

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> .

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. 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.

GLF CURRICULUM OVERVIEW



SPRING 1 WHAT IMPACT HAS ENGINEERING HAD ON THE LIVES OF HUMANS?

ENQUIRY LENS: ENGINEERING

	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	PD: Fine motor skills EAD: Creating with Materials Literacy	EAD: Creating with materials Literacy UTW: People, cultures and communities	DT History	DT History	DT History	Science DT History	Science DT	DT History
Curriculum Enhancers	C&L	Prime areas UTW: People, cultures and communities	Prime areas	Art	Art	Geography	Geography	Art	Geography
Project	What are wheels used for? Children will learn to recognise different modes of transport that relate to their lives and how wheels are useful within everyday life.	What are wheels used for? Children will learn about different journeys they take with their families and the different transport that is used. They will explore how different toy cars move and investigate if they all move in the same way.	How do we get around and what do we use to help us? Children will learn about different transport options within their communities and what transport is used for longer distances. They will learn about how transport has changed over time and will make their own model of a mode of transport.	How has the invention of cars changed our lives? Children will learn about how cars have changed over time. They will learn about Alec Issigonis and how he has impacted lives today. Children will explore different axles and design and make a model car.	How did the development of flight impact the life of individuals in the UK? Children will learn about the history of aviation and how it has developed over time. They consider how the development of flight has impacted on life today. Then children design and make an example of a flying machine from history.	How have engineers found solutions to geographical challenges? Children will learn about the key features of a river and how they impact the land around them. They will learn about their local waterway and how this has changed overtime. Using inspiration from influential bridge engineers, children will design and construct a bridge which spans a given gap and holds a given load	Development in technology made Britain more powerful. Support or challenge? Children will learn about the Victorian era and how the British Empire developed and the technologies that were invented during this period of history. Children learn about electricity and CAM mechanisms. Then they design and make a motorised CAM toy to display in 'The Great Exhibition'.	How has knowledge of light been used to impact humanity? Children will learn about how light travels in straight lines. They will use this knowledge to create a device that will allow someone to look around/over something without moving. They will also use their knowledge of light and shadow to create observational drawings incorporating tonal contrast and shadow.	How has the "current" industrial revolution impacted the solutions to engineering problems in the modern day? Children will learn about the four industrial revolutions and the impact of these on how we live our daily life. Children will design an innovative product and create a final design using IT. They will then pitch their product design to a chosen audience.
Global Learners	Children will explore the theme of Identity and diversity . Through the exposure of key texts, children see a variety of diverse individuals represented as engineers immediately challenging stereotypes of a male dominated industry and breaking down unconscious bias.	Children will explore the theme of sustainable development through the doorway of energy and water. Understand the problems that too much or too little water can cause and the impact this can have on the environment and people around the world. They learn about sustainable use of water. They develop a belief that everyone can do things to improve surroundings and support others.	Children will explore the theme of sustainable development through the doorway of travel and traffic. They learn the impact of cars on the environment; explore benefits of public transport; gather views from the local community on travel and traffic in the area. Consider using eco schemes like walk to school to support teaching.	Children learn about significant individuals including the Wright Brothers, Amy Johnson and Amelia Earhart and their achievements within the industry. Ensure children are exposed to modern day pilots and careers available to them highlighting the growing diversity within the aviation field. Examples for teachers	Children will explore the theme of sustainable development through the doorway of 'Water'. Pupils explore water conservation issues on a local and global scale as well as water use and water saving ideas. Take part each year in the World Water Day campaign developing a belief that individuals and groups can improve the future.	Children will explore the theme of human rights learning the UN Convention on the Rights of the child . They will learn those responsible for rights being met (e.g teachers, local and national government).	Children are exposed to diverse scientists in the industry learning about the first science experiment of Alhazen, an Arabic scientist living in Ancient Egyptian times. (<i>retrieve knowledge from Aut 2 topic</i>) Alhazen was known as the 'the father of optics' and was one of the first to create theories on how light travels.	Through the different industrial revolutions, children understand the importance of citizens, societies and governments, respecting and defending human rights . They learn about historical and current human rights issues and movements in their own country and elsewhere.	

GLF CURRICULUM OVERVIEW



SPRING 2 HOW HAS ART REPRESENTED ASPECTS OF OUR LIVES?

