

Borders Primary Partnership

Long Term Curriculum Map KS1

Year A

Autumn	Spring	Summer
<p>Global Theme: Identity & Diversity Focus: Ourselves and our community</p> <p>Our children will:</p> <ul style="list-style-type: none"> -form ideas around their own identity and explore what makes humans unique -they will share an awareness of diversity in their own community; in school and in their local area -develop an understanding of different cultures through exploring celebrations in the Muslim and Christian faith communities - explore how their community has changed overtime - explore how their school has changed overtime - explore their local landscape and how it's appearance and use has changed overtime including coastlines <p>Social Action Project:</p>	<p>Global Theme: Social Justice & Equity and Human Rights Focus: challenging discrimination</p> <p>Our children will:</p> <ul style="list-style-type: none"> - learn about basic human rights using the UN Convention as a basis for their understanding -learn about prejudice and discrimination through their study of Mary Seacole and Edith Cavell in the Victorian era - explore the legacy of Mary Seacole as a working black, female and how she has become a role model in modern Britain - learn about the work Mary Seacole and Florence Nightingale did during the Crimean war -discuss their own dreams and goals and how determination can help you succeed <p>Social Action Project:</p>	<p>Global Theme: Globalization & interdependence and Sustainable development Focus: transport and air pollution</p> <p>Our children will:</p> <ul style="list-style-type: none"> -how the invention of planes has made the world more connected -learn about the invention of planes and the first flight by the Wright Brothers and how planes have developed since -learn how Amelia Earhart was a female aviator and was the first to fly solo around across the Atlantic Ocean -learn that Amy Johnson was the first female pilot to fly solo from London to Australia - children will explore the impact transport, planes and cars, has on air pollution the environment both locally and globally - they will debate how society can make changes to their use of transport to reduce air pollution <p>Social Action Project:</p>
<p>In depth local area study: Children will learn how their locality has changed overtime.</p>	<p>History: Significant people (local area): What if we needed medicine?</p>	<p>History: Events beyond living memory/significant people: Women's first</p>

<p>History: Changes within living memory: Local History Study/: School Life</p> <p>Geography: UK: Local study -Where do I live? Including the coast</p> <p>Science: Biology: Animals including Humans & Physics: Seasonal Changes Significant People:</p> <p>PSHE/RSE: Being me in my world & Celebrating Differences</p> <p>Computing: E-safety: E-safety: Using the internet safely</p> <p>Digital Literacy & E-safety: Digital Literacy & E-safety: using a computer/device</p> <p>Religion: 1.1 What do my senses tell me about the world of religion and belief? 1.2 How does celebration bring a community together. Muslim,Christian?</p>	<p>Edith Cavell - nurse 1865-1915 (Norwich) Mary Seacole - nurse 1805 - 1881 (jamaica) Florence Nightingale - founder of modern nursing 1820 – 1910</p> <p>Elizabeth Fry - Humanitarian (1790 - 1845) Norwich Dorothy Hodgkin</p> <p>Geography: What's the weather like today? Is it the same everywhere?</p> <p>Science: Physics: Seasonal Changes and Chemistry: Everyday Materials (1) & Use of Everyday Materials (2) Significant People:</p> <p>PSHE/RSE: Dreams and Goals & Healthy Me</p> <p>Computing: Coding: Coding with Codeapillars/Beebots Digital Literacy: bug hunters</p> <p>Religion: 1.3 What do Jews remember on Shabbat? 1.4 What does the cross mean to Christians</p>	<p>flight; why such a big deal? First flight Wright brothers Amy Johnson Emelia Earhart,</p> <p>Geography: Respectful, active citizenship: How can we look after our world?</p> <p>Science: Biology: Plants & Physics: Seasonal Changes Significant People:</p> <p>PSHE/RSE: Relationships & Changing Me</p> <p>Computing; Digital Literacy: potty painters Coding: Scratch Jnr - introduction and fundamentals</p> <p>Religion: 1.5 How did the universe come to be?</p>
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Autumn	Spring	Summer
<p>Global Theme: Identity & Diversity. Social Justice, Equity & Human Rights Focus:</p> <p>Our children will:</p> <ul style="list-style-type: none"> -be celebrating their individuality and the diversity within their class. - - listen to others and accept other viewpoints, even when different from their own and develop an understanding that what makes them happy may not necessarily be the same for others. -consider not only viewpoints of their peers but there's some different generations and show awareness of, and concern for people's feelings. - develop their historical enquiry skills by researching how the local area has changed over time, investigate the Tudor heritage in Norwich and learn about Robert Kett - try and consider what life was like in the Tudor era. - discover the Untold Stories of a black Tudors. - conduct a geographical area study of Norwich and evidence of the Tudor era <p>Social Action Project:</p>	<p>Global Theme: Social Justice, Equity and Human Rights Focus: Child Labour around the World</p> <p>Our children will:</p> <ul style="list-style-type: none"> - Develop an understanding of the difference between rights and responsibilities through exploring the UN Convention for Children's Rights Article 24, 32, 28 -Consider how these relate to themselves and other from around the world -consider how poverty can affect families in our locality and in India -develop their own opinions on poverty and feel passionate about fighting for change -examine the impact of child labour historically and in the present in their study of India - will make links to the Victorian times and those who were rich and poor - will make links to education, seaside holidays and homes - will recognise that poor children did not access education and therefore could not read and write -learn how Dr Barnardo wanted to bring about change and create a better community. <p>Social Action Project:</p>	<p>Global Theme: Sustainable Development Focus: Environmental Impact</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn about the impact humans have on their environment -learn about the plastic pollution issue in the Gambia and compare that with plastic pollution in their local area -study how the climate is impacting on farming in the Gambia and the actions taken to create sustainable farming and compare this to their local area -discuss how they can be responsible citizens and agents of change and explore how plastic waste can be recycled in their local area -pupils will make links from their understanding of habitats and living things and explore how the impact of climate change can affect the growth of plants. <p>Social Action Project:</p>
<p>Curriculum Subjects: History: Kings & Queens; Who were the Tudors? The untold story of the black tudors.</p>	<p>Curriculum Subjects: History: Significant historical events/changes within living memory: Who helped the children? - (Dr Barnardo, Ragged School,)</p>	<p>Curriculum Subjects: History: Events beyond Living memory: 1666 - The Great Fire of London - what happened? What did we learn from the Great Fire of</p>

