



## RE

In this unit, pupils learn about other religions including Hinduism and Islam . They use their knowledge to start making some comparisons. Pupils have the opportunity to understand these religions' special customs and symbols, including Ramadan. They draw on their past experiences and talk about their own traditions and special occasions. Pupils will visit local temples and draw on stories from the past to understand that people may have different beliefs.

In this unit, pupils learn about the fruits of the spirit (patience, joy, kindness, self control and love) and how they have been gifted to us from God. They learn that our school values derive from these fruits and gain an understanding of how these are incorporated into their everyday life through their experiences, stories and school life. Pupils think about how they can show those values and the positive impact that this can have on others promoting a tolerance and respect of others.

## History

Pupils will talk about past and present events in their own lives and in the lives of family members. They will be encouraged to think about their own personal timeline, talking about themselves and other known adults chronologically and being respectful to the contributions of others. They learn about important members of their community and enjoy visits from police officers, firefighters and doctors who also contribute to tackling gender stereotypes in jobs.

Pupils will also explore communities and cultures around the world with a particular focus on Africa and Australia. The pupils will listen to African and Aboriginal stories from the past and learn traditional songs and learn about the history of aboriginal artwork. They will make indigenous shelters when visiting the Forest school and they will learn to play traditional games such as 'Paliwan'.

## Geography

Pupils will learn about themselves, their families and their local community. They learn about their local shops and how different places in their community are of interest to different people. Children will consider how members of their community are represented and celebrate the diversity of their local area.

During this term, pupils will also learn about the wider world. They will learn about different environments, wildlife, communities and cultures with a particular focus on Africa and Australia and fostering a respect and understanding of other cultures.



## Literacy and Reading

Through the book, *The Lighthouse Keeper's Lunch*, children are encouraged to consider the perspectives of different characters linked to events and the impact of actions on others. *The Emperor's Egg* gives children an insight into the lives of Emperor penguins and the important roles taken by mother and father penguins in raising the young chicks.

## RE

In this unit, pupils are introduced to aspects of Sikhism. They begin to understand what Sikhs believe in and what they believe about God, including looking at what a Guru is. Additionally, pupils explore the Sikh belief that all people are equal. In this unit pupils look at the holy places from different religions and make comparisons between them.

In this unit, the pupils explore Islam. The pupils explore what Muslims believe in and why the prophet Muhammed is important to all Muslims. They are introduced to the Holy Book of Islam and understand its significance to Muslims, comparing it to the Holy Books from other religions. They learn about the five pillars of Islam and how they guide the lives of many Muslims.

## History

In a unit on toys, children explore how toys have changed since the Victorian era to modern day. They explore and discuss how a child's economic status affected what toy they played with and give reasons for this. In a transport unit, pupils look at their local area and then beyond as they explore the achievements of George and Robert Stephenson in 1814 who built one of the first locomotives to run on a railway and learn why this was significant with transporting goods and people between cities and the impact that this had on the country. Taking them beyond their locality, they explore current modes of transport and discuss the problems that this is causing the world.

## Geography

Pupils will learn about the seven continents and five oceans before further exploring the continents of Antarctica and Europe. Looking beyond their local area, they will begin to understand the difference between human and physical features and be able to give some examples of each of these in Australasia and Asia. They will begin to think about different climate zones in the world and the reason for these, comparing and contrasting South America and North America and looking at extreme weather and climate through the lens of the Polar regions. Through this learning, children are exposed to different races, cultures and languages and taught to develop a curiosity and respect for differences.



## Literacy and Reading

Through Anansi stories, Mufaro's Beautiful Daughters and Akimbo, children are exposed to race, cultures and beliefs from countries in Africa. These stories and folktales depict both genders and POC as main characters. Akimbo invites pupils to consider a geographical region which varies dramatically to their own and the challenges that brings whilst Mufaro's Beautiful Daughters challenges stereotypes of women and appearance as it demonstrates it is what is inside that has more power.

The tales of Paddington Bear encourage children to consider how people new to a country may feel and the impact of negative behaviour and language while Bill's New Frock explores gender stereotyping from an opposing perspective.

## RE

In year 2, pupils learn about two other world religions alongside Christianity.

In their Hinduism unit, pupils learn about the beliefs of Hindus and investigate what it means to be a Hindu. Pupils also discover what Hindus believe about God and consider the importance of the story of Rama and Sita. They also consider the importance of prayer in worship and make comparisons with their own religions and beliefs.

During their Judaism unit, pupils explore Jewish beliefs and traditions, such as Havdalah, as well as the importance of the Shabbat to Jews. They also find out about synagogues, identifying features and understanding their meaning. Children are encouraged to make comparisons between their own religion and/or beliefs and through knowledge develop an understanding and tolerance of the differences.

