

Windows to the World

Cycle 2

How are we the same and how are we different?

Exploring Chinese culture

Exploring other cultures through the arts

Children learn about their identities and explore further the idea of 'culture'. They will learn about differences and similarities at home and across the world. Through a range of activities, they explore sameness, difference and diversity. They learn that, as humans, we are all equal, have basic needs and rights. They will learn about equality, gender and issues affecting those with disabilities. Children learn about the importance of respecting each other, and that it is wrong to abuse people for any reason, including their race. They explore what other places are like and how we are connected with different countries in the world (interdependence). Children have the opportunity to reflect on what they have learnt and to share their ideas with others in the school community.

Each block of work is based upon 8 weeks of approximately 40-minute sessions.

Understanding the World

Personal, Social and emotional Development

Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Initiates conversations, attends to and takes account of what others say Explains own knowledge and understanding and asks appropriate questions to others Takes steps to resolve conflicts with other children e.g. finding a compromise <i>Play cooperatively, take turns with others. Take account of one another's ideas about how to organised their activity. Show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</i>	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities <i>Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen</i> <i>Say when they do or don't need help.</i>	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression <i>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part as a group or class and understands and follows rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i>

Self-Confidence and Self-Esteem	Making Relationships	Behaviour and Self-Control	Sense of Community	PLACE	COMMUNITIES
PSED18 Respond to significant experiences, showing a range of experiences when appropriate (FSP-ED4) PSED19 Develop awareness of their own needs, views and feelings (FSP-ED3) (FSP-ED5) PSED20 Be sensitive to the needs, views and feelings of others (FSP-SD7, ED5) PSED21 Develop respect for their own cultures and beliefs and those of others (FSP-SD7, ED6)	PSED28 Form good relationships with adults and peers (FSP-SD5) PSED29 Work as part of a group or class(FSP-SD4) PSED30 Take turns and share fairly (FSP-SD4) PSED31 Develop understanding of agreed values and codes of behaviour for groups of people to work together harmoniously (FSP-SD6)	PSED32 Show confidence and the ability to stand up for their own rights PSED33 Understand what is right, wrong and why (FSP-ED8) PSED34 Consider consequences of words and actions for themselves and others (FSP-ED7) PSED35 Show an awareness of the boundaries set and of behavioural expectations in the setting	PSED36 Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (FSP-SD7) PSED37 Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (FSP-SD8)	KUW31 Observe, find out about, identify and comment on features in the place they live and the natural world KUW32 Find out about their environment KUW33 Talk about features they like and dislike KUW34 Identify differences between features of the local environment	KUW40 Feel a sense of belonging to own community and place KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others

People and Communities	The World	Technology
Shows interest in the lives of people who are familiar to them	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world	Know how to operate simple equipment e.g. turn on CD player or use the remote control
Remembers and talks about significant events for family and friends	Talk about some of the things they have observed such as plants, animals, natural and found objects	Show an interest in technological toys with knobs or pulleys of real objects such as cameras and mobile phones
Shows interest in different occupations and ways of life	Talk about why things happen and how things work	Shows skill in making toys work by pressing parts or lifting flaps to achieve effect such as sound, movement or new images
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.	Develop an understanding of growth and decay as well as changes over time.	Knows that information can be retrieved from computers
Enjoy joining in with family customs and routines.	Show care and concern for living things and the environment	Completes a simple program on a computer
<i>Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions</i>	Look closely at similarities, differences patterns and change	Uses ICT hardware to interact with age-appropriate computer software
	<i>Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.</i>	<i>Recognise that a range of technology is used in places such as homes and schools. Select and use technology for a particular purpose</i>

RECEPTION	YEAR ONE
RE1 Ask and answer questions about religion and culture RE2 Visit places of worship and learn related vocabulary RE3 Handle artefacts with curiosity and respect RE4 Use artefacts, stories and music to learn about important religious celebrations RE5 Reflect on their own feelings and experiences using religious stories RE6 Reflect on the words and actions of characters using religious stories RE7 Learn about stories and meanings through activity and play RE8 Using role play as a stimulus, describe ways that people show love and care for each other RE9 Discuss issues of right and wrong RE10 Respond imaginatively to memorable experiences RE11 Talk about special events associated with celebrations RE12 Share own experiences and feelings	RE13 Explore a range of religious stories RE14 Explore a range of sacred writings RE15 Name and explore a range of celebrations RE16 Name and explore a range of worship styles RE17 Identify the importance, for some people, of belonging to a religion RE18 Identify religious symbols RE19 Begin to use a range of religious words RE20 Reflect on and consider religious and spiritual feelings, experiences and concepts RE21 Identify what matters to them, including those with religious commitments and communicate their responses RE22 Identify what matters to others, including those with religious commitments and communicate their responses

