

Overall outcome: Ethics (Aristotle)
 Children will understand the meaning of ethics, a notion that was intended to protect humans from harm and encourage collaborative relationships. Have we got this right as a race? We will look at aspects of ethical consideration and explore the origin of humanity.

Texts
 Who let the Gods out by Maz Evans
 Grand Tour of the Solar System by Dr Maggie Aderin-Pocock
 Greek Myths by Sue Turnbull

Core subjects
 History
 Geography
 Science
 DT
 PSHE

Narrative hook
People: Humanity
Place: Earth – Our planet
Problem: Taking responsibility, understanding
Possibilities: Changing our mindset

Tier 2 vocabulary
 hearty, patience, impact, descent, ethical, tragic, vast, inspire, visible, arrive, ancient, delicious, numerous, authentic, courageous, powerful, confident, gigantic, loyal, purpose

Transformative diverse individuals
 Gustav Holst
 Dr Maggie Aderin Pocock
 Aristotle, Plato, Socrates
 Alexander the Great

Focus for the year: How do we show humanity?
Term 1: To what extent are we responsible? (Ethics)

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and core subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

Science: how our universe came to be. Earth, Space and how our solar system operates
 History: Ancient Greece – a timeline of a civilisation developing
 Geography: Ethical trade – where does our food come from?
 RE: Rules and Routine (Why are rules important?)
 Music: Holst listening
 DT: Authentic Greek Pizza using sustainable ingredients
 Computing: making a podcast/blog
 English: instructions and Mars transmission
 Maths: Place Value (scale of the universe)
 PSHE: Friendships and relationships

Science: broadcast a school podcast about space
 Music – a jingle for our podcast based on Holst work
 DT – Design and make ethically sourced seasonal Greek pizza, meet with head food buyer for M&S about Ethical issues with food
 Geography: Ethical trade presentation
 History: A timeline

Year 1: Our place, aspirations
 Year 2:
 Year 3: Light/shadows
 Year 4: Vikings
Connections to future learning
 War/conflict? All Years/ Year 6

Overview of Humanity: what is it to show humanity?
 What does ethical mean?
 Food sustainability: what happens on the way to our plates?
 Ethical trading – being aware of where things come from
 Exploring Mars: should we be looking at another planet when we have caused so much destruction to our own?

UK space station
 Marks and Spencers
 Ramsbury Estates

Overall outcome: Democracy
Building on the Greeks sense of justice and inquisitive nature, we will continue looking at aspects of humanity – if we are alone, this journey is important, democracy was pioneered by the Ancient Greeks and is a crucial aspect of humanity.

Narrative hook

People:

Place:

Problem:

Possibilities:

Texts
Who let the Gods out by Maz Evans
Greek Myths by Sue Turnbull

Tier 2 vocabulary

Core subjects

Transformative diverse individuals

Galileo

Focus for the year: How do we show humanity?
Term 2: To whom are we accountable? (Democracy)

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and core subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

Science: Force
History: Ancient Greece democracy
Geography:
RE:
Music:
Art
Computing
English
Maths

A Musical interpretation of the Battle of Troy

Science Museum Wroughton

Overall outcome: Community
Humans feel a deep sense of community and loyalty to their 'home' where they share a community with others. Can this sense of loyalty be applied and used to start making a difference? We will look at comparisons with our community in Ramsbury

Narrative hook

People:

Place:

Problem:

Possibilities:

Texts
The Secret of the Purple Lake by Yaba Badoe

Tier 2 vocabulary

Core subjects

Transformative diverse individuals
Yaba Badoe

Focus for the year: How do we show humanity?
Term 3: Where does our obligation start? (Community)

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and core subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

- Science
- History
- Geography
- RE
- Music
- DT
- Computing
- English
- Maths

Overall outcome: Responsibility
Are we accountable or do we have no control over what is happening?
Having looked at our locality and comparisons, we will consider this question and determine how we can make the biggest impact.

Texts
The Last Bear by Hannah Gold

Core subjects

Narrative hook

People:

Place:

Problem:

Possibilities:

Tier 2 vocabulary

Transformative diverse individuals

Focus for the year: How do we show humanity?
Term 4: Can we make it better? (Responsibility)

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and core subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

- Science
- History
- Geography
- RE
- Music
- DT
- Computing
- English
- Maths

Overall outcome: Compassion
The Romans gave us roads and education, but they showed very little compassion for their natives. We will celebrate the Romans but as a class consider the impact these invasions had on humanity

Texts
The Firework Makers Daughter by Phillip Pullman
The Story of the Blue Planet by Andri Magnsuon
Our Island story

Core subjects

Narrative hook

People:

Place:

Problem:

Possibilities:

Tier 2 vocabulary

Transformative diverse individuals

Focus for the year: How do we show humanity?
Term 5: The Romans? Pioneers or bullies (Compassion)

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and core subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

- Science
- History
- Geography
- RE
- Music
- DT
- Computing
- English
- Maths

Overall outcome: Integrity
 Honesty and moral principals build on what we have covered in the year.
 Can we make a difference? Is our humanity important? Does it even matter? We will collate our thoughts on the six aspects of humanity.

Texts
 The Eagle of the Ninth by Rosemary Sutcliff (excerpts)
 Empires End by Leila Rasheed
 The Glass of Lead and Gold by Cornelia Funke

Core subjects

Narrative hook
People: A comparison of the different experiences of Romans
Place:
Problem:
Possibilities:

Tier 2 vocabulary

Transformative diverse individuals
 Leila Rasheed

Focus for the year: How do we show humanity?
Term 6: Will we ever learn? (Integrity)

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and core subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

Science: - Chemistry
 Using the right materials – Romans used concrete, glass, marble, extraction of metals, methods of building/soot in place of ink
 Lead – Romans used Lead (poisoning, believing it to be insoluble)
 Salt: Romans acquired salt from evaporation
 History:
 Geography: Vesuvius Volcano case study. Natural disasters
 RE:
 Music: Romans love of music – to enhance all aspects of life: battle/theatre. Emotion through music
 Art:

Making Roman Instruments and composition of a battle anthem
 Performing a Roman play (English)
 Making Roman shield
 Non Chronological Report on an aspect of Roman life (English)
 Crime scene! Use science skills to solve a crime!
 Making Roman purses (DT)
 Write in Roman ink (Science)
 Collagraph printing

Class 4 – Sound, Materials, Saxons
 Class 6 – Stone Age/Iron Age
 Class 3 – World War 2/Christianity
 Class 2 - Five Pillars of Islam
 Increasing the chronological knowledge of British history

What did the Romans do for us?
 Would we have been where we are today without the Romans?
 Should they have still invaded?

Littlecote House
 Crowood House