

Long Term Curriculum Plan for Discovery

Year 1 of cycle

‘Learning as we grow. Growing as we learn. Rooted in Jesus.’

A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.

	Sep - Dec	Jan – March	April - July
Topic	Natural World	Romans	People of the World
Critical and Creative Thinking	-analyse own and others’ assumptions about people and issues	-keep mind open to new ideas	-evaluate media and other sources for bias, stereotypes and range of voices and a perspectives
Globalisation and Interdependence	-changing global forces and effects on people’s lives	-impacts of decisions made at local, national or global levels on people and the environment across national boundaries	-connections and interdependencies between global and local issues
Concern for the Environment (cooking/outdoor/local/seasons)	- appreciation of interdependence between people and planet - concern about the effects of lifestyles and consumer choices on people and the planet		
Charitable Work	-Poppy Appeal – Royal British Legion -WWF	- comic relief	Starfish Malawi
Self Awareness and Reflection/Well-Being and Empathy	-recognise how different backgrounds, beliefs and personalities affect behaviour and world views	- recognise personal strengths and weaknesses	- discern how people are feeling through their words, body language, gestures and tone - evaluate ways in which own

	- recognise personal strengths and weaknesses		emotions, words and behaviour can affect people both locally and globally
Identity and Diversity	-importance of language, beliefs and values in cultural identities	-impacts of stereotyping, prejudice and discrimination and how to challenge these -importance of language, beliefs and values in cultural identities	-benefits and challenges of diversity -impacts of stereotyping, prejudice and discrimination and how to challenge these -importance of language, beliefs and values in cultural identities
Core Text (promoting reading and vocabulary)	The Hobbit by JRR Tolkein	Aquila by Andrew Norriss	Running on the Roof of the World by Jess Butterworth
Starter/Hook/Enrichment	Natural History Museum Trip	Roman Day Lullingstone Roman Villa	Tardis role play step back in time to Mayan civilisation.
Subject Specific Curriculum Outcomes	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure record and present the human and physical features in the local area 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

	<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<ul style="list-style-type: none">• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (<i>History - taught in year 5/6</i>)</p>
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