Skills	Objectives
PSED21 Develop respect for their own cultures and beliefs and those of others (FSP-SD7, ED6) PSED36 Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (FSP-SD7) PSED37 Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (FSP-SD8) KUW40 Feel a sense of belonging to own community and place KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others	<i>PSHE</i> <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Talk about why things happen and how things work Show care and concern for living things and the environment Look closely at similarities, differences patterns and change

Week	Lesson Outline
1-2 Gender	Count how many boys and girls are in our class. Compare differences - dress, hair, toys we like to play with. Encourage children to play with toys they usually would not choose.
3-5 Jobs	To include a 'Job day' where we invite adults in to talk about their professions. Pupils dress up as different professions and role play. Can we encourage them to role play a non traditional role?
6-7 Disabilities	Use Neena to help children understand that sometimes people have disabilities. Introduce a disability she may have. How does this affect her? What will she have trouble doing? How could we help her? Children explore what it would be like to live with a disability through role play.
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Portland Exploring Chinese Culture

Skills	Objectives
PSSED21 Develop respect for their own cultures and beliefs and those of others (FSP-SD7, ED6) PSSED36 Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (FSP-SD7) PSSED37 Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (FSP-SD8) KUW40 Feel a sense of belonging to own community and place KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others	<i>PSHE</i> <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Talk about some of the things they have observed such as plants, animals, natural and found objects Talk about why things happen and how things work Show care and concern for living things and the environment Look closely at similarities, differences patterns and change Shows interest in different occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. Enjoy joining in with family customs and routines.

Week	Lesson Outline
1 Whole school China day	Children rotate through 4 short workshops to stimulate their interest: Mapping activity - large map, identify where china is, explore populations. Artefacts - compare everyday items used in China to here. Language / Counting - PE - Tai Chi
2-3 Chinese New Year	Children find out about the animal associated with this year. Explore through making or drawing. Make and send cards.
4 - 5 Dance	Create dragon / lion masks, watch a Chinese dance. Create own dance and perform with music.
6 Food	Try out some Chinese food and have a go at using chopsticks and eating from bowls. Do they like it? Why? How is it different from our traditional food?
7 Chinese art	Create a collage, use red as the dominant colour, and perhaps collage ch words?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Portland Exploring Cultures through the expressive arts

Skills	Objectives
KUW31 Observe, find out about, identify and comment on features in the place they live and the natural world KUW32 Find out about their environment KUW33 Talk about features they like and dislike	<i>PSHE</i> <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Talk about some of the things they have observed such as plants, animals, natural and found objects Talk about why things happen and how things work Show care and concern for living things and the environment Look closely at similarities, differences patterns and change Shows interest in different occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. Enjoy joining in with family customs and routines.

Week	Lesson Outline
1-3 Stories from other cultures	Read a traditional tale from another country each week. Ask children to compare it to one from our own country. Are there any similarities or differences? Pupils could draw the main characters.
4-5 Flags	Whole school to look at different flags from around the world. What countries have Portland heard of? Find out what their associated flag is and paint. Create a simple display over the 2 weeks of world map and known flags.
6-7 Dance and music	Listen to music from different cultures and dance along. Options could be: Bangra, Cossack, Irish, Scottish. If any children have connections with other countries you could do that country. Play along with some instruments.
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Cotswold

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc1 Take and share responsibility, for example, for their own behaviour (2e, 4a) Pc2 Recognise what they like and dislike, what is fair and unfair (1a)	Pa1 Continue to develop empathy for others (2f,4b,c) Pa2 Recognise what is right and wrong (1a) Pa3 Agree and follow rules for their group and classroom (2d,h) Pa4 Know how to apologise and make amends (1d) Pa5 Realise that people and other living things have needs (2e) Pa6 Develop understanding of groups they belong to (2f) Pa7 Contribute to the life of the class and the school (2h)	Pr1 Listen to other people, and play and work co-operatively (4b) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr3 Greet and talk with adults Pr4 Develop positive relationships through work and play Pr5 Be able to ask for help from an appropriate adult	Hi1 Place events and objects in chronological order (1a) Hi2 Use common words and phrases related to the passing of time (1b) Hi3 Know episodes from stories about the past and use stories to encourage children to distinguish between fact and fiction (4a) Hi4 Use sources of information to find out about the past (5) Hi5 Recount episodes from stories about the past (4a)	Ge1 Ask geographical questions (1a) Ge2 Recognise and observe human and physical features (1b) Ge3 Express their own views about features of the environment (1c) Ge4 Communicate in different ways using simple geographical information and vocabulary (1d) Ge5 Use field work skills (2b) Ge6 Use globes, maps and plans (2c) Ge7 Use secondary sources of information (2d) Ge8 Make plans and maps (2e)

