

Art Curriculum: Why this, why now?

	Year 1 / 2	Year 3/ 4	Year 5 /6
Cycle A	<p>Painting – Wax Resistant art (watercolour) The purpose of this unit is to develop children's understanding of Indonesian art with an end goal of developing their own wax resident Batik art. This unit builds on the learning in Early years where children are taught the primary colours. With this topic children will take this knowledge of primary colours to experiment and explore secondary colours and understand how different ratios of paint create different colour. This unit builds the crucial foundations of colour that children will be able build on each year.</p> <p>Other Media – Birds Sculpture (wire) Children will have the opportunity to handle and explore what sculptures are. This is an introduction to sculpture and the children will be using one material (wire). Children experience bending, moulding and jointing these materials together. This builds on from their previous experience in EYFS on using pipe cleaners in their own designs. Children will understand how different materials work and that different pressures are needed to mould these.</p> <p>Painting – Van Gogh Building on their prior knowledge of colour children will now begin to understand how colour shows emotion. They will experiment, compare and evaluate their own and others work identifying how the artists have used colour to portray the emotion. Children will begin to use a range of painting techniques such as stippling, dabbing, dry brush and wet brush. They will explore how to create some movement in their paintings.</p>	<p>Painting – Egypt Wall Paintings Building on their painting techniques children will now develop these further using; scumbling, blending, streaking, and flat brush. Children will understand the historical relevance of this artform and the importance it played in the people during this time period. Children will begin to understand how to use tone, tint and shades in their paintings. Children then design and create their own form of Egyptian wall art.</p> <p>Other Media – Fruit Tiles (clay) Children do have experience with using clay in forest school before this point. Children build on their knowledge of the clay material and begin to learn how to use clay tools to create the desired effect. At this stage, children are becoming more independent in their choices and have strong fine motor skills.</p> <p>Painting – Rangoli Patterns Children build on their painting experience and have now tried painting with a range of paint materials including watercolour, ready made paint) Children will use oil/ acrylic and begin to have a deeper understanding of this medium and how it works differently to the others. Children will also learn how different brush sizes enhance their desired effect. Now that children have build good fine motor skills they are able to be more precise.</p>	<p>Painting – Georgia O'Keefe Children have now built a strong understanding of the different painting techniques they can use, the tools that enhance their art and how colour plays a part in their designs. Children will have the opportunity to perfect and enhance these skills further. They will experiment and understand how layering colour to create shades and tones allows to make a piece of art appear 3D.</p> <p>Other Media – Self Portraits sculpture (clay) Children build on what they know about clay and how they can use it to make sculptures. After learning about various techniques, they can use the clay tools for and understanding how they can hold, edit and form this material they will now create their own self portrait. A wider range of techniques are explored during this unit.</p> <p>Painting – Climate Change (Sean Yoro) Building on their knowledge of painting and drawing on their understanding of the skills they require to create a good painting. Children now dig deeper and explore the impact their art has on the wider world. Children have the opportunity to continue to enhance their proficiency and try and test out new ideas through their art work. They can draw on their sketchbooks and knowledge of previous units to improve and develop their art work.</p>

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Cycle B	<p>Drawing – Still Life (feathers) This unit builds on the learning in Early years where children begin to mark make and strengthen their fine motor skills. They will have the opportunity to explore, experiment and practise using different shading pencils to get a desired effect. This unit builds the crucial foundations of drawing that children will be able build on each year.</p> <p>Other Media – Andy Warhol Printing Children will have the opportunity to handle and explore what printing is and how it still plays a part in our lives now. This is an introduction to Printing and the children will be understanding how colour plays a role in this style. Children experience bending, moulding and creating their own print mould. This builds on from their previous experience in EYFS on using sponges to print in their own designs.</p> <p>Drawing – Observational Drawings This unit builds on the learning in the previous topic. Children are still building their fine motor skills but are beginning to understand how pressure can impact their drawings. Children will now begin to learn about proportion and how they will replicate an object onto paper. Children will experiment with a range of shading techniques that begin to form their drawings.</p>	<p>Drawing – Still life (healthy food) Building on their drawing techniques children will now develop these further. Children will begin to understand how to use tone, tint and shades in their drawings and use a range of drawing tools in their art. Children then design and create their own form of still life.</p> <p>Other Media – Bird in the trees (collage) Children do have experience with using various materials eg. Tissue paper, natural materials, card, paper ect. Children understand how materials can be layered together. At this stage, children are becoming more independent in their choices and have strong fine motor skills.</p> <p>Drawing – Light and Dark Monet Children build on their drawing experience and have now tried drawing with a range of materials including oil pastel, wax crayons, chalk, charcoal and pencil. Children will use colour to help show light and dark in their drawings. Children will begin to use shades and layers to experiment in the style of Monet. . Now that children have built good fine motor skills they are able to be more precise.</p>	<p>Drawing – Illustration Children have now built a strong understanding of the different drawing techniques they can use, the tools that enhance their art and how colour plays a part in their designs. Children will have the opportunity to perfect and enhance these skills further. They will experiment and understand how Japanese artist create emotion and feeling in their drawings. Children will experiment with a range of drawing techniques to make a piece of art appear 3D.</p> <p>Other media – Recycle project Children build on what they know about sculptures, how these are formed and and how they can use materials to make them. After learning about various techniques, they can use the varied materials and design, create their ideas learning how they can connect them together to form their own product. A wider range of techniques are explored during this unit.</p> <p>Drawing – Architecture Building on their knowledge of proportion, shade and space children will now become more accurate and precise by looking at architectural drawings. Children have the opportunity to continue to enhance their proficiency and try and test out new ideas through their art work. They can draw on their sketchbooks and knowledge of previous units to improve and develop their art work.</p>

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	Year 1 / 2	Year 3/ 4	Year 5 /6
Cycle A	<p>Online Safety (1.1) How do I use Purple Mash safely? The purpose of this unit is to develop children's understanding of keeping safe online, protecting their work and using Purple Mash effectively.</p> <p>Effective Searching (2.5) How can I search effectively? The purpose of this unit is for children to understand how the internet can be used to find information efficiently. This unit also links with Online Safety (1.1).</p>	<p>Online Safety (3.2) How can I find reliable information online? This unit allows pupils to build on effective searching units by developing their understanding of reliable information.</p> <p>Simulations (3.7) Are there any problems with simulations? This unit draws from pupil's knowledge of Algorithms, collision detection - simulating air traffic control, object types and debugging. This unit teaches that simulations are often too simple; and unexpected problems can still occur in real life that are difficult to simulate. Simulations can also be very expensive. This is important to understand for the coming years as they learn about the limitations of computer programmes.</p>	<p>Online Safety (5.2) How can I make a secure password that I can remember? This unit builds on induction day online safety lessons as well as the online safety units they have done at the start of each year. This unit focuses on the importance of strong and memorable passwords at an age when they are usually making their own accounts for different things.</p> <p>3D modelling (5.6) Explain how you could design and make a 3D model using 2Design and Make. This unit begins to show pupils the practical outworking of CAD in real-life. It builds on their understanding of algorithms and shows them the output not just in a computer game but in 3D models.</p>

