


CLC MAT Cross Curriculum KS2-KS1-Foundation- Early Years (2021-2022)

Year 5						
Being Human' should come through all teaching for that topic. Children must experience their learning from the heart. Think about how to empower and motivate children, so that have greater depth and engage emotionally to their learning. How can we inspire the future generations based on what they have learnt about the past, present and future.						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Novel	Beowulf	Garbage King	TBC (Mayans)	Cosmic	Street Child	Room 13
Writing	- non-chron report (Vikings or creatures) - Newspaper (attack on village) -	- Imagery poetry (homeless) - Contemporary narrative	- Instructions (Mayan mask) - Leaflet	- Discussion - Argument	- historical narrative - classical poetry (Victorians)	- horror/ mystery (set in future?) - Diary
History & Geography	Vikings HERITAGE European history, invasions, conquests and enslavement of conquered nations. Who profited the most?	Energy Are we damaging our world? HERITAGE Big corporations' greed versus tribal communities' needs. Fair trade	Mayans HERITAGE The impact of the Spanish invasion and colonisation in Central America.	Where does our stuff come from? HERITAGE: UNICEF European colonisation, Human cargo, Modern slavery, child slavery	Victorian influence in Birmingham HERITAGE Provenance of funding for the Industrial age	Our future world HERITAGE A better world for all, inclusive town planning development
Science	Materials (relate to Viking life)	Materials (recycling)	Humans and animals (Relate to Mayans)	Earth and space	Forces (Machines in workhouse)	Living things and habitats
Thematic Link	Compare the day to day: homewares / utensils, farming tools and warfare equipment used by The Vikings and compare with those used nowadays. Pros/ cons of lifestyles. In which era were you 'better off'? Why? Explain how and why the homewares / utensils / other equipment were different. Could a Viking survive in our modern world?	Upcycling and recycling, link to restrictions during COVID-19, and future reference to 'Make Do and Mend' culture where resourcefulness was critical. Carbon foot print and investigation into how much water is used to create products eg investigate: it takes 1800 gallons of water to grow enough cotton to produce one pair of jeans. Compare to quantity of water used in making cement for housing. Did recycling increase or decrease during COVID-19? Are paper bags better than plastic? Compare the carbon footprint used in producing both.	How were animals used in farming? Travel? Providing: meat/ milk/ leather, young (to continue lifecycle). Look at the diet of the Mayans. Link to guidelines in different faith groups about animals eg Islam and Judaism's prohibition in consuming pork; Hinduism: the importance of the cow. Link to Islam and the chapter in the Quran about the cow. How else did animals impact the Mayans?	What impact does human activity have on the planet and how can we see this in a snapshot? Look at satellite images of the ozone layer before, during COVID-19 and after lockdown. What can we say about needs and wants? Look at campaigns during COVID-19 focusing on locally sourced produce. Discuss reactions shown by the public to some supermarkets giving precedence to EU imported meat over British. Link to WW2 'Dig for Victory' campaign and the need to be self-sufficient then and again during COVID-19.	Explore the impact of using machinery as opposed to life without technical advancement. What were the advantages and dangers? Health and well-being of workers. Look at the 1880 Education Act making schooling mandatory. What was the impact of this on children and their families? How has schooling changed?	Look at different habitats around the world which have been impacted by consumer behaviour and caused irreparable damage. Discover the stories of individuals and communities who have taken steps to tackle this eg lawyer who spearheaded clean-up of Mumbai beach, South American village who uses no plastic etc
'Being Human' - Learning from the heart	'Necessity is the mother of invention'. Explore day to day simple inventions we use and need from paper clips to washing machine etc. what else do we need that you could invent? Look at PPE equipment	What is 'carbon footprint'? Ways of reducing our carbon footprint. Look at focus on locally-grown produce. Why? Ask to see school utilities' bills. What can we do as a school community to reduce	Treating animals we use to serve our purposes with humanity and mercifulness. Invite opinion on factory farming and other methods which are less humane. What	Being resourceful and mindful as the same time. Can you create a week's menu based on locally sourced produce? Link to Brexit and lockdown: travel restrictions and customs taxes	Plight and struggles of children in the workhouses. Look at the working conditions carefully. How did children help one another to get through tough times? Compare to own life. How	Look at images of cities which suffered from high levels of smog / pollution before and during lockdown (2020) eg Mumbai, Los Angeles, Wuhan. Look at simple data to support images. Should climate change