<p>Geography: UK How does the use of the land in our local area contribute to our lives? (in depth study of land use i.e. farming and food produce - local and global impact).</p> <p>Science: Biology: Living things and their habitats Significant People:</p> <p>PSHE/RSE: Being me in my world & Celebrating Differences</p> <p>Computing: E-safety: Staying safe on the internet Digital Literacy & E-safety: using a computer/device</p> <p>Religion: 2.1 Why is light an important symbol? 2.2 What does the nativity story teach Christians about Jesus?</p>	<p>Birth of the NHS 1948</p> <p>Geography: Asia: What's it like to live in India?</p> <p>Science: Biology: Animals including humans Significant People:</p> <p>PSHE/RSE: Dreams and Goals & Healthy Me</p> <p>Computing: Coding: Scratch Jnr - introduction and fundamentals Digital Literacy - using a computer</p> <p>Religion: 2.3 How do Christians belong to their faith family? 2.4 How do Jews celebrate passover?</p>	<p>London? The rebuilding of London, water, building materials, homelessness & refuges (basic human rights for shelter...)</p> <p>Geography: Africa: How are humans affecting the environment? Significant People:</p> <p>Science: Biology: Plants</p> <p>PSHE/RSE: Relationships & Changing Me</p> <p>Computing: Digital Literacy: taking and using photos Coding: Scratch Jnr - introduction and fundamentals</p> <p>Religion: 2.5 Why do people have different views about the ideas of God?</p>
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Long Term Curriculum Map LKS2