Historical, Geographical and Social Understanding - Year Two

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc3 Understand the difference between impulse and thinking behaviour (4a) Pc4 Share their opinions on things that matter to them (1b) Pc5 Recognise what they are good at (1d) Pc6 Recognise, name and deal with their feelings in a positive way (1c) Pc7 Reflect on their own experiences to set simple goals (1d,e)	Pa8 Listen and respond in group discussions (2a) Pa9 Express own views with increasing confidence (1b) Pa10 Participate in a simple debate about school issues (2b) Pa11 Recognise and explain how rules help them (2d) Pa12 Recognise choices they can make in the context of right and wrong (1a,2c)	Pr6 Recognise how their behaviour affects other people (4a) Pr7 Identify and respect the differences and similarities between people (4c) Pr8 Make real-life choices (food, television, games, money) (3a) Pr9 Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying (4e) Pr10 Consider social and moral dilemmas that they come across in everyday life (3a)	Hi6 Place events and objects in chronological order (1a) Hi7 Use common words and phrases related to the passing of time (1b) Hi8 Recognise why people did things and why events happened (2a) Hi9 Identify differences between past and present and ways of life at different times (2b) Hi10 Identify different ways in which the past is represented (3) Hi11 Observe and handle a range of sources of information to find out about the past (4a) Hi12 Ask and answer questions about the past (4b) Hi13 Select from their knowledge of history and communicate it in a variety of ways (5)	Ge9 Ask and respond to geographical questions (1a) Ge10 Recognise, observe, describe and record physical and human features (1b) Ge11 Make simple comparisons between features of different places (1c) Ge12 Express their own views about people, places and their effect on environments (1c) Ge13 Communicate in different ways using appropriate geographical vocabulary (1d) Ge14 Use field work skills to carry out simple tasks (2b) Ge15 Use globes, maps and plans (2c) Ge16 Use secondary sources of information (2d) Ge17 Identify what they could have done differently or how they would improve their work in the future

RE YEAR ONE AND YEAR TWO	
RE13 Explore a range of religious stories and talk about their meanings RE14 Explore a range of sacred writings and talk about their meanings RE15 Name and explore a range of celebrations RE16 Name and explore a range of worship styles RE17 Identify the importance, for some people, of belonging to a religion RE18 Identify religious symbols RE19 Begin to use a range of religious words RE20 Reflect on and consider religious and spiritual feelings, experiences and concepts RE21 Identify what matters to them, including those with religious commitments and communicate their responses RE22 Identify what matters to others, including those with religious commitments and communicate their responses	RE23 Reflect on how spiritual values relate to their own behaviour RE24 Reflect on how moral values relate to their own behaviour RE25 Recognise that religious teachings and ideas make a difference to individuals RE26 Recognise that religious teachings and ideas make a difference to families RE27 Recognise that religious teachings and ideas make a difference to local community RE28 Explore how religious ideas and beliefs can be expressed through the arts RE29 Communicate their responses to religious idea and beliefs expressed through the arts

Skills	Objectives
Pa1 Continue to develop empathy for others (2f,4b,c) Pa5 Realise that people and other living things have needs (2e) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr7 Identify and respect the differences and similarities between people (4c) Pc4 Share their opinions on things that matter to them (1b) Pc5 Recognise what they are good at (1d) Pa8 Listen and respond in group discussions (2a) Pr10 Consider social and moral dilemmas that they come across in everyday life (3a) Pc2 Recognise what they like and dislike, what is fair and unfair (1a) Pa2 Recognise what is right and wrong (1a)	PSHE <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4. Pupils should be taught:b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> RE j belonging: where and how people belong and why belonging is important k myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities l visiting places of worship and focusing on symbols and feelings p sharing their own beliefs, ideas and values and talking about their feelings and experiences