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<p>Technology Outside of School (1.9) How does Technology make our lives better? The purpose of this unit is for children to develop their understanding of what technology is and the impact it can have in our everyday lives. Children will explore different types of technologies and the problems that they can solve.</p> <p>Lego Builders (1.4) It doesn't matter what order the instructions are in. Do you agree or disagree? The purpose of this unit is to introduce children to the idea of instructions in computing. Links with Coding (1.7) in Summer term.</p> <p>Grouping and Sorting (1.2) Always, Sometimes, Never. Sorting makes things easier. This unit introduces how to use grouping activities on Purple Mash and introduce the idea of computer programs solving everyday problems.</p>	<p>Touch Typing (3.4) Why should I type certain keys with certain fingers? This unit introduces pupils to key typing skills. Generally, pupils have little experience doing this and teaching specific skills will prevent typing becoming a barrier in other areas of learning.</p>	<p>Spreadsheets (5.3) Explain what a spreadsheet model of a real-life situation is and what it can be used for? Pupils build on prior spreadsheet knowledge from each year to consider what data they could collect and how a spreadsheet could be used to save them time.</p>
<p>Creating Pictures (2.6) How can you use technology to make different types of picture? The purpose of this unit is to explore how you can be creative with a computer program and how to recreate specific artistic styles.</p>	<p>Coding (3.1) Why is it useful to use a flowchart to design a computer program? Pupils are introduced to using a flowchart to design a computer program. They should begin to understand that they are helpful as you can see it in its simplest form as inputs and outputs. You can see where the program is going which will prevent mistakes when creating the code. They have some idea of what the word debug means.</p>	<p>Game Creator (5.5) Why is it important to continually evaluate your game? This unit uses knowledge of coding to create a game. It challenges pupils to create and evaluate, considering how games can be improved- both their own work and that of others.</p>

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<p>Spreadsheets (1.8) How could using a spreadsheet save time? The purpose of this unit is to introduce pupils to spreadsheets. What are they and why are they used.</p>	<p>Spreadsheets (3.3) How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer? This unit builds on pupils' spreadsheet knowledge and introduces more real-life usages of them.</p> <p>Graphing (3.8) How can you decide what type of graph would be best to present data? Can you give examples? This unit builds on the last two years enquiry into different data handling tools and use of questioning to separate and group data. They begin to make their own choices about what data to present and how to best present it.</p>	<p>Thread Maps (5.7) How does a thread map help share ideas? Pupils already understand the importance of text formatting and organisation as well as Transferring information from a thread map into a written report. In this unit they learn that a thread map in 2Connect allows many users to contribute to the map which means that ideas or thread can be quickly amended or additional information provided.</p>
<p>Coding (1.7) How do you make characters move in a 2Code program? The purpose of this unit is to ensure pupils know what instructions are and why they are important when coding. They will understand that computers only do what they are told. This will allow them to begin predicting what might happen when the instructions are followed.</p>	<p>Email (3.5) What should you do if you receive an email that makes you upset or scared? This unit is part of the e-safety units. It builds on the children's knowledge of the importance of staying safe online. It focuses specifically on the dangers of email and the way to use it safely.</p>	<p>Coding (5.1) Describe how you would use variables to make a timer countdown and a scorepad for a game. By now, pupils have a deep understanding of the code, test, debug process. They have been introduced to IF statements, Repeat Until and IF/ ELSE Statements as well as Number Variables. This unit allows them to consolidate and put into practice their knowledge by creating a working game.</p>

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	<p>Pictograms (1.3) When might you choose to use a pictogram? This unit follows on from 1.2 in the Autumn term. It builds on their knowledge of sorting data by certain criteria. They will learn that data can be represented using pictures and be introduced to how to do this on a computer.</p>	<p>Branching Databases (3.6) How can a branching database be used to solve problems? This builds on from learning about pictograms, spreadsheets and data handling. They have been introduced to 2Question before. Children will know what a Branching database is and why they may use it. It increases their toolbox of different ways to present data.</p>	<p>Networks (6.6) How do schools access the internet? This unit builds on knowledge from the online safety units. It uses pupils' understanding of the connections and communications between devices and device capabilities. This unit encourages pupils to look forward and consider what changes may be heading our way in the future.</p> <p>Spreadsheets* (6.9) How can a spreadsheet help solve problems? This unit considers all pupils have learnt in 2Calculate and 2Graph and applies it to MS Excel. It introduces them to a programme they are likely to use a lot.</p>
	Year 1 / 2	Year 3/ 4	Year 5 /6
Cycle B	<p>Online Safety (1.1) How do I use Purple Mash safely? In addition to our induction day digital literacy lessons, this unit teaches pupils how to log on safely as well as reminders about how to use Purple Mash itself. Some pupils may never have considered the need to use computers safely.</p> <p>Maze Explorers (1.5) How could the 2Go program be used in real life? This unit introduces the idea of instructions on a computer program. Pupils will know that they can input a sequence of instructions and the computer will follow.</p>	<p>Online Safety (4.2) Identify some positive and negative influences of technology on your health and the environment. In this unit pupils build on their understanding of the dangers of the internet. They will consider more about the effects of their own actions online, developing their understanding of a digital footprint. At this stage, pupils will also be encouraged to make healthy decisions about how they engage with technology.</p> <p>Effective Searching (4.7) How could you assess whether a source is true or reliable? Pupils have been exposed to the idea of the reliability of information and spoof websites, appropriate ratings and how to report problems. This unit they develop their understanding of what they can do to check the reliability of information.</p>	<p>Online Safety (6.2) What measure could you put in place for yourself in order to stay safe online? This unit covers very similar knowledge to previous online safety units, mainly due to the difference in the types of technology they are now independently accessing. There is an emphasis on reinforcing messages they have received throughout their schooling.</p> <p>Blogging (6.4) If were to write a blog, what would it be about and why? Would you be worried about the audience's participation? This unit builds on previous online safety units. It introduces another situation where pupils need to think carefully about their actions online and what to do when they see things that are inappropriate. They will consider the effect of 'comments' on a blog, preparing them for using social media in a few years time.</p>