Year A

Autumn	Spring	Summer
<p>Global Theme: Sustainable development Focus: dependency on environments</p> <p>Our children will:</p> <ul style="list-style-type: none"> -develop their understanding of responsibility and concern for the environment - study the country of Somalia and draw comparisons to their own locality -learn about the variety of physical features of the country i.e mountain regions, savanas, desert plains -compare the climate in Somalia to their own locality -learn why families are driven to hunting and poaching - learn about and express their views on the impact humans have had on wildlife as a result of hunting and poaching - learn that Africa has been described as the 'cradle of mankind' through the study of the earliest civilisation - learn about 'Lucy' <p>Social Action Project:</p>	<p>Global Theme: Identity & Diversity Focus: Challenging Gender Stereotypes</p> <p>Our children will:</p> <ul style="list-style-type: none"> -exploring their own assumptions about gender roles -learn about female empowerment their study of the Queens of Ancient Egypt, the ancient civilization of Sumer and the UK suffrage movement - learn about the stories of black and Asian suffragettes -learn how there is a developing sense of justice and equality in modern times in terms of gender in the workplace <p>Social Action Project: Challenging gender stereotypes</p>	<p>Global Theme: Globalisation and Interdependence</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn about the kingdoms of Ancient Egypt and their rulers - know about the different groups of people and their roles -learn how ancient civilisations and present day communities rely on their environments for sustainable living -learn about the society -learn why the River Nile was so important to the Ancient Egyptians -learn how the River Nile was used for transportation for foreign trade -explore the impact of natural disasters can have on the environment and economy -learn how climate change and drought impacted on the survival of the Ancient Egyptians <p>Social Action Project:</p>
<p>History: Changes in Britain from the Stone-Age Neolithic, Bronze Age, Iron-Age</p> <p>Geography: Africa How do people depend on their environment? Comparison between a region</p>	<p>History: In depth study: How have females been empowered through time? How were rights won? Significant People: : Elizabeth Garratt Anderson - physician & suffragist 1836 - 1917 (Aldeburgh)</p>	<p>History: The achievements of the Ancient Egyptians:</p> <p>Geography:Europe & NorthAmerica Volcanoes (Italy - Etna & Vesuvius) and earthquakes (Ring</p>

<p>in the UK & Somalia.</p> <p>Science: Biology: Animals including humans 3 Significant People:</p> <p>PSHE/RSE: Being me in my world & Celebrating Differences</p> <p>Computing: E-safety: Google Share with Care Digital Literacy: Using a computer/device:</p> <p>Religion: 3.1 How do people express commitment? 3.2 What is the Trinity?</p>	<p>Geography: Central and Western Europe: The River Rhine</p> <p>Science: Biology: Animals including humans Rocks; Significant People:</p> <p>PSHE/RSE: Dreams and Goals & Healthy Me</p> <p>Computing: Computer Science: Explore a Topic with Research and Collaboration Digital Literacy: Animations</p> <p>Religion: 3.3 What is philosophy? 3.4 What do Muslims believe about God?</p>	<p>of Fire, Haiti), Natural Disasters and their impact.</p> <p>Science: Physics: Light, Forces & Magnets Significant People:</p> <p>PSHE/RSE: Relationships & Changing Me</p> <p>Computing: Coding: Sound & Music - Rock Band Coding: Class Project</p> <p>Religion: 3.5 What difference does being a Muslim make to everyday life?</p>
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Autumn	Spring	Summer
<p>Global Theme: Social Justice & Equity and Peace & Conflict Focus: The power of debate and activism</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn how social justice and equality was viewed and addressed in Ancient Greece -learn that debate was used as a tool by the poorer groups of society to dispute their living conditions - learn about the concept of activism and protests and their role in modern society - compare the UK and Greece and make connections between geographical features - learn about the legacy the Ancient Greeks have had on the modern world e.g democracy, class systems, protests, debates - learn about the female Greek Philosopher Aspasia - how the uprising of the poorer social classes led to the weakening of the Greek Empire <p>Social Action Project:</p>	<p>Global Theme: Identity & Diversity and Globalisation and interdependence Focus: Self-identity and Belonging</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn about the multicultural communities that existed during Roman Britain -explore whether Roman Britain was only inhabited by white Europeans - learn how different cultures have contributed to modern Britain - discuss and debate the legacy left by the Romans - learn about the non-european members of Roman Britain Society -learn about the geographical features of Italy and China and compare them to the United Kingdom - study the Silk Road trading networks and how it helped shape international trade in modern Britain <p>Social Action Project: combating prejudice</p>	<p>Global Theme: Sustainable Development Focus: Sustainable Food Industry</p> <p>Our children will:</p> <ul style="list-style-type: none"> - learn that Anglo-Saxon farming was wide-spread and sustainable - explore themselves as consumers - explore more about where our food comes from and the different options available regarding food production - learn about farming in America and Brazil and compare these to the UK and their local area <p>Social Action Project:</p>
<p>History: Ancient Greece, life, achievements and their influence on the western world - How did debate, democracy and the class system develop?</p> <p>Geography: Europe: A comparison of the UK with Greece</p>	<p>History: Roman Britain:The Romanisation of Britain Multi-cultural Roman Britain</p> <p>Geography: The Silk Road Science: States of Matter Significant People:</p>	<p>History: Anglo-Saxon settlement - large scale sustainable farming</p> <p>Geography: North & South America: Sustainable farming methods -</p> <p>Science: Physics: Electricity Significant People:</p>

