

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

Year 6						
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	Skellig	Once	Kensuke's Kingdom	Holes	Coraline	Unforgotten Coat
Writing	- Classic WW1 poetry - Contemporary narrative	- Diaries WW2 - Historical narrative WW2	- Newspaper - persuasive letter	- report lizards - discussion detention centres	- horror short story	- transition: project
History & Geography	WW1	WW2	Amazon	Australia	Changes in communication	Our changing world 'Climate change'
Science	Humans / animals	Living things	Light	Evolution and inheritance	Electricity	Living things and habitats
Thematic link	-health related to soldiers (comparing WW1, Covid 19 and present day)	-animal used in WW2 (why were particular species of horses used?) -poppies (growth conditions, soil)	Light in Amazon: - shadow formation - rainfall (rainbow formation) - light sources of indigenous people and those children use	Need for adaptation to survive in hostile climates (animals and plants - deserts) How people survive in extreme weather conditions (Aboriginals v western settlers)	Impact of printing press (cave drawings to social media - how has this impacted literacy skills in our future generations?)	How to plants and animals survive in an ever-changing world? Climate change - before Covid 19 and after (satellite images - pollution in waters, carbon footprint from airlines, air pollution from factories)
'Being Human' - Learning from the heart	-Experiences of those nurses in WW1 and those during Covid 19 -Inspiring future health care workers -Supporting families and communities to make healthier choices	-What was learnt from WW1? (chemical warfare) -advances in medical science	- deforestation: Impact of tribal communities and climate change - charity work or raising awareness (individuals, schools, communities) HERITAGE Impact of colonisation on indigenous communities, including climate change	Plight of Aboriginal people related to own family experiences (those in the community) Governance - how has the legal system changed (impacted natives to present day) HERITAGE Impact of colonisation on Aboriginal people in Oceania	Original writings/drawings (inks used, how they were made) Writing implements Home learning during Covid 19 - ways of communication (virtual platforms) HERITAGE Alphabetisation impact: is it all equal globally?	How were individual lives affected: - family workers/key workers - communities - link to Ramadan/EID 2020 -accessibility to nutritious foods - keeping it safe (e.g. washing food) - individual, group and community charity work HERITAGE COVID 19 keys workers: Nationalities and ethnicities
RE	Living by rules Being Fair and just Cultivating Inclusion, Identity and Belonging Creating Unity and Harmony Remembering roots		Appreciating beauty Caring for others, animals and the environment Being mindful of suffering	Being merciful and forgiving Being fair and just Living by the rules Being temperate, exercising self-discipline and cultivating serene contentment	Being curious, imaginative and explorative, being thankful, Valuing Knowledge Living by rules (e-safety) Cultivating Inclusion, Identity and Belonging Remembering roots	Caring for others, animals and the environment Being accountable and living with integrity Being hopeful and visionary Being courageous and confident
PSHE	-Health (mental - e.g. shellshock),		-Well-being of others	-Relationships and belonging	-Health and mental wellbeing (during Covid 19) - eating, physical and mental	