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<p>Online Safety (2.2) How should you behave when acting online? This unit is in addition to our induction day digital literacy lessons. This unit teaches pupils that their behaviour has a consequence.</p> <p>Questioning (2.4) What would you like to make a pictogram about? Why? This unit builds on pupils' understanding of pictograms and teaches them about different ways of displaying information.</p>	<p>Coding (4.1) Explain the stages of the design, code, test, debug coding process. This unit builds on coding units from year 1,2 and 3. It introduces a more advanced version of the coding platform preparing students to be introduced to python in Year 6.</p>	<p>Coding (6.1) Why would you use Tabs in 2Code Gorilla? This coding unit focuses on user inputs, flowcharts and control simulations which have all been introduced before. Pupils apply what they have previously learnt to design a playable game.</p>
<p>Animated Story (1.6) How can I improve my story? This unit allows pupils to develop their understanding of narrative and story by showing them the software possibilities available to them. It helps children to consider key story moments and teach them key IT skills.</p>	<p>Writing for Different Audiences (4.4) Why should I change the font when I am writing? This unit combines writing objectives with computing. It comes in LKS2 as pupils are really beginning to develop their writer's voice. It encourages children to consider how font size and style affect the impact of the text on the reader and broadens their understanding of decisions made by authors and illustrators.</p>	<p>Text Adventures (6.5) How can planning a text-based adventure improve it? This is another unit similar to 4.4 which helps develop authorial choice. It encourages children to use code within a game which tells a story. How can we keep the user playing?</p>

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<p>Making Music (2.7) How can you change how your music sounds? This unit broadens pupils' understanding of what programs and software are available. They combine their music knowledge with this to compose and refine music. They will begin to understand how music can be computerised and begin to understand the similarities between music and computational thinking.</p> <p>Spreadsheets (2.3) How could a spreadsheet help you when you are planning some shopping? Pupils are introduced to 2Calculate as a way to present data. It aims to make pupils familiar with the program.</p>	<p>Logo (4.5) How can using the repeat button help draw shapes? Pupils build on their knowledge of coding language to apply it to a new program. They will begin to input simple instructions in order to create simple shapes and use repeat functions.</p> <p>Hardware Investigators (4.8) What is the difference between hardware and software? Do you need both? After developing a good understanding of computer software and its capabilities, pupils are ready to be introduced to hardware and its effect on computer functionality.</p>	<p>Spreadsheets (6.3) If you were going to use a spreadsheet to plan your dream holiday, what data would you collect to cost the trip? How would using a spreadsheet help you? This unit allows pupils to apply their knowledge of spreadsheets and 2Calculate to real life situations – budgeting, event planning</p>
<p>Coding (2.1*) If you are good at coding, you don't need to debug. Is this true? This unit builds on from unit 1.1. it introduces algorithms, debugging and a variety of variables.</p>	<p>Spreadsheets (4.3) How would you add a formula so that the cell shows the percentage score for a test? This builds on pupils' knowledge of data handling using the 2Calculate program. They begin to use the formula wizard and develop understanding of cell formatting and advanced mode. It begins to explore more of what is possible on these types of software and prepares pupils for Microsoft Excel in Year 6.</p>	<p>Quizzing (6.7) Explain how you would decide what type of question to use in a quiz? This unit builds on previous work with 2Quiz – both cross-curricular and within computing curriculum. It encourages pupil's to consider the users intentions and needs and to follow a brief.</p>

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	<p>Presenting Ideas (2.8) What do we need to think about when planning a presentation? This unit develops story understanding and they can be presented in different ways. It introduces pupils to a few new programs which can be used to create different things around the same story – 2Quiz, 2Publish 2Connect.</p>	<p>Animation (4.6) What makes a good animation? How can you improve yours? This unit will develop vital animating skills ready for UKS2. It provides the foundation of understanding of what animation is, where it is used and how they can develop it.</p>	<p>Networks (6.6) How do schools access the internet? After using the internet throughout their lives this unit seeks to show the children how it works and how they use it in school. It encourages them to think about how it may develop in the future.</p> <p>Spreadsheets* (6.9) How can a spreadsheet help solve problems? This unit aims to transfer all their knowledge of 2Connect and spreadsheets and apply it to MS Excel.</p>
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DT Curriculum: Why this, why now?



	Year 1 / 2	Year 3/ 4	Year 5 / 6
Cycle A	<p>Textiles – Pouches This is an introduction to sewing. Pupils experience making their own templates, accurately cutting their fabric and sewing a basic running stitch. Children explore different methods of joining fabrics and experiment to determine the advantages and disadvantages of each technique. <i>This is a good introduction to evaluation and develops fine motor skills and concentration.</i></p> <p>Structures – Constructing a Windmill Children are now fully engaging in the design process. From their designs, they construct and decorate a windmill for a client to live in. <i>This is a good introduction to aesthetics.</i> Children learn about the importance of studying existing examples and investigate the functions that they carry out.</p> <p>Cooking & Nutrition – Fruit and Vegetables Children have the opportunity to handle and explore fruits and vegetables and <i>learn how to identify fruit</i>, before undertaking taste testing to establish chosen ingredients for a product they will make, with accompanying packaging.</p>	<p>Textiles – Fastenings Building upon their sewing skills from Year 1/2, pupils design and create a book sleeve; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate-use. Children understand that fabric can be layered for effect. At this stage, children are <i>becoming more independent in their choices. They have strong fine motor skills.</i></p> <p>Structures – Pavilions Children <i>build on experience of studying existing structures</i>, learning about what pavilions are used for and investigate how to create strong and stable structures before designing and creating their own. <i>They can evaluate their work and that of others.</i></p> <p>Cooking & Nutrition – Eating Seasonally Once they can identify fruit and vegetables, our children discover when and where they are grown and <i>learn about seasonality in the UK.</i> They look at the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>	<p>Mechanisms – Making a pop-up book <i>Children now incorporate a range of functional mechanisms previously taught (such as levers, sliders, layers and spacers) to give the illusion of movement through interaction. Children are expected to apply a strong aesthetic finish. Children are making independent, informed decisions.</i></p> <p>Structures – Bridges Children build on what know about the value of studying real-life examples and on their knowledge of stable structures. After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, they create their own bridge and test its durability - using woodworking tools and techniques. <i>A wider range of materials and techniques are explored.</i></p> <p>Cooking & Nutrition – What could be healthier? Children now select ingredients independently with their knowledge of taste, texture, seasonality and availability. They research and modify a traditional recipe to make it healthier. Children have an opportunity to cook improved versions, creating appropriate packaging and learn about the importance of animal welfare.</p>
	Year 1 / 2	Year 3/ 4	Year 5 / 6
Cycle B	<p>Mechanisms – Making a Moving Storybook Children experiment with sliders. <i>They learn about authentic Design & Technology</i> by designing and making a moving story book. <i>Some finishing techniques are explored</i>, such as drawing the page backgrounds. These skills will be further developed in subsequent projects.</p> <p>Structures – Baby Bear's Chair <i>Children learn about purpose in Design and Technology</i> to help Baby Bear by making him a new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes. This knowledge underpins all learning in D&T in KS1, KS2 and beyond.</p> <p>Cooking & Nutrition – A Balanced Diet Children explore and learn what forms a balanced diet. Pupils taste test ingredient combinations from different food groups that inform a wrap design of their choice. Children learn about food groups to include a healthy mix of protein, vegetables and dairy.</p>	<p>Mechanisms – Pneumatic Toys Building on their knowledge of moving parts, children design and create a toy with a pneumatic system, learning how trapped air can be utilised. They design their toy with a purpose and target market. <i>Children are introduced to thumbnail sketches and exploded diagrams.</i></p> <p>Electrical Systems – Torches <i>Children apply their scientific understanding</i> of electrical circuits to create a torch made from recycled and reclaimed materials and objects. This builds on learning in science in KS1 and KS2 (<i>materials and their properties</i> and <i>electricity</i>). They design and evaluate their product against set design criteria.</p> <p>Cooking & Nutrition – Adapting a recipe Children work collaboratively to adapt a simple biscuit recipe and are introduced to the idea of <i>cost</i>. This can include transportation costs. They create the tastiest biscuit, and apply problem solving skills by ensuring that their creation comes <i>within the given budget</i>.</p>	<p>Mechanisms – Automata Toys Children develop woodworking skills, constructing an automata. Children measure and cut materials with a high degree of accuracy, assembling the frame, justifying cam selection and designing the characters that sit on the followers to form an interactive shop display. <i>This project showcases all of their learning in D&T.</i></p> <p>Electrical Systems – Steady Hand Game This builds on the Torches project. Children use nets to create the base and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when contacting the wire. <i>Children consider their end user, designing their product specifically for them.</i> The product should function consistently.</p> <p>Cooking & Nutrition – Come dine with me Children research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' or write a favourite recipe.</p>