ENQUIRY LENS: ART

	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	EAD PD	EAD PD	Art Science	Art History	Art History	Art History	Art History	Art History
Curriculum Enhancers	C&L UTW	Maths	UTW	History Geography		Science	DT	Science	Geography
Project	<p>What is an artist?</p> <p>Children will explore what an artist is and look at their favourite colours. They will explore what tools they can use to paint and create a painting of their favourite animal.</p>	<p>What is a dot painting?</p> <p>Children will explore who can be an artist through the text - 'The Dot'. They will explore the tools that can be used to produce dots and create a piece of art based on mark marking on different materials.</p>	<p>How do artists create art?</p> <p>Children will explore what art is and how different tools can create different marks. They will explore colour and what happens when they are mixed. The children will create an art gallery of art created by shapes, dots and lines.</p>	<p>How is art used to represent the natural world?</p> <p>Children will learn about the flowering and non-flowering plants found in their local environment. They will learn about what plants have in common and create observational drawings of plants in their environment. The children will compare their locality to another and create a map of their school grounds which identifies the plants found there.</p>	<p>How has art been used in popular culture?</p> <p>Children will learn about the Pop Art movement and the influential artists involved. They will consider what is iconically British to them and explore past and present British icons including Queen Elizabeth II. Children will produce a piece of art in the style of Pop Art with a British focus.</p>	<p>How can portraiture to be used to represent individuals?</p> <p>Children will learn about light and shadow before turning their focus to learning about significant figures within the Tudor period. They will then explore how nobles and peasants led their lives differently during this period. Then children explore how portraiture can be used to communicate and represent meaning through symbolism and create their own portraits.</p>	<p>How does art represent different periods of history?</p> <p>Children will learn about the Anglo-Saxon and Viking invasion on Britain and the impact of these. They will consider if Britain was a product of invasion. Children will explore different printing techniques and create a monogram which will be attached to a Viking purse which they have designed and made.</p>	<p>How does art represent human achievements?</p> <p>Children will learn about the Ancient Greek civilisation and explore the achievements of this period of time and how their successes and achievements have influenced today. They will learn about Earth and Space and consider how knowledge in this area has developed over time. Children will learn about how art in Ancient Greece depicted life and beliefs and create an Ancient Greek inspired vase.</p>	<p>How is modern day art influenced by the past?</p> <p>Children will learn about Early Islamic civilisation and compare life during this time in Baghdad and Britain. They will explore Islamic art and create pieces of art inspired by this. The children will create their own 'Book of Wisdom' to in form an audience of this period of history.</p>
Global Learners	Children develop a sense of identity and diversity , gaining an awareness of different foods around the world, their likes and dislikes and how this can differ to others.		Children participate in group art activities learning to take turns, share and manage disputes peacefully. They express their own opinions of art and listen to the opinions of others.	Children explore the theme of citizenship by becoming familiar with their immediate environment observing the biodiversity of the school grounds and things that may affect it e.g <i>problem litter areas</i> . They explore how people can damage/improve the environment and how they can contribute to looking after our school.	Children explore the theme of values and perceptions by learning about a diverse range of significant British individuals who have been role models to society representing British Values. They learn the term ' stereotype ' and are encouraged to break down typical stereotypes about country, gender etc. They develop an awareness that others have different lived experiences.	Children learn about Tudor social classes and take part in discussions of what fairness means with examples of what it means to be rich or poor in different contexts. They explore the theme of social justice understanding that fairness may not always mean equal treatment. They look at some causes and effects of poverty and inequality discussing the relevancy of this today.	Children explore the theme of Conflict Resolution . Through the historical lens of power and rule, children will make connections to the need for rules in school and wider society and how people can take part in making and changing them. They compare rulers' approach to managing conflict and apply this to their own life.	Children explore the theme of Social Justice . After learning about the ancient greek democracy, children explore how this has impacted modern day. They learn the basics of how our country and region is governed today and gain awareness of how a lack of power and representation can result in discrimination.	Children explore the theme of Values and Perceptions by learning about the Islamic golden age, children develop a strong understanding of the early achievements in the middle east and the widespread of the Islamic faith. They develop positive attitudes, learn the impacts of stereotyping, prejudice and discrimination and how to challenge these.

GLF CURRICULUM OVERVIEW



SUMMER 1 IN WHAT WAY IS THE WORLD AROUND US DIVERSE?

