

*This curriculum is designed to inspire inquisitive, resourceful and knowledgeable global citizens. We aim to develop cultural capital to underpin academic success through real-life, relevant experiences and a broad and balanced provision. We encourage personal growth through independent enquiry, discussion and reflection. We promote inclusivity through a balanced global perspective. Curriculum design and teaching combine a systematic approach to identified concepts with wide-ranging opportunities for incidental learning.*

Year 6	Autumn 1	Autumn 2*	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p><b>World War 2</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>-the situation leading into war: Chamberlain, Hitler then Churchill after the invasion of Poland</li> <li>-The main axis/allies countries in the war, and how the colonial superpowers used their subjects (Indian/Pakistani/Australian)</li> <li>-pivotal battles/turning points – D Day, Battle of Britain, The Blitz, Stalingrad, Battle of the Pacific– timeline of key battles in the war</li> <li>-Life on the home front: the role of women in the war, evacuation to the countryside - Persecution of Jews in Europe</li> <li>-What made America enter the war? What ended the war in the Pacific?</li> </ul>		<p><b>Blue Planet</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>-the oceans of the world, including the main gyres and ‘garbage patches’</li> <li>-case study of ducks which spilt into the ocean, creating a study of the gyres</li> <li>-main geographical features: Marianna trench, Great Barrier Reef, Mauna Kea, Challenger Deep, Bay of Fundy and the Mid-Atlantic Ridge</li> <li>-what is being done to curb global plastic pollution</li> <li>-the effect of plastics being in the food chain on humans</li> <li>-the effect on wildlife of the oceans by pollution-coral, fish and cetaceans using WWF site (below) and the creation of hypoxic zones <a href="https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics">https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics</a></li> <li>-how recycling is used and businesses are moving to curb plastic waste <a href="https://www.kidsagainstplastic.co.uk/tag/ks2/page/9/">https://www.kidsagainstplastic.co.uk/tag/ks2/page/9/</a></li> </ul>		<p><b>Pop</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>-the blitz left many areas of east London in rubble- birth of the new town-Brutalist architecture</li> <li>-compare postwar Britain to postwar America</li> <li>-the reasons for the birth of the NHS by Clement Attlee</li> <li>-Windrush immigration and how it changed British culture</li> <li>-immigration and the rise in tensions, Brixton Riots</li> <li>-pop music and fashion changed from traditional to garish, bold and new, influenced by positivity post-war</li> </ul>	<p><b>Democracy and philosophy</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>-In ancient Athens, citizens would gather on a dusty hill called the Pnyx. Here they would decide the city’s laws. This was ‘democracy’ or ‘rule by the people’.</li> <li>-government worked by writing names on an ostrakon. This determined the punishment and guilt of a person</li> <li>-compare democracy then in Greece to now in the UK</li> <li>-Socrates and Plato’s theories on what is a good life? Compare to Zeno and Epicurus</li> <li>- democratic process in the UK</li> </ul>
Fieldwork	Imperial War Museum		Aquarium		V&A Museum	Houses of Parliament
Unit summary	Analysing the causes of WW2’s onset, children investigate the key battles and turning points, the role of colonialism in the war and observe the changes society underwent on the home front, comparing accounts from the war from multiple perspectives.		Building on geographical understanding of the oceans of our planet, children analyse the types of oceans on the planet and how human influence is changing them, and what it means for humanity.		Following on from the WW2 unit, children look at society and how the post-WW2 era developed from the legacy of war, resulting in the multicultural UK we have today.	Linking back to the time between the empires of Ancient Egypt and Rome (y3), children look at how the first democracy began and the reason for its emergence. They follow the route of democracy into modern Britain, comparing law and ethics in Ancient Greece to the UK now.
Key question/ Moral question	<p><i>What were the causes and consequences of WW2?</i></p> <p><i>Is it OK to stand back if something bad is happening? <a href="#">SDG 16</a></i></p>		<p><i>How are the oceans of the world changing? Can we treat our waters as an infinite resource? <a href="#">SDG 14</a></i></p>		<p><i>How did British society change after WW2? How should we view immigrants? <a href="#">SDG 10</a></i></p>	<p><i>How did ancient Greece influence us today? Does democracy always mean fairness for all? <a href="#">SDG 9</a>, <a href="#">SDG 16</a></i></p>