Geography Curriculum: Why this, why now?

	Year 1 / 2	Year 3/ 4	Year 5 /6
Cycle A	<p>The Meadows Why has the Meadows changed? The purpose of this unit is to develop children's fieldwork and enquiry skills and provide children with a strong understanding of where they live.</p> <p>Building upon EYFS units of work (where they belong), children will learn further about The Meadows. They will further understand the human and physical features of their local area to have a greater sense of place.</p> <p>This unit provides a strong foundation for their next unit of work 'The UK' where children examine their place within the wider UK.</p> <p>This unit also links closely with 'Nottingham vs Warsaw', taught in cycle B and prepares children for 'Rivers' taught in LKS2.</p>	<p>Rivers How can we take better care of the River Trent? Focus on the River Trent and the repercussions on our misuse of water supplies in the UK. We will also look at the impact of floods and droughts and how humans can reduce this impact. This unit builds and makes links with the scientific knowledge acquired in the states of matter topic (the water cycle). This also provides the foundations of Ganges Rivers study (see below). The thread of change is built upon in this unit in several ways: -Rising temperatures leading to flooding/drought -Settlement changes This unit also builds upon prior knowledge in KS1 with the unit 'The Meadows' and 'The UK'</p> <p>Change – Settlements Are all settlements the same? In this unit children explore different types of land use and how this differs between rural areas.</p>	<p>Seas and Oceans What can we do to help our seas and oceans? The purpose of this unit is for children learn the human impact on our seas and oceans with a specific case study of the Great Barrier Reef.</p> <p>We want the children to know how the seas and oceans matter and the plight of marine life due to the saturation of plastics. We also want children to recognise how they can play a part in the future protection of these vital biospheres.</p> <p>This unit further embeds children's understanding of climate change, which was introduced in 'Extreme Earth in KS1, 'Rivers' and 'The Ganges' in LKS2</p> <p>The Amazon How is deforestation harming the planet? The purpose of this unit is for children to learn about the vital role the Amazon plays on the ecosystem and humans. They will learn about life within the Amazon basin and the communities that live there.</p>

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<p>The UK <i>How can we persuade tourists to visit all parts of the UK?</i> The purpose of this unit is for children to learn where Nottingham fits into the UK and to make comparisons between countries and cities of the UK. We want children to build a sense of awe and wonder. This will allow children to solidify their sense of place within in the UK and also discover other tourist worthy areas around the country.</p> <p>This unit links to Meadows VS Warsaw where their self of place allows for a European comparative.</p> <p>Wonders of World <i>Which wonder would you visit and why?</i> The purpose of this unit is to establish more global perspectives and the awe and wonder of the human and physical wonders of the world. The children will learn the oceans and continents of the world, and also about other physical features such as the highest points in major mountain ranges. They will also look at human wonders such as the Great wall of China, Machu Picchu and the Taj Mahal.</p>	<p>This unit deepens the children's understanding of land is used in our local area and how our local area has changed over time. This will unit will provide a wealth of fieldwork opportunities and allow us to apply our geographical skills in a local context.</p> <p>The Ganges <i>Why is the Ganges plain one of the most heavily populated regions in the world?</i> The purpose of this unit is for children to understand the socio-economic and cultural importance of The Ganges river. This unit is particularly relevant to our community due to our large Indian subcontinent demographic.</p> <p>This unit provides opportunities for children to deepen the children's understanding of the seven continents and the thread of changes, which builds upon 'Extreme Earth' in KS1 and the previous unit of 'Settlements'.</p> <p>This builds solid foundations ready for units in UKS2 topics 'the Amazon' and Our World In The Future'</p>	<p>It further builds upon the thread of change, with children understanding the negative impact of deforestation</p> <p>This unit further embeds children's understanding of climate change, which was introduced in 'Extreme Earth in KS1, 'Rivers' and 'The Ganges' in LKS2. This unit also builds locationally upon the unit 'The Rockies vs The Andes' in LKS2.</p> <p>Natural Resources <i>What will happen when we run out of natural resources?</i> In this unit children will be learning about renewable and non-renewable energy sources and the impact these have on society, economy and environment.</p> <p>We want children to understand the thread of sustainability, that finite fossil fuels are heavy polluters and that the future of energy must be renewable.</p>
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	Year 1 / 2	Year 3/ 4	Year 5 /6
Cycle B	<p>Nottingham VS Warsaw How would your life be different if you lived in Warsaw? Building upon the work carried out in Reception, children further develop their understanding of Nottingham.</p> <p>With recognition to our school community and a large Polish demographic within our school, we have chosen Warsaw (Poland), as this will allow children to form comparisons between Nottingham and a contrasting European city.</p> <p>Allows children to use comparison skills between countries ready for LKS2 The Rockies vs The Andes.</p> <p>Change - Extreme Earth Would you prefer to live in a polar region or near the equator? Children begin to develop their understanding of the wider world and begin to understand the impact of climate change as a result of humans.</p> <p>This unit introduces the thread change, where children will be expected to question climate change and their impact</p>	<p>The Rockies VS The Andes Would you rather live in Denver or Bogota? The purpose of this unit is to make comparisons between cities of North and South America within major mountain regions.</p> <p>This unit builds upon prior learning in KS1 'Extreme Earth' with children's knowledge of continents and also 'Nottingham vs Warsaw, where children will have gained skills to compare. We will place the human focus on industries and reasons why people live in mountainous regions of the world.</p> <p>Volcanoes and Earthquakes Where would you rather live – an area with a dormant volcano or an area which has had earthquakes? The purpose of this unit is to provide children key knowledge about volcanoes and earthquakes and their impact on humans.</p> <p>After looking at the physical aspects of these phenomena we will search for reasons why people live in such volatile regions.</p>	<p>Change – Landscapes How is coastal erosion and sea-level change altering the UK coastlines? The purpose of this unit for children to learn about the thread of change closer to home – i.e. on a UK coastline.</p> <p>This builds upon the unit 'The UK' in KS1. Children within this unit explore fieldwork and have the opportunity to gain first hand experiences.</p> <p>Our World in The Future Can we make a plan for a sustainable future for our area? This unit will encourage children to tie together all their learning on climate change. Children will draw conclusions around the damage on our world and how they can take responsibility for change. This unit builds on Extreme Earth (KS1), Rivers (LKS2) and Change – Landscapes.</p> <p>In this unit children will carry out a fieldwork investigation with a focus on local energy and sustainability.</p> <p>Trade What would life be like without global trade? The purpose of this unit is for children to understand the importance of international</p>