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	<ul style="list-style-type: none"> -Relationships and families (evacuations: life experiences) -Resilience (front line and home front, evacuees) -Developing an open and safe learning environment in which pupils can express their views. -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 speculating about how important events from history are remembered as well as the people who shaped them; for example finding out about WWI. 	<ul style="list-style-type: none"> -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. -Allowing the children to have the opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. 	<ul style="list-style-type: none"> -Understanding & respecting diversity -Celebrating individuality. Developing an open and safe learning environment in which pupils can express their views. 	<ul style="list-style-type: none"> -Staying safe -Helping pupils develop personal qualities which are valued in a civilised society, for example, through honesty, respect for difference, moral principles, independence, interdependence and self-respect. -Developing responsibility and self-awareness. 		
British Values	<ul style="list-style-type: none"> •democracy •the rule of law •individual liberty <p>HERITAGE: Outcomes of the British Colonisation. What makes Great Britain Great? What is British Identity? Debate: Should we change our £5 note figure?</p>	<ul style="list-style-type: none"> • individual liberty • tolerance and respect <p>HERITAGE Windrush</p>	<ul style="list-style-type: none"> •democracy •the rule of law •individual liberty -tolerance and respect <p>HERITAGE: the 2000 Amendment of the 1976 Race discrimination rights</p>	<ul style="list-style-type: none"> •the rule of law • tolerance and respect <p>HERITAGE : Equality Act 2010 Is Society changing? The global impact of George Floyd's murder</p>	<ul style="list-style-type: none"> •the rule of law •tolerance and respect <p>HERITAGE: MY FUTURE How do we build a world "fair for all"?</p>	
<p>SPANISH Year 6</p> 	<p>PEACE AND WAR</p> <ul style="list-style-type: none"> - Landscape description - Emotions - Spanish Poetry in the trenches <p><u>Cross-curriculum:</u> History, Music HERITAGE : WW1 Nationalities and ethnicities</p>	<p>LEADERS</p> <ul style="list-style-type: none"> - Not such a good friend - Negative statements - Past World leaders - Comparison, past tense <p><u>Cross-curriculum:</u> History, Music: Guernica HERITAGE: Leadearships and human endurance</p>	<p>THE AMAZON</p> <ul style="list-style-type: none"> - animals - food chain <p><u>Cross-curriculum:</u> Music, Geography: deforestation: HERITAGE Impact of colonisation on tribal communities, including climate change</p>	<p>TEMPERATURE</p> <ul style="list-style-type: none"> - temperature forecast - South American countries <p><u>Cross-curriculum:</u> Music, Geography Deserts:people survival in extreme weather conditions HERITAGE Impact of colonisation on Aboriganies</p>	<p>MY DAILY ROUTINE</p> <ul style="list-style-type: none"> -Time and routine -Communicate with a Spanish pen-pal <p><u>Cross-curriculum:</u> - Being Human PSHE mental health, well being HERITAGE Latin America: the impact of Alphabetisation</p>	<p>PAST DAILY ROUTINE</p> <ul style="list-style-type: none"> - daily routine - past tense <p><u>Cross-curriculum:</u> How was people's daily life affected during COVID 19? HERITAGE Diseases: Impact of diseases during colonisation of Latin America</p>
<p>♪ MUSIC ♪ Year 6</p> <p>U.S.A, Europe Amazon Australia Americas</p>	<p>LISTENING , APPRAISING</p> <p>Rag times, Blues, Gospel and all that jazz</p> <p><u>Cross-curriculum</u> History: WW1 HERITAGE From Africa to America</p>	<p>CREATING MUSICAL IDEAS</p> <p>Adapting English lyrics Spanish War Hymn "Si me quieres escribir"</p> <p><u>Cross-curriculum</u> History: WWII HERITAGE xenophobic and racist extermination</p>	<p>CONTROLLING SOUND</p> <p>Adapting percussion sound to reflect the Amazon animalia, fauna and flora</p> <p><u>Cross-curriculum</u> History/Geography: The Amazon HERITAGE: America before Spanish colonisation</p>	<p>LISTENING , APPRAISING</p> <p>Modern adaptation of traditional music from Australian aborigines</p> <p><u>Cross-curriculum</u> History/Geography: HERITAGE Australia before British colonisation</p>	<p>IMPROVISING, COMPOSING</p> <p>Exploring music technology What is a hook? <u>Cross-curriculum:</u> Being human, Communication HERITAGE World influencers in popular music</p>	<p>CONTROLLING SOUND</p> <p>Practice and perform the children adaptation of "Si me quieres escribir"</p> <p><u>Cross-curriculum</u> PSHE, HERITAGE How should a civilised society look like?</p>
Art and DT	<p>Art</p> <p>Watercolour painting- Paul Nash and Otto Dix (WW1/ WW2)</p>	<p>D & T Food</p> <p>Recreate original recipes from the rationing years of WW2</p>	<p>Art</p> <p>Textiles: The Amazon</p>	<p>Art</p> <p>Aboriginal Art</p>	<p>D & T</p> <p>Photography: Design and Make a pinhole camera</p>	<p>Art</p> <p>Printing: plants and animals</p>