## History

Through history, children are exposed to the discrimination of people due to their race and explore the challenges that they faced. Pupils learn about apartheid and the laws for black citizens in South Africa. They analyse sources to discover the challenges and consequences Nelson Mandela faced after joining the ANC as well as the achievements he made throughout his life. They learn about Rosa Parks and the Montgomery Boycott in 1955 and how this launched a nationwide effort to end racial segregation.

Through Mary Seacole and Florence Nightingale, children observe the impact of successful women in medicine and their determination to challenge perspectives on race and gender.

## Geography

Linking with their texts in reading, pupils will explore the continent of Africa before looking closely at Kenya in East Africa. Using maps and sources, pupils make comparisons between the geography and culture of African countries and careful planning of lessons ensures that stereotypes of Africa are challenged.

Continuing to explore regions and countries outside of their own, pupils compare cities and towns in Europe and the geography of islands around the world. Through these units, children are exposed to cultures, races and beliefs that may be different to theirs and inspired to develop a positive interest and understanding of the world.



## Art and Design

In an art unit linked to London, pupils explore the artist Stephen Wiltshire. Wiltshire was born in 1974 in London to West Indian parents. He is an autistic savant and world famous architectural artist. He only learned to speak at the age of nine, and at the age of ten began drawing detailed sketches of London landmarks. Through studying Wiltshire, children are made aware of his special needs and develop an empathy and understanding to the differences between us.

## Music

In a unit on Renaissance Music, pupils study Claudio Monteverdi and learn that Monteverdi suffered from mental health issues after his wife and child passed away. Children have the opportunity to develop awareness of unseen health issues and the develop an understanding and empathy towards the differences and others.



## Literacy and Reading

Though Greek Mythology and Escape to Pompeii, children are taken back in time to explore the cultures and beliefs of Greece and Italy. Secrets of a Sun King also transport them into the past and enable them to explore the beliefs of Ancient Egypt and challenges gender stereotypes with a young girl as the courageous and intelligent main character. The Iron Man encourages children to consider the importance of not making quick judgements of people based on their appearance and the benefits of opening yourself up to differences. The Firework Maker's Daughter provides another opportunity for pupils to see a strong female as a main character and through an imaginary setting invites children to explore elements of culture and beliefs from Thailand, China, India and Indonesia.

## RE

During a Hinduism unit, pupils learn about the teachings and how to ask questions about what Hindus believe. They also explore how Hindus show that family is important and why visiting sacred places is particularly important to Hindus. They explore the Hindu belief that divine images help worship.

Pupils explore Islam and respectfully ask questions about what Muslims believe. They describe the different ways in which people express their faith and further develop a deeper tolerance and respect for religions and beliefs which may contrast their own.

## History

In an Ancient Greece unit, pupils explore the origins of the Olympics and make connections to the present day. They observe how it has evolved with the inclusion of disabled athletes in the Paralympics. In a unit on Ancient Egypt, pupils explore the achievements of this ancient civilisation. They learn about how and where the ancient Egyptians lived and how we know so much about them. They will investigate what was important to their daily lives, the role of women, who Tutankhamun was, how mummies were made and they explore the Egyptian beliefs about an afterlife. Tutankhamun was physically disabled with a deformity of his left foot along with bone necrosis that required the use of a cane, several of which were found in his tomb. He had other health issues including scoliosis and had contracted several strains of malaria.

## Geography

Linking to the history unit, pupils focus on Greece from a geographical perspective. Continuing to explore regions and countries outside of their own, pupils research Greece and make comparisons between it and the UK. Their Global Citizens lesson will look at Lesbos' role in refugee movement exposing them to cultures, races and beliefs that may be different to theirs and inspired to develop a positive interest and understanding of the world.

A summer unit on rivers provides the children with further opportunities to look outside of their local area and country and develop an understanding of countries around the world.



## Music

In a unit on Baroque Music, pupils study a range of musicians who showed determination in the face of disability. Children are exposed to a variety of disabilities and develop a greater awareness, understanding and empathy. Antonio Vivaldi suffered from tightness of the chest throughout his life and this severe asthma inhibited his speech, and even made him weak and dizzy when he spoke.

Johann Sebastian Bach suffered from extremely bad eyesight - thought to be cataracts. Operations performed on both eyes left him blind.

George Frideric Handel's biggest and best works were composed in the latter stages of his life. This was after he suffered from a stroke in 1737 and suffered with poor sight as a result of cataract. He eventually went blind after a botched eye operation 1751.