Week	Lesson Outline
1 - 2 Gender	Have a look at our class make-up - how many boys and girls are there? Explore the differences / similarities between hobbies that pupils enjoy. Find out what sort of things girls and boys like to write about if they could choose. Pair up children and get girls to encourage boys to write.
3-5 Jobs	To include a 'Job day' where we invite adults in to talk about their professions. Pupils think about what job they would like to do. Draw a picture and write a few sentences about it. Drama activity based on non-stereotypical job roles.
6-7 Disabilities	Visual impairment - trust activity in the trim trail. Work with a partner to be led safely around. How did it feel to rely on someone to see for you? How would we get dressed in the mornings? Think about the implications. Hearing impaired - signing and lip reading activity, learn to sign name and consider what life would be like if you could not hear. Play a game where someone does not know what is being said. How does that make them feel? How could they ensure a child with hearing loss was included at their school?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Skills	Objectives
Pa1 Continue to develop empathy for others (2f,4b,c) Pa5 Realise that people and other living things have needs (2e) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr7 Identify and respect the differences and similarities between people (4c) Pc4 Share their opinions on things that matter to them (1b) Pc5 Recognise what they are good at (1d) Pa8 Listen and respond in group discussions (2a) Pr10 Consider social and moral dilemmas that they come across in everyday life (3a) Pc2 Recognise what they like and dislike, what is fair and unfair (1a) Pa2 Recognise what is right and wrong (1a)	PSHE <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4. Pupils should be taught:b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> j belonging: where and how people belong and why belonging is important k myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities l visiting places of worship and focusing on symbols and feelings p sharing their own beliefs, ideas and values and talking about their feelings and experiences

Week	Lesson Outline
1 Whole school China day	Children rotate through 4 short workshops to stimulate their interest: Mapping activity - large map, identify where china is, explore populations. Artefacts - compare everyday items used in China to here. Language / Counting - PE - Tai Chi
2- 3 Chinese new year	Children find out about the animal associated with this year. Explore through making or drawing. Make and send cards.
5 sports	Find out about a traditional Chinese sporting activity. They are often accompanied by music making them an art form. Have a go at performing or playing a sport.
6-7 Where in the world?	Locate China on a map. Find out about continents. What languages are spoken around the country? What is the weather like there? Compare to UK.
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Cotswold Exploring Cultures through the expressive arts

Skills	Objectives
Pa1 Continue to develop empathy for others (2f,4b,c) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr7 Identify and respect the differences and similarities between people (4c) Pc4 Share their opinions on things that matter to them (1b) Pc5 Recognise what they are good at (1d) Pa8 Listen and respond in group discussions (2a) Pr10 Consider social and moral dilemmas that they come across in everyday life (3a) Pc2 Recognise what they like and dislike, what is fair and unfair (1a) Pa2 Recognise what is right and wrong (1a)	PSHE <i>4. Pupils should be taught:</i> <i>b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> RE j belonging: where and how people belong and why belonging is important k myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities p sharing their own beliefs, ideas and values and talking about their feelings and experiences

Week	Lesson Outline
1-2 Stories from other cultures	Read a traditional tale from another country each week. Ask children to compare it to one from our own country. Are there any similarities or differences? Pupils could draw the main characters and record the main sentiment. Is there a message? If so, record.
3-4 Flags	Whole school to look at different flags from around the world. What countries have Cotswold heard of? Find out what their associated flag is and paint. Create a simple display over the 2 weeks of world map and known flags.
5-6 National Dress	Find out about and compare the national dress of Ireland, Scotland and Wales. What is England's identity? Draw examples of each, what do they like? Why have national dress? Can they design a modern costume for England?
6-7 Dance and music	Following on from last week, learn about traditional music and dance of the British Isles. Can they learn a simple routine?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

KEY STAGE TWO

RE30 Describe the key people in religions
RE31 Describe the key stories in religions
RE32 Describe the key traditions in religions
RE33 Learn how these influence the beliefs and values of others
RE34 Describe the variety of practices and ways of life in religions
RE35 Identify and describe the similarities in religions
RE 36 Identify and describe differences between religion
RE37 Investigate the importance of religion in the local community
RE38 Investigate the importance of religion nationally
RE 39 Investigate the importance of religion globally
RE40 Consider the meaning of a range of forms of religious expression
RE41 Develop a greater vocabulary to communicate their knowledge and understanding

RE42 Use and interpret information about religions from a range of sources
RE43 Reflect on what it means to belong to a faith community
RE44 Reflect on what it means to belong to a faith community and develop ways of communicating their own responses
RE45 Reflect on what it means to belong to a faith community and develop ways of communicating others responses
RE46 Understand how commitment to a religion is shown in a variety of ways
RE47 Discuss and express their own and others views of religious truth and beliefs
RE48 Reflect on ideas of right and wrong
RE49 Reflect on sources of inspiration in their own lives and in others lives
RE50 Use specialist vocabulary to communicate their knowledge and understanding
RE51 Describe the variety of practices and ways of life in religions and understand how these stem from/ beliefs and teachings