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	<p>This unit also builds upon a unit in EYFS where children compare contrasting climates.</p> <p>Journeys – Food <i>How does our food choices impact the environment?</i> This unit introduces our children to trade and the journeys products go on. We want our children to develop a sense of global connections and how our purchasing habits directly effect people around the world.</p> <p>In this unit the children will focus on food, ready for examining the journeys of clothes in LKS2 and the wider question of global trade in UKS2.</p>	<p>This unit builds upon the thread of change, where children will learn about the changes in landscape and human activity.</p> <p>Journeys – Clothes <i>How does our fashion choices impact other people around the world?</i> In this unit children build on their understanding of trade from KS1.</p> <p>This unit will focus on clothes and the journey materials and clothing take to reach us.</p> <p>The children will examine the impact of these journeys and be introduced to both positive and negative consequences. Building on 'Journeys- Food' in KS1 and providing a bridge for 'Trade' in UKS2.</p>	<p>trade. Children will further examine the positive and negative impact on trade links for both parties.</p> <p>Children are encouraged to reflect upon their responsibility in today's society.</p>
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History Curriculum: Why this, why now?

	Year 1 / 2	Year 3/ 4	Year 5 / 6
Cycle A	<p>Toys through time How have toys changed over time? The purpose of this unit is to see how toys have developed over time. This unit provides a strong foundation of the thread of childhood. Children will focus on their own childhood and make comparisons to their grandparent's childhood.</p> <p>This unit builds upon our EYFS unit of Transport as children will make comparisons between the past and now.</p> <p>Seacole and Nightingale Why doesn't everyone agree that Mary deserves a statue? This unit provides a strong understanding of what it means to be a leader. It also fits with our school work hard value 'Everyone a learner, everyone a leader. In this unit, children will focus on the leadership that Mary Seacole and Florence Nightingale showed – their</p>	<p>Ancient Greeks Life would be the same if the Greek Civilization never existed. Agree or Disagree? The purpose of this unit is to explore the Greek Civilisation particularly looking at their society and interests/inventions. Children will be able to make links between their daily lives to see the impact of the Greek Civilisation leading to them comparisons/</p> <p>This unit builds upon the thread of leadership looking at the inventions created by Greeks and their legacy. It also feeds into the next unit 'The Romans', supporting children's understanding of chronology and cause and consequence knowing why the Greek civilisation ended.</p> <p>Roman Britain How far did the Romans change the life of people living in Britain after the conquest? This unit builds upon the previous unit of Ancient Greece making clear links</p>	<p>Early Islamic Civilization Which of the early Islamic achievements has most effect on our lives today? The purpose of this unit is to explore the early Islamic civilisation looking at how it spread so quickly and about their main achievements. This unit continues to build upon the thread of leadership as there were many invents and also lots of developments were made during the Islamic civilisation.</p> <p>Also, this unit is particularly relevant to our community so children can learn about diverse role models who played an important part in the world.</p> <p>WWII: The Home Front (1939-1945) -How did the war effect children's lives? This unit is built upon the introduction to conflict in KS1 (Crimean War) where children compared Seacole and Nightingale. The purpose of this unit focuses on why Britain had to go to war and why it was necessary for children to be evacuated. This unit builds upon the thread of:</p> <ul style="list-style-type: none"> -Leadership -Childhood -Nottingham

History Curriculum: Why this, why now?



<p>determination and how they overcame struggle.</p> <p>This unit builds upon our EYFS unit of People Who Help Us in order to broaden children's understanding of people who have helped in the wider world.</p> <p>This is particularly relevant to our community so children can learn about diverse role models.</p> <p>The Moon Landing Has man ever been to the moon and how can we know for sure? This unit builds on the Early Years unit of Transport. Children will be able to make comparisons between space shuttles and the different modes of transport they have already learned about.</p> <p>This unit will also develop children's understanding of Leadership and children will focus on Armstrong and Aldrin particularly looking at why they risked their own lives.</p>	<p>between The Romans conquering Athens. The purpose of this unit is to understand the success of The Roman Army, Boudica's revolt and explore the legacy of Romans particularly in relation to Nottingham.</p> <p>It builds upon the thread of: -Invaders and settlers, leadership (focusing on Boudicca) and Nottingham (legacy of Romans which we can still see in our amazing city).</p> <p>The Romans unit also provides a context and chronology for when children study Anglo-Saxons and Vikings in UKS2.</p> <p>Crime and Punishment How has punishment for crimes changed over time? The purpose of this unit is to further develop children's disciplinary skills, through studying this thematic unit children will be able to see change over the last 800 years. Children will have the opportunity to visit the National Justice museum which will provide them with an engaging experience. Through real spaces, real objects and real stories, they will explore the impact justice and the law has on individuals, society and the community.</p>	<p>-Invaders and settlers</p> <p>Also, this unit provides a context for our unit on Journeys. This celebrates the diversity that immigrants arriving after WWII provided the UK.</p> <p>Journeys What is the impact of immigration to Britain? This unit builds from WWII which provides a context as to why immigrants may have moved to the UK. Children will study how the British Empire changed after WWII and the experiences that immigrants had.</p> <p>This unit builds upon the thread of Invaders and settlers (exploring why immigrants settled within the UK)</p> <p>It is particularly relevant to our community because of its diversity enabling children to understand the role different individuals had in enriching the UK.</p>
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History Curriculum: Why this, why now?



