

GLF CURRICULUM OVERVIEW



AUTUMN 1

HOW CAN DATA HELP US UNDERSTAND THE WORLD AROUND US?

ENQUIRY LENS: MATHS

	Nusery 1 (2-3 year olds)	Nursery 2 (3-4 year olds)	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Drivers	Maths PSED: Sense of self	Maths UTW	Maths UTW: People and Communities, The World	Science	Science DT	Science	Science Art	Science Geography	Science DT
Curriculum Enhancers	C&L UTW: People and Communities	Prime areas	EAD PD	DT Art	Geography	DT Art	DT Geography	Art	Art
Project	<p>How are we the same and different?</p> <p>Children will explore how people's bodies and faces are similar and different. They will explore their likes and dislikes for games and food and how this compares to others. The children will talk about their families.</p>	<p>Who am I? (Transitional project)</p> <p>Children will explore how families are similar/different. They will identify what they like and dislike and share these with others.</p> <p>What are our favourite fruits and vegetables?</p> <p>Children will explore their favourite fruits and vegetables and consider how they are grown. They will explore different weathers and what to wear.</p>	<p>What makes me a me? (Transitional project)</p> <p>Children will speak in groups about themselves and their families.</p> <p>Why is harvest important?</p> <p>Children will learn about the seasons and what the weather is typically like in Autumn, They will explore the celebration of harvest and learn how bread is made. Children will experience different types of bread from around the world.</p>	<p>What makes the best curtain?</p> <p>Children will investigate which materials would be suitable to make a curtain based on their properties. They will create a panel for a class curtain that meets the design brief. This panel will include a repeating pattern design created by a printing technique.</p>	<p>What makes the best coat?</p> <p>Children will learn about the hot and cold climates of the world. They will investigate which materials would be most suitable for a coat based on its properties. They will create a coat based on a design brief for a cuddly toy who is travelling the world. They will learn how to create templates, cut fabric and sew using the running stitch.</p>	<p>Push or Pull? What's the greatest force?</p> <p>Children will have discussed some of the current emissions issues facing the world, including a debate about whether the sale of all petrol and diesel cars should stop in 2030. They will investigate forces including friction and magnets and design and make a model car that is powered by magnets.</p>	<p>How can we reduce the rate of evaporation in a bird bath?</p> <p>Children will learn about the different states of matter and see the links with the Water Cycle. They will use this knowledge to design and make a bird bath which is designed to reduce evaporation.</p>	<p>All volcanic eruptions are equal: Support or Challenge?</p> <p>Children will be exploring the natural phenomena of volcanoes and earthquakes whilst building their Science knowledge on materials to decide which is the best way to simulate a volcanic eruption and combining this with their DT knowledge and skills to replicate a volcano of their choice.</p>	<p>There is only one way to design an effective product. Support or Challenge?</p> <p>Children will gain an understanding of how various components of a circuit function and impact each other. They will design and create an effective electrical machine to pick up litter.</p>
Global Learners	Children will develop a sense of identity and value diversity by understanding their own likes and dislikes and how this may differ from others. They gain an awareness of food around the world and draw upon their own experiences from home sharing cultural differences.			Children take part in discussions about issues that affect themselves and the wider world. They understand different types of housing and how this differs for each of us. They begin to understand that people around the world live differently, developing values and perceptions .	Children explore identity and diversity , learning how clothing needs differ from our country to those of others as they explore hot and cold climates and how others live around the world. They learn about basic human needs for warmth and why it is essential for this to be met.	Children will explore the theme of sustainable development through the doorway of travel and traffic discussing the positive /negative impact of people's actions on others and the environment. They begin to understand they have a role to play in the wider community.	Children will explore the theme of sustainable development through the doorway of 'Energy and Water' learning about global inequalities with water access.	Children will explore the theme of interdependence . They learn about societies that live around volcanoes, the dangers they face and why they still choose to live there including farming benefits, reliance on tourists for economic growth and benefit of geothermal energy.	Children will explore the theme of diversity and social justice learning about prejudice and discrimination experiences of diverse scientists. Using STEM , explore the story of Bangladeshi scientist Saiful Islam and his experiences. Children learn about diverse figures in the electrical field, for example <i>Lewis Latimer</i> and <i>Nikola Tesla</i> .

GLF CURRICULUM OVERVIEW



AUTUMN 2 HOW HAVE STRUCTURES INFLUENCED OUR LIVES?