Swaledale

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pc9 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements (1b) Pc10 Be able to face new challenges positively and know when to seek help (1c) Pc11 Be able to identify the range of jobs carried out by the people they know (1e)	Pa13 Value contribution of others in discussion Pa14 Begin to develop negotiating strategies Pa15 Be able to compromise (2f) Pa16 Participate in making and changing rules (2b) Pa17 Foresee consequences when rules are broken (2b)	Pr11 Understand their actions affect themselves and other (4a) Pr12 Be able to empathise with another viewpoint (4a,b) Pr13 Consolidate understanding of differences and similarities between people (4f)	Hi14 Identify different ways in which the past is represented (3) Hi15 Use dates and vocabulary relating to the passing of time and sequence events (1b) Hi16 Sequence several events or artefacts (1a) Hi17 Begin to give reasons for and results of the main events and changes (2c) Hi18 Recognise similarities and differences between periods of time (2d) Hi19 Use sources of information including ICT to find out about events, people and changes (4a) Hi20 Communicate knowledge and understanding in a variety of ways (5c)	Ge18 Have an awareness of similarities and differences (1d) Ge19 Ask and respond to questions about places and the environment (1a) Ge20 Collect and record evidence and begin to offer explanations (1c,d) Ge21 Use appropriate geographical vocabulary to communicate their findings (2a) Ge22 Use a wider range of field work techniques and instruments (2b) Ge23 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (2c) Ge24 Use secondary sources of information (2d) Ge25 Use ICT to help in geographical investigations (2f)

Historical, Geographical and Social Understanding - Year Four

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc12 Able to explain their views on issues that affect the school environment (2a) Pc13 Able to reflect on their mistakes and make amends (1b) Pc14 Begin to make responsible choices and consider consequences (2c) Pc15 Identify the range of skills needed in different jobs (1e)	Pa18 Research, develop and discuss topical issues, problems and events (2a) Pa19 Continue to value contributions of others in discussions (4a) Pa20 Continue to develop negotiating strategies Pa21 Know when to compromise (2f) Pa22 Recognise why rules are needed (2b) Pa23 Distinguish between accidental and deliberate actions Pa24 Recognise that there are responsibilities as well as rights (2d)	Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b) Pr15 Realise the nature and consequences of negative behaviours such as bullying, aggressiveness (4d) Pr16 Be able to identify strategies to respond to negative behaviour constructively and ask for help (4g)	Hi21 Place events, people and changes into correct periods of time on a timeline (1a) Hi22 Develop their understanding that the past can be divided into different periods of time (1b,5b) Hi23 Use dates and vocabulary relating to the passing of time, including AD/BC (1b) Hi24 Identify and describe reasons for and results of historical events, situations and changes in the period studied (2c) Hi25 Identify different ways in which the past is represented and interpreted (3) Hi26 Use and evaluate sources of information including ICT to find out about events, people and changes (4a) Hi28 Ask and answer a variety of questions (4b) Hi29 Communicate knowledge and understanding in a variety of ways (5c)	Ge26 Ask and respond to questions and offer their own ideas (1a,c) Ge27 Describe, compare and offer reasons for their views (1d) Ge28 Use appropriate geographical vocabulary in communicating findings (2a) Ge29 Employ a wider range of field work techniques and instruments (2b) Ge30 Use atlases, globes, maps and plans at a range of scales (2c) Ge31 Use secondary sources of information to draw plans and maps (2e) Ge32 Use ICT to help in geographical investigations (2f) Ge33 Investigate places and themes at more than one scale (3f)

Skills	Objectives
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pc9 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements (1b) Pc12 Able to explain their views on issues that affect the school environment (2a) Pc14 Begin to make responsible choices and consider consequences (2c) Pa13 Value contribution of others in discussion Pa18 Research, develop and discuss topical issues, problems and events (2a) Pa22 Recognise why rules are needed (2b) Pr11 Understand their actions affect themselves and other (4a) Pr12 Be able to empathise with another viewpoint (4a,b) Pr13 Consolidate understanding of differences and similarities between people (4f) Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b)	PSHE <i>1 b.to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> <i>2. Pupils should be taught:</i> <i>a. to research, discuss and debate topical issues, problems and events</i> <i>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</i> <i>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>a.that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i> <i>b.to think about the lives of people living in other places and times, and people with different values and customs that differences and similarities between people arise from f.a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i>