<p>Science: Biology: Living things and their habitats, Physics: Sound Significant People:</p> <p>PSHE/RSE: Being me in my world & Celebrating Difference</p> <p>Computing: E-safety: Google Don't fall for fake Digital Literacy: Research and develop a topic -</p> <p>Religion: 4.1 Where do Christian religious beliefs come from? 4.2 What do we mean by truth?</p>	<p>PSHE/RSE: Dreams and Goals & Healthy Me</p> <p>Computing: Computer Science: Interactive - chatbot Coding: Game - boat race</p> <p>Religion: 4.3 How do religious groups contribute to society? 4.4 Why is there so much diversity of belief within Christianity?</p>	<p>PSHE/RSE: Relationships & Changing Me</p> <p>Computing: Digital Literacy: Childnet or barefoot video game Coding: class based project</p> <p>Religion: 4.5 What does sacrifice mean?</p>
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Long Term Curriculum Map UKS2

Year A

Autumn	Spring	Summer
<p>Global Theme: Sustainable development. Power & Governance Focus: sustainable communities</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn about the concept of sustainable development in the clothing, food and manufacturing industry -explore how consumer choice can make a change at a local and global scale -learn about the difference in water accessibility in developed and developing countries -learn how charitable aid can support developing sustainable communities such as Awra Amba - learn about the transformational farming habit during the Anglo-Saxon and Viking era <p>Social Action Project: promoting consumer choice to influence sustainability</p>	<p>Global Theme: Peace & Conflict and Social Justice, Equity and Human Rights Focus: Seeking Asylum</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn about borders and their purpose in the UK and beyond -learn about the impact of borders on migration -learn about the plight of the Rohingya minority living in Myanmar and the refugees journey -analyse primary and secondary resources in order to understand the impact of prejudice and discrimination they may face -research and discuss a variety of viewpoints of the situation that perpetuate inequality and injustice -will learn about inequality through the study of the Black Lives Movement in 2013 by three black females -will learn about the events of the civil rights movement with the introduction of the 13th amendment in America in 1865 <p>Social Action Project: raising awareness of challenges faced by asylum seekers in the UK or how Black Lives Matter has impacted on challenging racism in the UK</p>	<p>Global Theme: Social Justice & Equity; Power & Governance Focus: The Role of Political Protests to Influence Policy</p> <p>Our children will:</p> <ul style="list-style-type: none"> -study the inequalities within society and challenge viewpoints which perpetuate inequality and injustice -learn about the Windrush migration in 1948 and the reasons behind the migration and its significance -understand the formation of the British Empire at the end of WW2 -learn how they contributed to the evolution of London modern Britain - critically analyse major events that have happened more recently such as Brexit and the Grenfell Tower incident - develop a sense of solidarity with people who suffer from injustice and exploitation - explore the legacy of migration in their local area (Norfolk and Suffolk) <p>Social Action Project: planning and delivering a political campaign for equity and justice in schools</p>