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	and how upcycling was used during COVID-19 to meet demand (see diy tips on making face masks and visors online)	consumption? Review to assess impact of interventions, if any.	can be done better? Look at organic farming.	which were not an impediment while in EU.	is life different for children in this country now?	be tackled with the same urgency and strictness as COVID-19? Debate.
RE	Being Imaginative and Explorative Appreciating Beauty Being Regardful of Suffering	Caring for Other, Animals and the Environment Living By Rules Being Accountable and Living with Integrity	Caring for Other, Animals and the Environment Being Accountable and Living with Integrity Being Regardful of Suffering	Caring for Other, Animals and the Environment Being Thankful Being Accountable and Living with Integrity Being Temperate, Exercising Self-Discipline and Cultivate Serene Contentment	Being Regardful of Suffering Being Fair and Just Being Courageous and Confident Being Thankful	Appreciating Beauty Remembering Roots Creating Unity and Harmony Being Hopefully and Visionary
PSHE	<ul style="list-style-type: none"> -Helping each other to have the resources to meet our needs. -Making life easy for others. Looking for solutions for challenges. - Promoting racial, religious and other forms of equality. -Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. - Making small changes which contribute to a big difference. - Working collaboratively to inform ourselves and others about beneficial choices. 	<ul style="list-style-type: none"> -Look at the role of animal welfare charities. -Treating animals with mercy and dignity, understanding their needs even if they cannot 'speak'. -Providing a clear moral code as a basis for the behaviour which is promoted consistently throughout society. - Pupils develop empathy, compassion & concern with others including animals. -Giving pupils opportunities across the curriculum to explore and develop moral concepts, values and the choices that they make. 	<ul style="list-style-type: none"> -Appreciate the effort it takes to make, package and transport goods. - Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. -By exploring the results of right and wrong behaviour in the past; for example looking at slavery and child labour across the globe -By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? For example, looking at Thomas Clarkson. -By considering questions about social structure in the past; for example, rights of children in past times? Is it important that society looks after young children? 	<p>https://www.unicef.org/what-we-do/un-convention-child-rights/</p> <p>Every child learns that they have individual rights, whatever their ethnicity, gender, religion, language, abilities or any other status.</p> <ul style="list-style-type: none"> - Children to understand how the 'Child centred approach' has developed throughout history. 	<ul style="list-style-type: none"> - Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life. 	

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BRITISH VALUES						
SPANISH Year 5 	INVASIONS Spain, regions and capital cities, compass skills <u>Cross-curriculum</u> History: The Vikings HERITAGE : the MOORS The failed Vikings invasion of Spain during Moorish occupation	OUR PLANET Advices on how to save the planet <u>Cross-curriculum</u> Geography: How are we damaging the world? HERITAGE Big corporations greed versus tribal communities needs	THE MARKET food from Spain and Latin America <u>Cross-curriculum</u> History: the Mayans HERITAGE The Atlantic triangular trade	THE PLANETS planets name, description, comparison <u>Cross-curriculum</u> Science: Earth and Space HERITAGE NASA: Nationalities and Ethnicities in Space programs	BARCELONA Catalonia Barcelona, land marks <u>Cross-curriculum</u> : History: Victorian times, Gaudi HERITAGE Profits form the NEW WORLD (Spanish colonies in Latin America)	MY IDEAL TOWN town planning description, Justified opinions, the Future <u>Cross-curriculum</u> : Future world HERITAGE A better world for all, inclusive town planning development
♪ MUSIC ♪ Year 5 Moors Mayans Europeans	LISTENING , APPRAISING Medieval period Canto Visigótico-Mozárabe <u>Cross-curriculum</u> : Spanish & HERITAGE : The Moors' influence on Spanish music, Musica Andalusí	CREATING MUSICAL IDEAS Adapting English lyrics <i>Canción al planeta Tierra</i> <u>Cross-curriculum</u> : Geography: our planet HERITAGE : Respect of tribal people for Mother Earth	CONTROLLING SOUND Mayan traditional drumming Quetzalcoatl Dance <u>Cross-curriculum</u> Geography: floods HERITAGE Mexico pre-colonial time	LISTENING , APPRAISING Exploring instruments and sound effects used in film scores - Strauss Zarathustra Opus 30 <u>Cross-curriculum</u> Science: Earth and Space HERITAGE : NASA, astronauts ethnicities	IMPROVISING , COMPOSING Exploring music technology <u>Cross-curriculum</u> : Our future world Geography: A better world for all HERITAGE Industrial age Provenance of funding	CONTROLLING SOUND Singing the children adaptation of <i>Canción al planeta Tierra</i> <u>Cross-curriculum</u> : Geography HERITAGE : Climate change, only together we can change the unavoidable
Art and DT	D & T Food: Making Viking Bread	D & T Sculptures: How to re-use Single Plastic (UNICEF Project)	Art Making Mayan Masks - papier maché	Art Earth and Space painting - tone/shade/texture	D & T Moving Toys	Art Habitats (in a box)