Week	Lesson Outline
1 Ourselves	Understand themselves as individuals; think about their own character traits. What do they like? What things don't they like? Find out about the differences in preferences between the boys and the girls. What do they do for fun? Find funny? Can they find a person of the opposite gender that likes the same as them?
2-3 Gender	Pair up children. Ask them to teach a skill or interest to their partner to perform to the class. This may take 2 sessions in order to perfect and then evaluate. What did they find easy? Hard? Would they take up this new skill and why?
4-5 Jobs	To include a 'Job day' where we invite adults in to talk about their professions. The remaining session should be used for pupils to consider what they would like to be. What are the barriers to that profession? Can they persuade a person of opposite gender that their choice is the best?
6 Equalities	Consider our rights. What are they? What would it be like to not have certain rights? Play a rights game where teams of pupils can bid on behalf of countries for rights. Which ones did they place the most value on? Why?
7 Disabilities	Use resources from http://www.worldofinclusion.com/qcda.htm and http://www.bbc.co.uk/learningzone/clips/SameButDifferent to learn about differences and consider how it could affect someone. How would life be the same / different? How could we help others?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Skills	Objectives
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pa13 Value contribution of others in discussion Pa18 Research, develop and discuss topical issues, problems and events (2a) Pr13 Consolidate understanding of differences and similarities between people (4f) Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b) Ge18 Have an awareness of similarities and differences (1d) Ge19 Ask and respond to questions about places and the environment (1a) Ge20 Collect and record evidence and begin to offer explanations (1c,d) Ge21 Use appropriate geographical vocabulary to communicate their findings (2a) Ge23 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (2c) Ge26 Ask and respond to questions and offer their own ideas (1a,c) Ge27 Describe, compare and offer reasons for their views (1d) Ge30 Use atlases, globes, maps and plans at a range of scales (2c) Ge33 Investigate places and themes at more than one scale (3f)	PSHE <i>1 b.to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> <i>2. Pupils should be taught:</i> <i>a. to research, discuss and debate topical issues, problems and events</i> <i>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</i> <i>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>b.to think about the lives of people living in other places and times, and people with different values and customs that differences and similarities between people arise from f.a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i> RE c identify and begin to describe the similarities and differences within and between religions

Week	Lesson Outline
1 Whole school China day	Children rotate through 4 short workshops to stimulate their interest: Mapping activity - large map, identify where china is, explore populations. Artefacts - compare everyday items used in China to here. Language / Counting - PE - Tai Chi
2 New Year	Find out about the year of the horse. Find out how they celebrate in china.
3 - 4 Art	Look at traditional Chinese art and create artefacts for a display. For example they could create some ink line drawings and add colour washes. Or they could make blossom cards or a Chinese Emperor Dragon Robe.
6 Culture - education	Find out about the school day. What lessons do Chinese pupils have? How long is their school day? Are their schools the same as ours or different? Pupils could make a timetable or have a go at learning something a Chinese student would have to learn.
7 Culture - leisure	Compare our lives to those living in China. What do they do to relax and have a good time? Split children into groups and each one find out about a different aspect such as sport, music, hobbies, tv, film. One group should also find out about religion. They then present findings to the rest of the class.
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Skills	Objectives
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pa13 Value contribution of others in discussion Pa18 Research, develop and discuss topical issues, problems and events (2a) Pr13 Consolidate understanding of differences and similarities between people (4f) Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b) Ge18 Have an awareness of similarities and differences (1d) Ge23 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (2c) Ge26 Ask and respond to questions and offer their own ideas (1a,c) Ge33 Investigate places and themes at more than one scale (3f)	PSHE <i>1 b.to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> <i>2. Pupils should be taught:</i> <i>a. to research, discuss and debate topical issues, problems and events</i> <i>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</i> <i>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>b.to think about the lives of people living in other places and times, and people with different values and customs that differences and similarities between people arise from f.a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i> RE c identify and begin to describe the similarities and differences within and between religions

Week	Lesson Outline
1 Art	KS2 visit to an art gallery. Look at traditional and contemporary art.
2 - 5 Art	Art of different cultures. Explore the differences and similarities between traditional and modern. Explore the similarities between art of different cultures that share geometric designs eg rangoli patterns/ Polynesian tapa design / Inca geometric designs/ Islamic designs. They may want to continue to explore Chinese art. How is religion expressed through art from different cultures?
6 - 7 dance	Learn a traditional style dance from a culture other than our own. Compare to maypole dancing. What do they prefer?
8 Evaluate	What have we found out about different cultures? What have we enjoyed? Record in any format.