	Year 1 / 2	Year 3/ 4	Year 5 /6
Cycle B	<p>Remembrance Day What can we discover from our local war memorials in the Meadows?</p> <p>The purpose of this unit is for children to understand why people wear poppies and why this special day is celebrated. Children will have the opportunity to visit the local war memorials in our local area.</p> <p>This unit will provide a brief introduction of the topic of war which children will further explore in UKS2 when they focus closely on WWII.</p> <p>Queen Victoria Could we hold a Great Exhibition in school?</p> <p>This unit builds upon the thread of leadership – (Prince Albert and leaders across the Globe). The Great Exhibition celebrates the successes around the world and therefore it is particularly relevant to our diverse community enabling children to see multiple representations.</p> <p>This unit also provides a brief introduction into the Victorian Era which children will study in depth in</p>	<p>The Stone Age What can we learn about life in the Stone Age from a study of Creswell Craggs?</p> <p>The purpose of this unit is for children to understand what life was like for the people in The Stone Age and make comparisons with life today. This unit builds upon the thread of invaders and settlers as it explores how the people settled, lived and survived. It also builds upon the thread of childhood and children will explore what life was like for children during this period.</p> <p>Ancient Egyptians How can we build a clear picture of a civilization that lived so long ago?</p> <p>When studying this unit of History, children will be able to make links with the previous unit on The Stone Age and understand that people in Egypt were living similar to those living in the Stone Age.</p> <p>This unit builds upon the threads of: -Leadership -Invaders and settlers</p> <p>Links are made between The Romans which children study in Cycle A (for</p>	<p>Anglo Saxons Were Saxon times really 'Dark' Ages?</p> <p>This unit builds upon The Romans in LKS2 and provides a context for studying the Anglo Saxons.</p> <p>This unit builds upon the threads of: -Nottingham (How did the invasion change Nottingham?) -Invaders and settlers (Why did the Anglo Saxons choose Britain to settle in?) -Leadership – King Alfred</p> <p>The Victorian Era Is the Victorian Era 'dark' or 'golden'?</p> <p>This unit builds upon children's introduction to the Victorian Era in KS1, where they explored Queen Victoria briefly.</p> <p>Also, this unit builds upon the threads of: Leadership (Children previously looked at Prince Albert as well as leaders who took part in The Great Exhibition). Our Nottingham thread is key to this unit as children will explore how the Industrial Revolution changed Britain focusing on the role Nottingham had to play.</p> <p>In this unit we particularly focus on inequality (linked to children) and changes that have been implemented to address this.</p>

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	<p>UKS2.</p> <p>Castles If you were a Lord what would your castle look like?</p> <p>This unit on castles introduces the thread of Invaders and Settlers which is built upon in several units across KS2. This unit builds upon the thread of: Nottingham (children will have the opportunity to visit Nottingham Castle and Bolsover Castle).</p> <p>In addition, this unit also really helps lower attaining pupils to grasp what old really means.</p>	<p>example, knowing that the Egyptians were an important power before being invaded).</p> <p>The Bronze Age to the Iron Age Would you rather live in the Stone Age, Bronze Age or the Iron Age?</p> <p>This unit builds upon the unit of 'The Stone Age'. In this unit, children will make comparisons between the different ages and then as their final piece draw conclusions and give their reasons as to which age they would rather live in.</p>	<p>The Vikings Raiders or settlers: how should we remember the Vikings?</p> <p>This unit builds upon the previous unit of Anglo Saxons in this cycle. Children should be able to make comparisons between the Saxons and Vikings.</p> <p>Also, this unit builds upon the themes of Nottingham and Invaders and settlers.</p>
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Music Curriculum: Why this, why now?



	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Cycle A	<p>Singing is the basis of musical learning. Children in the early years will begin to listen and respond to music, move their body in time with the music, and start to learn and perform simple melodies based on familiar songs and nursery rhymes. All of the early years units focus on the skills of singing, and use this as a way to introduce children to the inter-related dimensions of music.</p> <p>Mel. (Wide Variety of Genres)</p> <p>Singing In this unit the children will be learning 5 songs: pat a cake, 12345 once I caught a fish alive, 5 little ducks, the name song and things for fingers. The cross curricular links to the other areas of the EYFS include: growing, homes, colours, toys and how I look. They will build up their listening and responding skills through listening to a variety of different genres of music.</p> <p>My Stories (Wide Variety of Genres)</p> <p>Singing The purpose of this unit, is to build on the singing and listening skills learnt in the first unit. The children will be learning the songs: I'm a little teapot, The Grand Old Duke of York, Ring o Ring o Roses, Hickory Dickory Dock, Not too Difficult and The ABC song. They will have the opportunity to perform their songs to begin to understand that music can be shared.</p> <p>Everyone! (Wide Variety of Genres)</p> <p>Singing In this unit, the children will continue to build on their singing skills, as well as building up their repertoire of songs. They will be learning the songs: Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It and Head, Shoulders, Knees And Toes. These songs link to their wider learning in the EYFS with focuses on Family, Friends, People and Music from around the world.</p>	<p>Y1 Hey You (Old School hip hop) (Pulse/Rhythm/Pitch)</p> <p>Singing The purpose of this unit is to build on the singing skills built in the EYFS. The main song Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. This will start to encourage the children to consider and appreciate the different genres of music</p> <p>Y1 In the Groove (blues, baroque, latin, bhangra, folk, funk) (Groove)</p> <p>Recorder The purpose of this unit is to start to build children's understanding of different genres of music. In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. The children will listen to this song each week, but written and performed in a different style. They will begin to compare and contrast these, building up their music vocabulary and listening and response skills.</p> <p>Y2 Zootime (reggae) (reggae and animals)</p> <p>Glockenspiel The purpose of this unit is to introduce them to the glockenspiel. This will be one of the instruments that the children learn to play over their musical journey at Victoria Primary School, and will be their focus instrument for this unit. They will use the song Zootime, in a reggae style, as the basis for building up their composing, performing and improvisation skills. They will revisit the notes that they learnt previously on the glockenspiel and use these within a new context.</p>	<p>Blown Away Recorder Book 2 Recorder This unit forms part of the specific instrument tuition that the children will receive on the recorder. Across the two cycles the children will learn the 8 octave notes and some accidentals. They will work towards performances of sophisticated pieces with lively accompaniments that they have learnt to wider audiences.</p> <p>Y4 Stop! (Grime) (Writing lyrics linked to a theme)</p> <p>Singing The purpose of this unit is to build on the singing skills that they have learnt, and translate these into rap. Rap is a style of music that our children have voiced they enjoy, so we choose this unit to reflect the diversity of our children. Children will continue to learn about the interrelated dimensions of music through games, singing and composing, as with every unit.</p> <p>Y4 Blackbird (equality and civil rights)</p> <p>Glockenspiel Within this unit, children will be able to build on and utilise the knowledge and skills they gained from the previous glockenspiel units. They will also have the opportunity to think about wider curricular learning as the songs within the topic have a focus on Civil Rights. They will continue to build on their singing skills, as well as listening and responding to the wide variety of songs presented within the unit.</p>	<p>Y5 Classroom Jazz 1 (Bossa Nova Swing) Jazz and Improv Recorder This Unit of Work focuses on the musical skill of improvising. Using two pieces, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising with the repertoire. Once again, the children are being exposed to many different genres of music, to build an appreciation of the many styles. The children will build on the skills built up in the previous years with recorder playing, and use, alongside singing, to perform tracks from the unit. They will continue to learn about the interrelated dimensions of music through games, singing and composing.</p> <p>Y5 The fresh prince of Bel-air (Old school hip-hop)</p> <p>Singing To reflect the diversity within our school context, this unit is based on old school hip-hop. The unit will follow an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. The children will listen and respond to a variety of genres of songs and will be able to compare them to others they have heard. They will continue to build on their singing skills learning more complex rhythms, and use this within their performances.</p> <p>Djembe</p> <p>Djembe drums This unit provides the children with an opportunity to engage with another instrument. They will focus on the basics of drumming, including hand positions and posture, with particular attention payed to call and response, playing as part of a group. The djembe drums will facilitate a deeper understanding of pitch, rhythm, tempo, dynamics and playing as a group.</p>

Music Curriculum: Why this, why now?



