

## Summer Term Overarching Theme – EQUALITY KSI Overview

**Intent:** We chose to utilise the overarching theme of 'Equality' to enhance our curriculum offer. Whilst embracing the need to develop tolerance and acceptance of the diverse world they are growing up in; we will explore the roots of the inequalities which exist in today's society enabling us to educate and empower children to question, challenge and develop opinions so that they begin to understand that we share a common humanity and are all of equal worth.

**Key question** for use at beginning and end: **What is equal?**

YEAR 1	YEAR 2
<p><b>History</b> – Famous people Rosa Parks exploring racial equality.</p>	<p><b>History</b> – Famous people Suffragettes exploring gender equality</p>
<p><b>Geography</b> – Within living memory Focus on school and explore 20<sup>th</sup> century, eighties and nineties in comparison to now</p>	<p><b>Geography</b> – Within living memory Focus on school and explore 20<sup>th</sup> century, sixties and seventies in comparison to now</p>
<p><b>Science - Seasonal change</b> Summer – weather, length of day through discussion and observation charts also include temperature <b>Animals</b> – explore the different types of animals, link to equality through key questioning PETA, RSPCA, RSPB</p>	<p><b>Science – Healthy living</b> Caring for themselves, diet and hygiene Data collection and record of healthy choices – make a link to inequality of poor/rich – use of food banks, fresh v frozen etc. Also link data collection to art gallery visit (see below)</p>
<p><b>Computing</b> – Producing a talking book linked to Rosa Parks – information text. Finding images online – find images to match the talking book <b>E-safety</b></p>	<p><b>Computing</b> – Programming on screen – Scratch Junior and Jit 5 Turtle for programming (I-pad dependent) <b>E-safety</b></p>
<p><b>PE</b> – Multi-skills and NUFC games – 1/2 term each</p>	<p><b>DT – Nutrition</b> Plants that can be eaten, link to science and PSHE Make vegetable soup, think about grow your own, buying local, carbon footprint etc.</p>
<p><b>Art:</b> Develop ideas <b>Painting</b> – Add white to colours to make tints and black to colours to make tones, use thick and thin brushes – create seasonal paintings for all seasons. <b>Drawing</b> – Colour own work neatly, following the lines – draw and colour animals Take inspiration from the greats – Explore Van Gogh</p>	<p><b>PE</b> - Multi-skills and NUFC games – 1/2 term each</p> <p><b>Art:</b> Develop ideas <b>Sculpture</b> – Use techniques such as rolling, cutting, moulding and carving, include lines and textures <b>Print</b> – Mimic print from the environment, use repeating or overlapping shapes – hand prints etc. Take inspiration from the greats – <b>Sculpture</b> – Henry Moore inspired with a link to Suffragettes <b>Print</b> – William Morris link to 60's and 70's wallpaper</p>
<p><b>Music:</b> Journey through the decades – eighties and nineties, comparison of top ten chart music (racial equality in music) Whole school singing with SLA tutor</p>	<p><b>Music:</b> Journey through the decades – sixties and seventies – gender representations – Ella Fitzgerald Whole school singing with SLA tutor</p>
<p><b>PSHE</b> – All three core themes are touched on but focus is on Core theme 3 – Living in the Wider World</p>	<p><b>PSHE</b> – All three core themes are touched on but focus is on Core theme 3 – Living in the Wider World</p>
<p><b>RE – Islam</b> – Festivals and celebrations (Eid-ul-Fitr and Eid-ul-Adha) assemblies <b>Islam</b> – Lifestyles <b>Judaism</b> – Lifestyles</p>	<p><b>RE – Islam</b> – Festivals and celebrations (Eid-ul-Fitr and Eid-ul-Adha) assemblies <b>Islam</b> – Lifestyles <b>Judaism</b> – Lifestyles</p>
<p><b>Visits/Visitors/Resources:</b> Visit to Kirkley Hall zoo Farm visit</p>	<p><b>Visits/Visitors/Resources:</b> Art gallery visit – link data collection to art gallery visit, balance of art work by men and women, different cultural backgrounds etc.</p>

## Summer Term Overarching Theme – EQUALITY KS2 Overview

**Intent:** We chose to utilise the overarching theme of 'Equality' to enhance our curriculum offer. Whilst embracing the need to develop tolerance and acceptance of the diverse world they are growing up in; we will explore the roots of the inequalities which exist in today's society enabling us to educate and empower children to question, challenge and develop opinions so that they begin to understand that we share a common humanity and are all of equal worth.