Historical, Geographical and Social Understanding - Year Five

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc16 Talk, write and explain their views on issues that affect the wider environment (1a) Pc17 Begin to set personal goals (1b) Pc18 Reflect on and evaluate their own experiences (1b) Pc19 Take action based on responsible choices (3a,4a) Pc20 Identify the skills they need to develop to make their own contribution in the working world in the future (1e)	Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa27 Resolve differences by looking at alternatives, making decisions and explaining choices (2f) Pa28 Participate in school's decision making process (2g) Pa29 Identify the bias in media reporting (2k) Pa30 Develop skills to inform choices which have an effect on the sustainability of the environment (2j)	Pr17 Be aware of different types of relationships (4c) Pr18 Recognise and challenge stereotypes (4e)	Hi30 Place events, people and changes into correct periods of time (1a) Hi31 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade (1b) Hi32 Describe characteristic features of past societies and periods, including: ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) Hi33 Identify and describe reasons for and results of historical events, situations and changes (2c) Hi34 Identify changes within and across different periods (2d) Hi35 Give reasons for and results of the main changes and events (2d) Hi36 Recognise that the past can be represented in different ways (3) Hi37 Show some understanding that aspects of the past have been represented and interpreted in different ways (3) Hi38 Begin to select and combine information from different sources (5a) Hi39 Begin to produce structured work, making appropriate use of dates and terms (5b) Hi40 Communicate their knowledge and understanding of history in a variety of ways (5c)	Ge34 Ask suitable geographical questions leading to investigation (1a) Ge35 Collect and record evidence (1b) Ge36 Analyse evidence and draw conclusions (1c) Ge37 Recognise and describe physical and human processes Ge38 Identify and explain different views that people, including themselves, hold about topical geographical issues (4b) Ge39 Use appropriate geographical vocabulary to communicate in appropriate ways (1d) Ge40 Use appropriate field work techniques and instruments (1b) Ge41 Use atlases, globes, maps and plans at a range of scales (1c) Ge42 Investigate and use an increasing range of primary and secondary sources of information (1d) Ge43 Draw plans and maps at a range of scales (1e) Ge44 Use ICT to help in geographical investigations (1f) Ge45 Develop decision-making skills (1g)

Historical, Geographical and Social Understanding - Year Six

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc16 Talk, write and explain their views on issues that affect the wider environment (1a) Pc17 Begin to set personal goals (1b) Pc18 Reflect on and evaluate their own experiences (1b) Pc19 Take action based on responsible choices (3a,4a) Pc20 Identify the skills they need to develop to make their own contribution in the working world in the future (1e)	Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa27 Resolve differences by looking at alternatives, making decisions and explaining choices (2f) Pa28 Participate in school's decision making process (2g) Pa29 Identify the bias in media reporting (2k) Pa30 Develop skills to inform choices which have an effect on the sustainability of the environment (2j)	Pr17 Be aware of different types of relationships (4c) Pr18 Recognise and challenge stereotypes (4e)	Hi41 Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them (2d) Hi42 Recognise features of periods and societies studied (2a) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b) Hi44 Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied (2c) Hi45 Recognise that the past is represented and interpreted in different ways, and give reasons for this (2c) Hi46 Use, evaluate and link sources and work out how conclusions were arrived at (2d) Hi47 Recognise primary and secondary sources (4a) Hi48 Suggest possible omissions and the means of finding out (3) Hi49 Record information relevant to the focus of the enquiry (4b) Hi50 Recall, select and organise and communicate historical information in a variety of ways (5a,c)	Ge46 Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes (1a,d) Ge47 Collect and record evidence unaided (1b) Ge48 Analyse evidence and draw conclusions, looking at data evidence and analysing patterns (1c) Ge49 Identify and explain different views (1d) Ge50 Communicate in appropriate ways and explain their own views (1e) Ge51 Use appropriate geographical vocabulary (2a) Ge52 Use appropriate field work techniques and instruments (2b) Ge53 Use atlases and globes and maps and plans at a range of scales (2c) Ge54 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways (2d) Ge55 Draw plans and maps at a variety of scales (2e) Ge56 Use and select ICT to help in geographical investigations (2f) Ge57 Develop decision-making skills (2g) Ge58 Show a better developed understanding of the links between cause and effect (3e)

Woodlands

How are we the same and how are we different?

Skills	Objectives
Pc18 Reflect on and evaluate their own experiences (1b) Pc19 Take action based on responsible choices (3a,4a) Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b) Hi44 Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied (2c)	<i>PSHE</i> <i>1 b. to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> <i>2. Pupils should be taught:</i> <i>a. to research, discuss and debate topical issues, problems and events</i> <i>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</i> <i>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>b. to think about the lives of people living in other places and times, and people with different values and customs</i> <i>that differences and similarities between people arise from f.a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i> <i>RE</i> c identify and begin to describe the similarities and differences within and between religions