Arcangelo Corelli suffered from frail health and infirmities throughout his life. It is believed that he suffered from depression, anxiety and long period of melancholy - mental health issues.



## Literacy and Reading

Varjak Paw is written by S. F. Said who is a British Muslim author of Middle Eastern background. Being born in Beirut and spending his first years in Jordan, he describes his origins as "Iraqi, Egyptian, Kurdish, and Circassian." Through this study, pupils are introduced to cultures outside of their own.

Roald Dahl is explored through the study of Charlie and the Chocolate Factory. It is thought that Roald Dahl had dyslexia and children explore the impact that may have had on his writing but celebrate his successes through overcoming this barrier.

How to train your dragon explores disabilities and the importance of being seen in society. Both characters suffer accidents which result in disabilities affecting movement. The disabilities are proudly shared and celebrated.

In The Explorer children join characters on a journey of self discovery and emotional development. Katherine Rundell emphasises the importance of strong girls in adventure books to tackle gender stereotypes and represent young women more successfully.

## RE

In this unit, pupils learn about the teachings of Hinduism and begin to understand what Hindus believe in, as well as exploring the different forms of the Hindu God. Pupils also look at how Hindus show respect to God and endeavour to live a good life. They also consider the Hindu place of worship and compare it to the Christian place of worship.

In this unit, pupils learn about the different facts of Sikhism, exploring what Sikhs believe in, how Sikhs use the Gurdwara and how this demonstrates their values. Pupils will look closely at the values (5 K's) of the Sikh belief and how they contribute towards spirituality and faith. Pupils will explore the importance of Guru Gobind Singh and his impact on the Sikh community.

## History

In a Mayan unit, pupils are transported to another continent to explore ancient cultures and beliefs. In a later Norman unit, children explore the impact of invading countries and make links to the present day. This develops their awareness of how other people live and the differences in experiences across the world.

## Geography

Pupils are transported to another continent as they explore South America with a focus on alpacas in Peru and rural and urban areas in Brazil. They discuss similarities and differences and build knowledge and understanding of different cultures and ways of life.

Later, pupils dive into the Amazon Rainforest and learn about the characteristics of different biomes around the world and discover where vegetations belts are located around the world.

Using graphs to analyse rates of deforestation in the Amazon and suggest ways to prevent this problem. It is particularly important that the children learn a more nuanced and 'real world' approach to the issue of deforestation - the lesson on palm oil production offers them the opportunity to discuss how the population of the Amazon are able to use the rainforest sustainably.

Through these studies, children build an awareness of the world beyond where they live and know and develop an empathy and tolerance to the ways of life of other people.



## Music

In a unit on Classical Music, pupils study a range of musicians who showed determination in the face of disability. Children are exposed to a variety of disabilities and develop a greater awareness, understanding and empathy. Wolfgang Amadeus Mozart suffered greatly from mental health issues and had an array of psychiatric conditions such as Capgas syndrome, attention deficit/hyperactive disorder, paranoid disorder, obsessional disorder, dependent personality disorder, and passive-aggressive disorder.

Ludwig van Beethoven had liver disease and his progressive hearing loss. It is stated that Beethoven was lonely and suffered from frequently bouts of mental illness throughout his adult life.

Gioachino Rossini suffered also from a series of heart ailments. Furthermore, he was troubled since his youth by bouts of melancholic depression/ mental illness, that caused chronic sleeplessness and suicidal tendencies.





## Literacy and Reading

Through Stormbreaker, children study the author Anthony Horowitz. They discover that Anthony became a Patron to Home-Start in Suffolk, a small local family support charity working with families across the Suffolk county, as they navigate through challenging circumstances such as mental health issues, bereavement, long term or terminal illness, isolation, domestic abuse, poverty and so much more.

Both Wolf Brother and Guardians of the Wild Unicorns are written by female author and help to raise the profile of email writers. In addition, Marcus Sedgewick author of Floodlands depicts a resilient and courageous female lead. Children are also exposed to the debilitating illness that Marcus suffers from - chronic fatigue syndrome and explore the challenges that he faces.

In Michael Morpurgo's Kensuke's Kingdom the story teaches morals about manners, acceptance of other cultures and even to history and environmentalism. It discusses the Japanese language and subjects like Japanese art set at the outbreak of war and encompassing big subjects including mental illness and loss.

## RE

During this unit, pupils learn about the beliefs and teachings of Buddhism and make comparisons between those of Christianity and their own personal beliefs. Pupils explore the noble eightfold path and how Buddhists try to follow the teachings of Buddha. They look at the significance of a temple or Buddhist centre and discuss how Buddhists try to grow towards enlightenment.