**Key question** for use at beginning and end: **What is equal?**

YEAR 3	YEAR 4
<p><b>History – Ancient Egypt</b> –Cleopatra powerful woman and her influence across the Roman Empire</p> <p><b>Ancient Greece</b> –Olympic events, clothing, gods and goddesses, Greek theatre tragedy and comedy - link to gender equality</p>	<p><b>History – Anglo Saxons</b></p> <p>Explore class inequality, 3 tribes – Angles, Saxons and Jutes</p> <p>Settlements and shires</p> <p>Battle and warriors etc.</p> <p>Use of songs and stories - Horrible histories</p>
<p><b>Geography - Map Reading</b></p> <p>Location of Greece and Egypt</p> <p>Explore different time zones</p>	<p><b>Geography - Map Reading</b></p> <p>Greenwich Meridian</p> <p>Latitude and Longitude</p> <p>Mapping Anglo Saxon voyages</p>
<p><b>Science – Skeletons and Muscles</b></p> <p>Animals with and without skeletons and comparison of their movements</p> <p>Muscles and bones, exploring diet and nutrients and the effect these have on the body – repair etc.</p> <p>Comparisons of male and female skeletons and muscles link to equality and Olympics</p>	<p><b>Science – Digestive system</b></p> <p>Food chains</p> <p>Know and name parts of the digestive system and know their specific functions.</p> <p>Types of teeth and their function - link to diet and the impact on teeth</p> <p>Compare rich and poor</p>
<p><b>DT – Nutrition</b></p> <p>Make and evaluate 2 contrasting Greek dishes</p>	<p><b>DT – Nutrition</b></p> <p>Link to science – explore easily digested foods for specific needs</p>
<p><b>Computing – Animation and debugging</b></p> <p>Explore Scratch to animate and problem solve</p> <p><b>Analysing data</b> –Look for correlation between leg length and 100m sprint. Record and analyse data to find trends; look for variables such as diet and weight etc.</p> <p><b>E-safety</b></p>	<p><b>Computing – Editing and writing html</b></p> <p>Create a web page linked to science in pairs</p> <p>X-ray, Google and Thimble editor to edit a web page</p> <p><b>Producing a wiki</b> –Create a class wiki about Anglo Saxons – information text.</p> <p><b>E-safety</b></p>
<p><b>PE - NUFC</b> (1/2 term) <b>Dance</b> (1/2 term)</p> <p><b>Swimming</b> (all term)</p> <p>Playground/Sports leader training</p>	<p><b>PE - NUFC</b> (1/2 term) <b>Rugby/Tennis</b> (1/2 term)</p> <p><b>Cycling</b> – 2x half day rides and 1 full day</p> <p>Paralympic festival</p>
<p><b>Art:</b> Develop ideas</p> <p><b>Printing</b> – make printing blocks, coiled string on a block – link to animal prints</p> <p><b>Textiles</b> – Use basic cross stitch to stitch initials onto a book mark.</p> <p>Take inspiration from the greats – Link to artists who used printmaking – Picasso, Goya etc.</p>	<p><b>Art:</b> Develop ideas</p> <p><b>Drawing</b> – observational drawings of fruit and vegetables (link to science)</p> <p><b>Printing</b> –Replicate leaf patterns using block printing.</p> <p>Take inspiration from the greats – Observational drawings Leonardo da Vinci, Durer and for specific work on cross hatching Hogarth</p>
<p><b>Music:</b> Whole school singing with SLA tutor</p> <p>Composing music to match animals (link to science, those with and without skeletons and how they move differently.)</p> <p>Gender inequality in classical composers.</p> <p>Carnival of the animals –Camille Saint-Saens</p>	<p><b>Enterprise</b> linked to art</p> <p>Print patterns to sell</p> <p><b>Music:</b> Whole school singing with SLA tutor</p> <p>The deep south and soul/Motown music link to slavery</p>
<p><b>Autumn</b> - All three core themes are touched on but focus is on Core theme 3 – Living in the Wider World</p>	<p><b>Autumn</b> - All three core themes are touched on but focus is on Core theme 3 – Living in the Wider World</p>
<p><b>RE – Islam</b> – Festivals and celebrations (Eid-ul-Fitr and Eid-ul-Adha) assemblies <b>Islam</b> – Stories <b>Judaism</b> – Stories</p>	<p><b>RE – Islam</b> – Festivals and celebrations (Eid-ul-Fitr and Eid-ul-Adha) assemblies <b>Islam</b> – Stories <b>Judaism</b> – Stories</p>
<p><b>French:</b> Reading and writing as per progression document</p>	<p><b>French:</b> Reading and writing as per progression document</p>
<p><b>Visits/Visitors/Resources</b></p> <p>Centre for Life visit</p>	<p><b>Visits/Visitors/Resources</b></p> <p>Theatre trip</p>