	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Cycle B	<p>Singing is the basis of musical learning. Children in the early years will begin to listen and respond to music, move their body in time with the music, and start to learn and perform simple melodies based on familiar songs and nursery rhymes. All of the early years units focus on the skills of singing, and use this as a way to introduce children to the inter-related dimensions of music.</p> <p>Our World (Wide Variety of Genres)</p> <p>Singing In this unit, children will learn actions and words for Old Macdonald, Incy Wincy Spider, Row, Row, Row Your Boat, The Wheels On The Bus and The Hokey Cokey. The songs support cross curricular learning through focuses on animals, jungle, minibests, night and day, seaside, seasons, weather and space.</p> <p>Reflect, Rewind, Replay (Classical)</p> <p>Singing The learning in this unit is focused around revisiting chosen nursery rhymes and/or songs, beginning to teach context for the History of Music and the very beginnings of the Language of Music. Children will still focus on listening and appraising, and continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Big Bear Funk (Funk)</p> <p>Singing The purpose of this unit is to act as a transition unit ready for year 1. The learning will focus on listening and appraising Funk music, embedding foundations of the interrelated dimensions of music using voices and instruments, improvisation using voices and instruments and sharing and performing the learning that has taken place.</p>	<p>Y1 Round and Round (Bossa Nova) (Pulse/Rhythm/Pitch)</p> <p>Singing The purpose of this unit is to build on the singing skills that the children will have gained in EYFS. The learning focuses on one song, Round and Round, which is based on a Bossa Nova Latin Style. The children will use the recorder as their focus instrument, and will learn through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Y2 Hands Feet Heart (south African music) (South African music)</p> <p>Glockenspiel This unit focuses on south African music, as we are starting to build up our children's appreciation and knowledge of a wide variety of musical genres. Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. They will use the glockenspiel as their instrument with which to learn and perform the song, along with improvisation, and musical games to build their understanding of the inter-related dimensions of music.</p> <p>Blown Away Recorder Book 1</p> <p>Recorder The purpose of this unit is to provide children in lower school detailed and focused instrument tuition on the recorder. This unit will teach the children the basics of playing the recorder in more depth than the other units using recorders as the focus instrument. Each note is introduced with a song about child-friendly characters. The words of the songs give the rhythm of each piece and there is a simple guide to reading music.</p>	<p>Y3 Let your spirit fly (R&B) (RnB and other styles)</p> <p>Glockenspiel This unit was chosen in order to better reflect the interests of the children in our school. Let your spirit fly is an R&B song written for children. They will be able to play, improvise and compose based on this style of music, using the glockenspiel as their basis. They will continue to develop their knowledge and vocabulary around the interrelated dimensions of music.</p> <p>Y3 The Dragon Song (Music from around the world) (celebrating differences and being kind)</p> <p>Recorder The purpose of this unit is to link in with our school value of 'be kind', and pshe learning around tolerance and respect. The units song is about kindness, respect, friendship, acceptance and happiness, and children will be able to link these themes to many other areas of the curriculum. Children will pay close attention to how the lyrics of a song can be very powerful.</p> <p>Y4 Lean on Me (soul/gospel) (Soul gospel music and helping one another)</p> <p>Singing All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Children will continue to develop their singing skills, thinking about posture, breathing and dynamics, amongst other things.</p>	<p>Y5 Dancing in the Street (Motown)</p> <p>Glockenspiel This unit focuses on the style of music Motown. Children will have chances to listen and appraise, improvise, compose and perform, all while building their knowledge of another genre of music, which they can compare and contrast with previous units that they have done. They will continue to develop skills on the glockenspiels, thinking about performing in a group, and considerations that need to be made for this.</p> <p>Y6 A New Year Carol (Classical/Urban Gospel)</p> <p>Singing The purpose of this unit is to expose our children to classical music. They will have the opportunity to listen and appraise the main song, 'a friday afternoons song', as well Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works. The children will be able to perform the song, and think about how choirs work together in a performance.</p> <p>Y6 Happy (Pop, Neo-Soul)</p> <p>Glockenspiel The purpose of this unit is to include Pop music in the curriculum, with the opportunity for the children to compare and contrast this with other styles of music they have learnt about and appraised. The children will be able use their skills in the glockenspiels to improvise, compose and perform. Children will continue to learn about the interrelated dimensions of music through games, singing and composing, as with every unit.</p>

RE Curriculum: Why this, why now?