In this unit, pupils explore what Jewish people believe, as well as how those views are different to those of Christians and how Jews show their belief that God is present in the synagogue. They recognise the importance of the Torah in Judaism and the importance of the Shema. They study the importance of a Bar/Bat Mitzvah for Jewish people and investigate the benefits of rules in religion.

## History

In a Victorian unit, pupils identify Queen Victoria's greatest achievements including the introduction of the Public Health Act, the Factory Act and the Education Act. They learn about the significance of the Industrial Revolution and understand how the women's suffrage movement gained momentum in the last years of the era. Though Britain was reigned by a female monarch, they observe the lack of rights for women and the domestic expectations of women.

In a unit on ancient Benin, children look outside of Britain and explore the culture of Edo people and their beliefs. They learn about the part they played in the Transatlantic Slave Trade and discuss the abuse of human rights in this movement.

## Geography

Moving beyond Britain, pupils will learn about Australia. They explore cultures and race as they learn about the indigenous population in Australia and the ethical implications of tourism in places like Uluru. Later in the year, pupils continue their learning outside of Britain as they study North America. They explore cultures and beliefs and discuss the impact of migration. Through these studies, children build an awareness of the world beyond where they live and know and develop an empathy and tolerance to the ways of life of other people.



## Music

In a unit on Romantic Music, pupils study a range of musicians who suffered illness and disabilities. In addition, they explore the work of a musician who was negatively impacted by the views on sexuality in Russia.

Frédéric Chopin suffered from respiratory tract infections, gradually accompanied by haemoptysis, pronounced breathing problems, diarrhoea and loss of weight. Blamed on TB it is thought now that he probably had either cystic fibrosis or alpha-1-antitrypsin. His physical ailments illness led to periods of mental illness.

Pyotr Ilyich Tchaikovsky was prone to immense angst, self-doubt and bouts of mental illness. As an artist, he doubted his work. As a gay man living in 19th century Imperial Russia, he also experienced extreme self-loathing and constant fear of being outed over his sexuality.

Giuseppe Verdi suffered from recurrent depressive episodes .



## Literacy and Reading

Goodnight Mr Tom is set at the outbreak of war and encompasses big subjects including mental illness and loss. The issue of gender identity is addressed in a number of ways through the portrayal of both male and female characters and children address further dimensions of wartime womanhood, notably the new opportunities which the war offers girls and women. The emblematic figure of the adult wartime woman combining work and domestic responsibilities is represented in a London bus conductress, who happens to be a mother of five. Gender inequalities are also explored through contrasting twins, Ginnie and Carrie, with one raising the unfairness and the other conforming.

The Giant's Necklace highlights an adventurous female as the lead character and also explores grief through the unexpected plot. Children are exposed to strong concepts to discuss, make comparisons with, debate and empathise.

## RE

In this unit, pupils learn about what Jewish people believe, the importance of traditions and customs in Jewish life, as well as the significance of Hanukkah in the lives of Jewish people. They explore the importance of the synagogue to Jewish people and compare Jewish and Christian beliefs.

In this unit, pupils learn about Islam and what Muslims believe. Pupils also learn about how Hajj makes Muslims feel they are part of one family and how Muslim faith communities are like world-wide families, exploring the contributions that Muslims make to their local community, considering what it is like to be a Muslim today. In addition the pupils explore why people of faith, pray.

Children build an awareness, understanding and tolerance to other beliefs.

## History

In a unit on the world wars, the pupils understand how conditions in Germany allowed Adolf Hitler to rise to power and the restrictions that were imposed on citizens by the Nazi Party. They discuss the Holocaust and the genocide of a least five millions people due to their Jewish faith.

In a unit on early Islamic civilisations, pupils explore the significance of The House of Wisdom, including the academic discoveries and inventions that took place here, and discover the City of Peace attracted scholars from all over the world. They investigate the Islamic Golden Age and how it contributed to western civilisation. They end the unit by learning who the Mongols were, how they lived and why the Mongol Empire attacked Baghdad City. Extending their knowledge outside of their own country, culture and religion, children develop an understanding and tolerance of others.

## Geography

Taking their learning beyond Britain and Europe, children discover Japan. They will turn their attention to human geography and learn about Japan's falling population, their customs and traditions; finally, they will look at tourism in this country and the benefits of economic growth.

In a final unit on globalisation, pupils will be given the opportunity to apply the knowledge and understanding that they have gained in KS1 and KS2 of different countries, climates and biomes around the world to the products they manufacture. They will learn how trade has developed throughout history to become the global juggernaut we know today and investigate where in the world the food we eat is grown/manufactured. Pupils learn how human and physical geography affects what a country can produce and how this leads to inequality across the world.