ENQUIRY LENS: TECHNOLOGY

	Nusery 1 (2-3 year olds)	Nursery 2 (3-4 year olds)	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Drivers	EAD UTW: People and their communities	EAD UTW: People and their communities	UTW: People and their communities, The world EAD	History DT	DT History	DT History Science	Art History DT	Science History DT	History DT
Curriculum Enhancers	C&L	C&L	Prime areas	Geography Art	Art	Art	Maths	Geography	
Project	<p>Which people and places are special to us?</p> <p>Children will discuss their families and recognise that families can be the same or different to theirs. They will be able to identify the important people within their lives and say why they are special. The children will explore special places to them including their home and create them using a range of materials.</p>	<p>Who and what is our community?</p> <p>Children will explore the similarities and differences of families within their class. They will identify the important people and places in their lives. The children will explore their community and create a community building using different materials.</p>	<p>What do people in our communities do and where do they do it?</p> <p>Children will explore the jobs that people do within the local community. They will look at who works during the day and night and where they work. The children will then create their local community using different construction materials.</p>	<p>Which structure is significant to our local area and why?</p> <p>Children will have created a free-standing model created out of paper and card inspired by a historically significant local structure. They will understand the process to go through to ensure its success when creating whilst also understanding the historic importance of structures and how they have influenced our lives.</p>	<p>What impact has the Great Fire of London had on the structures in modern day London?</p> <p>Children will learn about the similarities and difference between London in 1666 and London today. The children will learn how to measure accurately, cut and join wood and card to create stable 3D models of London buildings from 1666 and the modern day.</p>	<p>How did people live in prehistoric Britain?</p> <p>Children will learn about the different types of rocks, how fossils are formed, and what soil is made up of. They will learn about what life was like during the Prehistoric period. The children will create life-sized wattle and daub structure inspired by the structures of Prehistoric Britain and use printing techniques to create art inspired by Prehistoric Britain.</p>	<p>What was the impact of the Roman invasion on Britain?</p> <p>Children will explore the Roman Empire and how they invaded and settled in Britain. Children will design, plan, make and evaluate a model inspired by a structure that the Roman Empire brought to Britain. They will then use this structure to help support an oral presentation where they discuss the impact the Roman Empire had on Britain.</p>	<p>How have Ancient Egyptians impacted how we live today?</p> <p>Children will have learnt about the Ancient Egyptian civilisation and their early achievements. They will learn about the significant structures built during this time and the mechanical devices Ancient Egyptians used to help them. The children will use their knowledge of forces and different mechanisms to make a mechanical device which will move water, or a heavy load inspired by the Ancient Egyptians.</p>	<p>Why were shelters important in WWII?</p> <p>Children will build their historical knowledge and understanding of key events in WWII and will consider how this historical event has shaped society today. protected as possible. Children will focus on the variety of shelters that were used during WWII and will then design, make and evaluate their own small-scale Air Raid Precaution (ARP) shelter.</p>
Global Learners	Children develop positive attitudes towards difference and diversity . They learn about different religious celebrations and other cultural traditions.		Children will explore the theme of sustainable development through the doorway of Local wellbeing. They develop an appreciation of and care of living things and their own environment. They begin to understand we need to care about the immediate environment as it is occupied by many. Discuss ways they can do this in their local areas and the possibility of change in the future if it is not taken care of.	After gaining and understanding of structures nationally, expose children to famous global structures around the world. Identify similarities and differences in wider contexts creating a sense of wonder and curiosity about the wonder and awareness of valuing diversity .	Children will explore the theme of sustainable development through the doorway of 'Buildings and grounds' understanding how humans make reformed and reflective action from events. Towns and cities are planned and built with spacing to help stop fires spreading as a result of the Great Fire of London. From this, The Fire and Rescue Service was established and is a global rescue service	After gaining an understanding that homes do not look the same all over the world but still serve the same basic purposes: (providing shelter, warmth and safety) children take part in discussions about causes and effects of poverty and inequality . They explore the theme of social justice . Explore what it means to be rich and poor, those who do not have a home and the social responsibility we have to keep each other safe.	Children will deepen awareness of identity and diversity of cultures and societies beyond their own experiences. They will learn about contributions of different cultures to our lives, understanding that Britain is the product of influences from many other nations over the course of history, including from the Roman Empire.	Children will explore the theme of sustainable development learning people's dependencies on the environment e.g the gift of the Nile. They also develop an understanding of industry, innovation and infrastructure and how humans have been developing technologies to help them with elements of their life for thousands of years.	Children will explore the theme of conflict resolution learning causes and effects at all levels of social impact of war and importance of resolving conflict fairly. Make comparisons to non-violent protests for social and political change.