	Year 1 / 2	Year 3 / 4	Year 5 / 6
	<p>Christianity How do key Christian stories impact Christian's lives? In KS1, pupils learnt about how festivals are celebrated. Following on, in this unit, pupils learn about the stories that underlie these celebrations.</p> <p>Places of Worship Do synagogues reflect a Jewish way of life? This unit follows on from looking at places of worship as a theme in KS1; pupils learnt about mosques.</p> <p>In KS1, pupils, pupil learnt about symbols and artefacts within a synagogue. In this unit, pupils build on this knowledge by looking at the architecture of synagogues and the role they play in Jewish life.</p> <p>Prayer and Worship What is the best way for a Jew to show commitment to God? This unit, about key Jewish texts and beliefs, builds upon knowledge from KS1 whereby children learnt about key Jewish festivals.</p> <p>Pupils will learn about different denominations of Judaism. As a concept, they learnt about different denominations of Muslims in KS1.</p> <p>Jesus' Miracles (feels repeated, ask DE) Why are Jesus's miracles important to Christians today? In KS1, pupils learnt stories about Jesus' miracles. In this unit, pupils will learn about the impact these miracles have on Christians and their prayers.</p> <p>Inspirational People How are Jewish people inspired by key people in the Torah? This unit builds upon KS1 knowledge of stories from the Torah.</p> <p>Pupils will use the knowledge of the 10 commandments and Passover learnt in this unit in UKS2 when they learn about the 10 commandments and its link to Christianity.</p> <p>Prayer and Worship All Christians and Jewish people must go on pilgrimage? Agree/disagree This unit compliments Cycle B LKS2 as pupils will learn about Hindu pilgrimage.</p>	<p>Beliefs and Moral Values Is it possible to be kind to everyone all of the time? This is one of 3 units in KS1 that discusses kindness. The Cycle B unit focusses on kindness stories in the Bible including the Good Samaritan.</p> <p>Creation Does God want Christians to look after the world? This unit follows an EYFS unit about Our World and caring for the environment around us. It provides a good base for the Judaism equivalent unit later in KS1 Cycle A.</p> <p>Religious Festivals What do all Jewish celebrations have in common? This unit forms a foundation for further units linked to Judaism such as Summer 1 Cycle A whereby pupils learn about the connection between Shabbat and Creation. The key question is repeated for Christianity in KS1.</p> <p>Prayer and Worship In what ways are churches/synagogues important to believers? From EYFS, pupils have learnt about the importance of symbols which will be a focus in this unit. Pupils also learn about life events in Judaism and will compare these to Christian life events in LKS2.</p> <p>Jewish Beliefs Are Jewish and Christian teachings about the Creation the same? In Autumn of this Cycle, pupils learnt about Christian creation beliefs and this unit compares Jewish and Christian beliefs.</p> <p>Religious Leaders How is a religious leader different to a non-religious leader? Throughout the History curriculum in KS1, pupils will learn about important key figures in History. This learning will be used in this unit and compared to historic religious leaders.</p>	<p>Beliefs and Moral Values Are Sikh stories important today? This unit is an introduction to Sikhism as it is the first and only time it is studied. In Year 4, pupils learnt about religious stories that lie behind Christian celebrations. Link to prior unit whereby beliefs originate from stories and scripture.</p> <p>Sacred Texts What is the main difference between how Christians and Sikhs enact their moral codes? This unit compliments Year 5/6 Cycle B, whereby pupils have learnt about the Islamic sacred text. This unit follows on from work in Year ½ about the 'Golden Rule'.</p> <p>Christianity Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Prayer and Worship What is the best way for Christians to show commitment to God? This unit follows on from the Inspirational People and Prayer and Worship (cycle B) unit in LKS2. Pupils have learnt about the 10 commandments in Autumn 2 of current cycle – this unit follows on.</p> <p>Religious Life How do local religions contribute to Nottingham City life?</p> <p>Links with 'Journeys' topic in History in this term. In History, pupils will learn about immigration post WWII and in RE, pupils will learn about the religious make-up of Nottingham.</p> <p>Prayer and Worship How far would a Sikh go for their religion? The concept of commitment to faith is explored in UKS2 Cycle B in Islam and LKS2 in Judaism. Comparisons between Sikhs and other followers of religion can be made.</p>

RE Curriculum: Why this, why now?

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Cycle B	<p>Diwali Celebrating Diwali brings a sense of belonging to a Hindu child. Agree or disagree? This unit compliments Autumn 1 Cycle A in LKS2 as there is further learning about religious stories and the linked celebration. Also links to KS1 units about Christian and Islamic belonging through worship.</p> <p>Prayer and Worship People need to go to church to show that they are Christian. Agree or disagree? In KS1 Pupils learnt about life events at the synagogue and in this unit, pupils will learn about equivalent life events in churches. Also, in the Religious Festivals units in KS1, pupils learnt about mass at church and so will build upon this knowledge by looking at hoe symbols/art within church compliment this service.</p> <p>Prayer and Worship This unit revisits the theme of worship and how this looks on a weekly basis. In KS1 pupils learnt about Judaism and Islamic weekly worship. Pupils have already learnt about Diwali in this Cycle and continue to learn about important Hindu festivals in this unit.</p> <p>Pilgrimage Is pilgrimage essential for Hindus? In LKS2 (Cycle A) pupils learnt about pilgrimage in Christianity and Judaism.</p> <p>Religious Expression Why do Christians use music as a form of worship? This unit will be built upon in UKS2 during the Christmas learning whereby pupils will learn about how Christmas is celebrated through music. Similarly, during Cycle A LKS2, pupils will learn about music at Easter during Easter specific learning.</p> <p>Hindu Beliefs Would everyday life for Hindu's be different without Samsara? This unit's concept is linked to Beliefs and Practices in UKS2 where pupils learn about Islam life after death beliefs.</p>	<p>Stories of Jesus What do stories about Jesus teach us about how to be caring? This unit compliments Cycle A Autumn 1 where pupils learn about kindness in Christianity. This unit is focusses on specific miracles in the Bible and different stories of Jesus.</p> <p>Religious Festivals What do all Christian celebrations have in common? This key unit is reused about Judaism in Cycle A. This unit is a foundation for looking more loosely at the stories in the Bible that underlie key celebrations in LKS2.</p> <p>Prayer at Home Does praying at regular intervals help a Muslim in their everyday life? This is an introductory unit to the Islamic religion. Knowledge gained in this unit about prayer at home is built upon in a further KS1 unit about prayer at the mosque.</p> <p>Belonging The idea belonging is covered in EYFS in both cycles. It also links well to the next unit in this cycle for KS1 about Islamic belonging.</p> <p>Prayer and Worship Does going to mosque give Muslims a sense of belonging? Follows on from the Belonging learning in EYFS and the previous unit in this cycle.</p> <p>Sacred Texts Does the Bible help Christians be kind? This unit revisits the message from Good Samaritan covered in EYFS. Pupils will learn about kindness examples in the Bible.</p>	<p>Prayer and Worship What is the best way for Muslims to show commitment to God? This unit links to KS1 unit where pupils learnt about the mosque and Islamic prayers.</p> <p>Sacred Texts Does the Bible and Qur'an offer similar guidance to their followers? This unit links to KS1 unit where pupils learnt about Islamic prayers though this is the only unit where pupils learn explicitly about the Qur'an. Pupils have learnt about stories from the Bible in Cycle A, Autumn 1 in both KS1 and LKS2.</p> <p>Inspirational People What can we learn from inspiring religious leaders? Pupils have learnt about the concept of inspirational people in religion in LKS2 when they learnt about Abraham and Moses in the Torah. This UKS2 unit thinks more about modern-day inspirational people.</p> <p>Religious Charities How do religions contribute to fairness and social justice? Early in this cycle in UKS2, pupils learnt about Zakat – this unit looks further at beliefs about charity. In Cycle A, Spring 1, pupils learn about Christian teachings involving charity.</p> <p>Religious Expression What could be controversial about building a grand 'house of God? This unit links back to learning about beliefs about charity. Pupils have already learnt about how a general synagogue's architecture links to beliefs, and this unit looks more specifically at individual place of worship.</p> <p>Beliefs and Practices Does belief in Akhirah (life after death) help Muslims lead good lives? Pupils have learnt life after death beliefs in LKS2 (Humanism and Hinduism – Moksha). This unit links to the Cycle B, Autumn 1 question about Muslims demonstrating commitment.</p>