Community Excellence Positivity Respect Ambition

<p>History: Anglo- Saxons and Vikings struggle for Britain. Why did the Early Anglo-Saxons come to Britain? Vikings - invasion</p> <p>Geography: Africa: How does the community of Awra Amba ensure their sustainability?</p> <p>Science: Physics: : Earth & Space Investigation Unit: Chemistry & Biology: Water diseases Significant People:</p> <p>PSHE/RSE: Being me in my world & Celebrating Differences</p> <p>Computing: E-safety: Google Secure your Secrets Digital Literacy: Plan an event</p> <p>Religion: 5.1 Is believing in God reasonable?</p>	<p>History: The history of borders and the formation of states and empires.</p> <p>Identify and compare features of Myanmar and Australia</p> <p>Science: Physics: Forces; Biology: Evolution and inheritance Significant People: Significant People:</p> <p>PSHE/RSE: Dreams and Goals & Healthy Me</p> <p>Computing: Coding: Scratch - Space Junk Game Coding: Catch the Dots game</p> <p>Religion: 5.4 What difference does the resurrection make to Christians? 6.5 How do beliefs shape identity for Muslims?</p>	<p>Geography & History: In depth study:What's the story of the Windrush Generation? What is the legacy of human movement and migration to East Anglia.</p> <p>Science: Biology: Animals including humans 5 & 6 Significant People:</p> <p>PSHE/RSE: Relationships & Changing Me</p> <p>Computing: Digital Literacy: Childnet video competition Coding: class based project</p> <p>Religion: 5.5 How do Hindus make sense of the world? 5.3 What can we learn about the world from philosophers?</p>
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Autumn	Spring	Summer
<p>Global Theme: Sustainable development and Identity and Diversity Focus: Deforestation</p> <p>Our children will:</p> <ul style="list-style-type: none"> -learn about the destruction of the Amazon Rainforest and the crisis created by logging and impact of globalisation -explore the impact of consumer demand for cattle ranches -research and explore the conservation initiatives in place -learn how their own lifestyle choices can reduce impact and can make meaningful change -learn about the history of Brazil and connections between the Rio-Carnival and the Trans-Atlantic Slave Trade - compare the Rio-Carnival to the Notting Hill Carnival and how its origins can be traced to London riots <p>Social Responsibility Project: Raising awareness of the sustainability of the Amazon Rainforest and its Global impact</p>	<p>Global Theme: Peace & Conflict; Power & Governance Focus: International Relations</p> <p>Our children will:</p> <ul style="list-style-type: none"> -explore the triggers that can result in international conflict through their study of the WW2 -learn about and analyse the events that led to the declaration of war -learn about the key figures involved in the war and how their impact can be viewed differently from different perspectives -think critically about the omission of stories from soldiers from all over the Empire -analyse role propaganda and its influence on the outcome of WW2 -explore the role of international relations in their study of the British colonisation of Africa -learn what evidence there is of the colonial rule and how some countries won back their independence <p>Social Responsibility Project:</p>	<p>Global Theme: Peace & Conflict; Power & Governance Focus: Eastern influence on the world</p> <p>Our children will:</p> <ul style="list-style-type: none"> - learn about the golden age of the Islamic Empire with a focus Baghdad and its position in the world as the centre of knowledge -learn what society was like in Baghdad 790 CE to 1258 CE -explore the differences in society between the rich and the poor - learn about the influence of this Eastern empire and discover a range of pioneers from this period of history - make links between the positive influences of the Islamic world on a local level, a national level and a global scale focusing on the arts, science and culture. - be able to draw comparisons between the Roman, Greek, British and Islamic Empires and learn the stories of great thinkers from the East -understand what else was happening around the world at this time <p>Social Responsibility Project:</p>
<p>History: In-depth Study of Brazil and links to the slave trade</p>	<p>History: British History What was the role of the British Empire during WW2? (Sikh & African soldiers, power of propaganda)</p>	<p>History: Non-European Society: What was the Golden Age of Islamic Civilisation? (early pioneers and the influence of the East over the</p>

<p>Geography: South America: How is globalization affecting the sustainability of Amazon Rainforest?</p> <p>Science: Biology: Living things & their habitats 5 & 6</p> <p>PSHE/RSE: Being me in my world & Celebrating Differences</p> <p>Computing: E-safety: It's Cool to be Kind Digital Literacy: Explore a topic with Research and Collaboration</p> <p>Religion: 6.3 What does it mean to be human? 6.2 How do Buddhists explain suffering in the world?</p>	<p>Geography: Africa: How was Africa colonised and why?</p> <p>Science: Physics: Electricity & Light Significant People:</p> <p>PSHE/RSE: Dreams and Goals & Healthy Me</p> <p>Computing: Coding: Scratch math - building with numbers Coding: Scratch memory Game</p> <p>Religion: 6.1 Does religion bring peace, conflict or both?</p>	<p>world)</p> <p>Geography: Global: Biomes</p> <p>Science: Chemistry: Properties and Changes of Materials Significant People:</p> <p>PSHE/RSE: Relationships & Changing Me</p> <p>Computing: Coding: Childnet video competition Coding Class based project</p> <p>Religion: 5.2 How has belief in Christianity Islam impacted on music and art throughout history? 6.4 Creation and science - conflicting or complementary?</p>
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