Week	Lesson Outline
1 Ourselves	Understand themselves as individuals; think about their own character traits. What do they like? What things don't they like? Find out about the differences in preferences between the boys and the girls. What do they do for fun? Find funny? Can they find a person of the opposite gender that likes the same as them?
2-3 Gender differences and similarities	Pair up children. Ask them to teach a skill or interest to their partner to perform to the class. This may take 2 sessions in order to perfect and then evaluate. What did they find easy? Hard? Would they take up this new skill and why?
4 Professions differences and similarities	'Job day' where we invite adults in to talk about their professions. Has it convinced them to choose a non-stereotypical career?
5 Equalities and rights	Explore the right to education. Follow news stories about people campaigning across the world for their right to an education. Find out what it is like for different people across the world and consider how we would feel if our rights and equalities were taken away.
6-7 Disabilities	Find out about the laws governing the design of modern buildings. Ask children to be architects: design a building, either a school or a home. They should endeavour to make it disability friendly. Draw and annotate and present to the class. Who has the best idea?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Woodlands

Exploring Chinese Culture

Skills	Objectives
Pc16 Talk, write and explain their views on issues that affect the wider environment (1a) Pc18 Reflect on and evaluate their own experiences (1b) Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa28 Participate in school's decision making process (2g) Pr17 Be aware of different types of relationships (4c) Hi30 Place events, people and changes into correct periods of time (1a) Hi31 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade (1b) Hi32 Describe characteristic features of past societies and periods, including; ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) Hi33 Identify and describe reasons for and results of historical events, situations and changes (2c) Hi34 Identify changes within and across different periods (2d) Hi35 Give reasons for and results of the main changes and events (2d) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b)	Geography use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>PSHE</i> <i>1. Pupils should be taught:</i> <i>a.to talk and write about their opinions, and explain their views, on issues that affect themselves and society</i> <i>2. Pupils should be taught:</i> <i>b.why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</i> <i>d.that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</i> <i>e.to recognise the role of voluntary, community and pressure groups</i> <i>g. what democracy is, and about the basic institutions that support it locally and nationally</i> <i>h.to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>b.to think about the lives of people living in other places and times, and people with different values and customs</i> <i>c.to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</i>

Week	Lesson Outline
1 Whole school China day	Children rotate through 4 short workshops to stimulate their interest: Mapping activity - large map, identify where china is, explore populations. Artefacts - compare everyday items used in China to here. Language / Counting - PE - Tai Chi
2 - 3 Chinese traditions history	Pupils should learn about the different dynasties, the forbidden city and the great wall. They could find out about inventions such as fireworks. They could find out about different people such as Genghis Kahn or Marco Polo.
4 Religion	Three major religions or philosophies shaped many of the ideas and history of Ancient China. They are called the three ways and include Taoism, Confucianism, and Buddhism. Split class into three and each group finds out a bit about one and feeds back to the rest.
5 Government	Find out about and compare the way China is governed and has been to our democratic system. Learn about key government figures and what they stand for.
6-7 Art	Terracotta army: find out about Qin Shi Huang, the first Emperor of China. Ai Weiwei: look at examples of his contemporary artworks. Compare the sunflower exhibition to the warriors.
8 Evaluate	What have we found out about China? Record in any format.

Skills	Objectives
Pc18 Reflect on and evaluate their own experiences (1b) Pa26 Understand why and how laws are made and enforced (2b,c) Hi30 Place events, people and changes into correct periods of time (1a) Hi31 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade (1b) Hi32 Describe characteristic features of past societies and periods, including; ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) Hi33 Identify and describe reasons for and results of historical events, situations and changes (2c) Hi34 Identify changes within and across different periods (2d) Hi35 Give reasons for and results of the main changes and events (2d) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b)	Geography use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>PSHE</i> <i>1. Pupils should be taught:</i> <i>a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society</i> <i>h. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>b. to think about the lives of people living in other places and times, and people with different values and customs</i>

Week	Lesson Outline
1 Art	KS2 visit to an art gallery. Look at traditional and contemporary art.
2 -3 Art	Consider art around the world. Find out about traditional and modern art examples from other countries. What does an art gallery look like in Saudi Arabia for example? Create own examples in the style of a different culture of the classes choosing. Some should be modern in approach and some traditional.
4 Flags	Independent research about the origins of different flags around the world. Find out how they were designed and the meanings of the designs and colours. Find out about the flag of The Gambia.
5 Poetry / Music	Listen to the words of our national anthem, compare to anthems from other countries. What would we like to say about our country? Ask pupils to write an anthem for England. Some may want to carry this on in subsequent weeks to put this to music.
6-7 Link School in The Gambia	Find out about national anthem, dress, art, music and dance in The Gambia. Find out about the traditional aspects as well as modern. Are there any similarities to our country?
8 Evaluate	What have we found out about different cultures? What have we enjoyed? Record in any format.