ENQUIRY LENS: SCIENCE

	Nursery 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	UTW	UTW	EAD PD	Science Art	Science	Science Art	Science Geography	Science DT	Science
Curriculum Enhancers	C&L PSED PD	EAD	UTW		History Geography Art		Art	Geography History	Art
Project	<p>How do we grow and change? How are we the same / different from other animals?</p> <p>This project looks at growth and change. The children will present to parents what they have learnt about human babies, other baby animals and plants through a class assembly. They will be able to name a number of things babies need, how this is similar / different for humans and other animals and how they are growing and changing.</p>	<p>I can talk about different life cycles?</p> <p>This project looks at growth and change. Children will be noting their observations about the ways living things have changed over time (e.g. caterpillars and butterflies; photos of themselves and their families from birth to now and changes around them). They will create butterfly artwork which includes pattern.</p>	<p>How do plants and animals grow and change over time?</p> <p>Children will develop knowledge on classifying living and non-living things. They will use their new knowledge to explore what makes something grow and how to care for it. Children will sequence a selection of lifecycles, naming key features of and creating observational drawings with labels.</p>	<p>How do scientists compare animals?</p> <p>Children will learn about how scientists classify animals into mammals, birds, reptiles and fish. They will develop their skills in creating 3D models to create an animal representation. Children will create a 'natural history' exhibition displaying their 3D animals and information about them.</p>	<p>How does an animal's habitat provide it with what it needs to live?</p> <p>Children will learn about the life cycles of living things and what they need to survive. They will look at different habitats across the world and explore why David Attenborough is a significant individual. Children will then create a natural history programme about a habitat and the animals which live in it. Using art skills, the children will create a backdrop for their programme.</p>	<p>What do all plants have and need in order to survive?</p> <p>Children will learn about the conditions that affect plant growth. They will learn about the functions of different parts of the plant. The children will learn about how plants have been represented in art and design and create a 3D plant sculpture.</p>	<p>How are living things and their environment connected?</p> <p>Children will learn about climate and how this impacts what grows in different parts of the world. They will learn about the different biomes and the animals who live within these. Children will use this knowledge to consider the impact humans are having on a biome to create a campaign to help preserve them around the world. They will then create a piece of artwork based on climate change.</p>	<p>The way things grow affects the way we live. Support or Challenge?</p> <p>Children will learn about how plant and animal reproduction affects the food industry and how this has also affected and changed land use over thousands of years. The children will also gain an understanding into how food trade has developed and the challenges and benefits this presents. The children will improve their culinary knowledge and skills and will produce a seasonal dish, which is healthy.</p>	<p>How have living things evolved over time?</p> <p>Children learn how living things can be classified according to their characteristics and that these characteristics can be passed onto offspring from generation to generation. Children then focus on evolution and explore the work of Charles Darwin. Children will then use this knowledge to create their own stop motion animations demonstrating evolution.</p>
Global Learners	<p>Children are introduced to the theme of citizenship by developing knowledge of the living things in their local environment and how living things change and grow. They gain an appreciation of, and care for living things in their own environment. They develop a sense of wonder and curiosity about the world around them.</p>			<p>Children explore the theme of sustainable development through the doorway of food and drink. Through discussion, children learn sources of food, understanding that meat comes from animals, and fruits & vegetables, leaves etc. are plants.</p>	<p>Children explore the themes of citizenship and sustainable development. They gain an understanding of living things' dependency on the environment and how the planet provides all living things with the necessities to live such as food, water, shelter, energy and warmth. They begin to understand people's actions (including personal choices) have a positive/negative impact on all living things and the environment.</p>	<p>Children explore the theme of sustainable development through the doorway of food and drink. They learn about how food grows and gain an awareness of the horticultural skills and understand the scientific principles necessary to grow food plants and produce healthy, local and sustainable food for themselves. Consider joining the RHS campaign for school gardening.</p>	<p>Children explore the theme of sustainable development through the doorway of global dimension. They learn about the wider impacts humans have on different biomes and the negative effects this has on our planet. They create campaigns of action developing a willingness to take an informed stand on global issues and develop belief that people can make a greater difference when they action collectively.</p>	<p>Children explore the theme of sustainable development through the doorway of food and drink. They learn about land use for farming, carbon footprint of food and explore key issues such as deforestation. They also explore how farming has changed over time due to the demands of the population of the world.</p>	<p>Children explore the theme of diversity by learning about inherited traits and identify their own inherited traits. They learn to be proud of and celebrate their own heritage and how they look valuing their own and others' individuality. They build a positive sense of self-esteem.</p>

