	EQUALITY Is poverty natural or created? Key question(s): Is poverty in Africa natural or created? Why aren't farmers in Africa rich? Can one person change the world? G	IDENTITY Suitcase Key question(s): 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? G, PSHE	CONSEQUENCES Ring of Roses Key question(s): 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? H
Y3	EQUALITY Dark chocolate Key question(s): 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? H, G, Sc, PSHE	CHANGE Stone age to Iron Age Key question(s): 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? H, SC	CHOICES Conservation – good or bad? Key question(s): 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? SC, G	CONSEQUENCES Legacy Key question(s): 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? H	SURVIVE Who are the savages? Key question(s): Who owns a land? (Native Americans, Aboriginal tribes.) H, G	EXPLORE Ships of Dreams Key question(s): 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? G, H
Y4	SURVIVE In the company of wolves Key question(s): 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? G, SC	CHOICES Treasures of the world or theft? Key question(s): 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) H	IDENTITY Who are we? Key question(s): 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? H	SURVIVE Famine Key question(s): 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? SC, G	IDENTITY Carnival Key question(s): 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? H, PSHE	CONSEQUENCES Walls Key question(s): 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'? H, G
Y5	CONSEQUENCES War! What is it good for? Key question(s): 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? H	CONSEQUENCES The Mary Stanford Key question(s): 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? H	EXPLORE One small step? Key question(s): 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? SC, H	IDENTITY The Power of Kindness Key question(s): Who are refugees and migrants? What makes people leave their homes? What rights do refugees and migrants have? What is culture and how do we share it? What happens when we deliberately separate cultures and people? Does it matter how we use words? What would you do? G	EXPLORE Touching the void Key question(s): 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? G, SC	CHOICES Climate change – who cares? Key question(s): 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? LOCAL STUDY coastal erosion SC, G

Y6	EQUALITY Crime and punishment - Blind justice? Key questions(s): 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? LOCAL STUDY – Smuggling in Sussex H	CHANGE Medicine – kill or cure? Key questions(s): 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? H, SC	IDENTITY Outsiders Key questions(s): 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) E, H, PSHE	EQUALITY What makes you free? Key question(s): 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? SATS w/b 9/5/2022 H, G, PSHE	CHANGE Hidden Key questions(s): Does history always tell the truth? How is history written? Who writes it? Does it represent everyone? Who is left out of history? Why are some people written out of history? SC, H
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CHANGE	CHOICES	CONSEQUENCES	EQUALITY	EXPLORE	IDENTITY	SURVIVE
YR Egg! YR Grow Y1 From dinosaur to feathered bird Y3 Stone Age to Iron Age Y6 Medicine – kill or cure? Y6 Hidden	YR Wild? Y2 Invent Y2 Endangered! Y3 Conservation – good or bad? Y4 Treasures of the world or theft? Y5 Climate change – who cares?	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... Y5 Touching the void	YR All about me Y2 Suitcase Y4 Who are we? Y4 Carnival Y5 The power of kindness Y6 Outsiders	Y1 Up, up and away! Y1 Yanomami Y3 Who are the savages? Y4 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 seven 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 tried to ensure 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.