

OLVESTON CEVC PRIMARY SCHOOL



O.U.R CURRICULUM

OLVESTON'S UNIQUE RESPONSE

TABLE OF CONTENTS

Section

- 01** *Our Curriculum Model*
 - 02** *The Golden Threads*
 - 03** *O.U.R Key Stage 1 Curriculum*
 - 04** *O.U.R KS2 Curriculum*
 - 05** *Underpinning OUR Curriculum*
 - 06** *Curriculum Overview*
-

O.U.R Curriculum

Olveston's Unique Response

As a Church of England school we are proud of our role in helping guide our children through their early educational journey as they develop a set of guiding principles which will help them as they move onto secondary school and beyond. We are a Christian community; happy, welcoming and caring and our children understand that mistakes are part of getting it right and sometimes you need to forgive and try again.

Olveston is a school where children have a love of learning, where expectations are high but more importantly every child and adult is valued as an individual; each recognised for their uniqueness. During their time with us, interests and talents will be developed. OUR curriculum is underpinned by our six core values which are rooted in the Christian faith. We believe that these values act as a core to our approach to holistic development.

The school's values of **friendship, happiness, courage, respect, kindness and success** were formed as part of a whole school visioning process. These values permeate throughout our school community and form the solid foundation for the distinctively Christian ethos of our school. The school's values are at the centre of what we do.

You can learn more about our visions and values on our school website:

<https://www.olvestonschool.co.uk/rooted-in-love/>

OUR curriculum (Olveston's Unique Response) has been developed to ensure that children not only develop academically but also spiritually. To this end, all of our themes start with the child and what they know developing into a deeper and broader understanding of local, national and global perspectives. Every theme is carefully planned building on prior knowledge and understanding (metacognition).

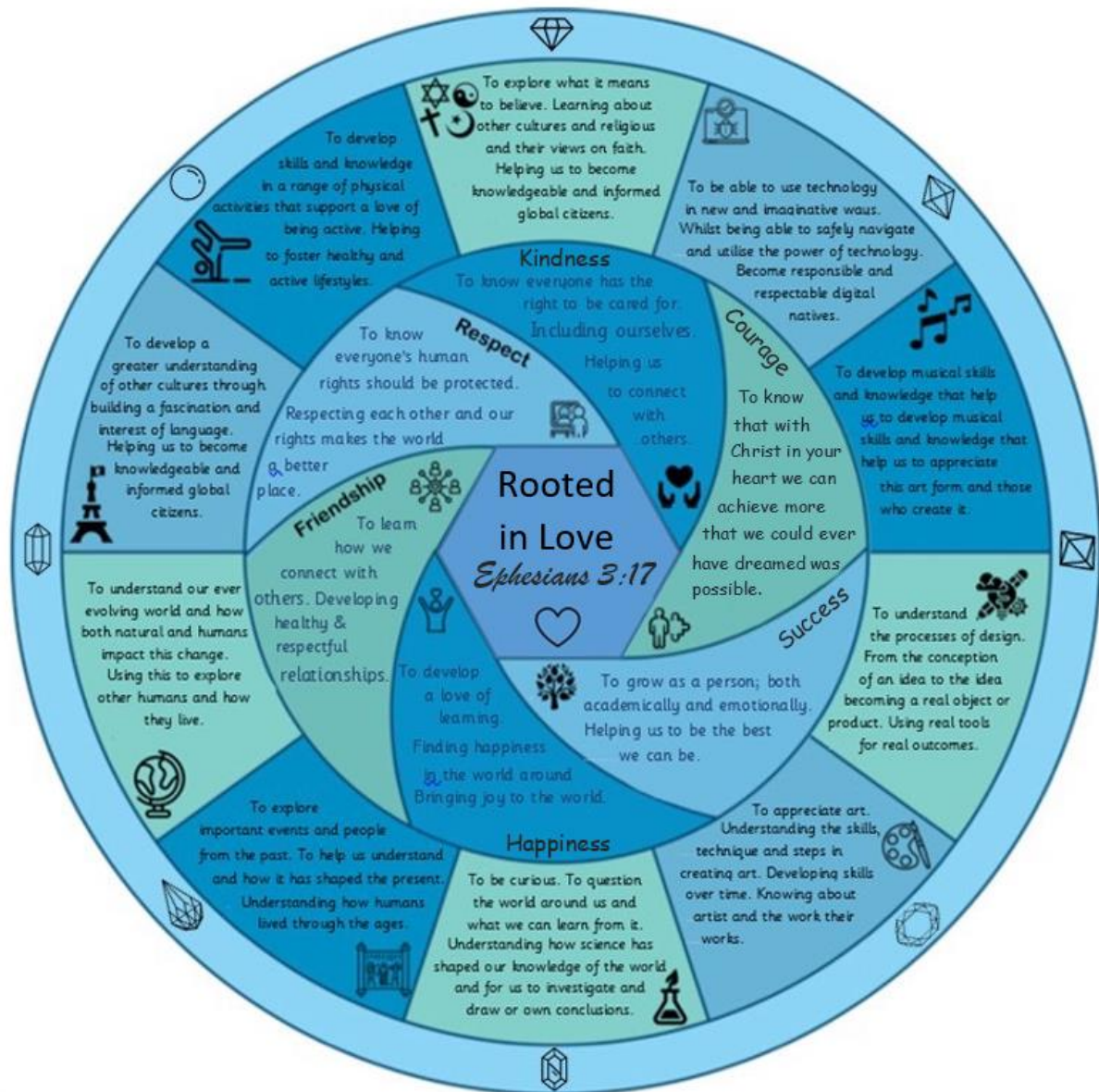
In a world of great cultural and faith diversity we want our children to understand and celebrate similarities and difference. Our goal is that children leave us with 'the roots of responsibility and the wings of independence' - they will be empowered to live their own lives and have resilience to face a rapidly changing world.

Our curriculum helps our children to develop the skills and knowledge they need for their future lives as architects, engineers, designers, artists and teachers of the future.

At the heart of everything we do is our vision 'Your roots will grow down into God's love and keep you strong' (Ephesians 3:17).



O.U.R Curriculum Model



Our Christian vision for our school is the key driver for how our highly successful curriculum, including our extra- curricular provision has been shaped. Our values are the vehicle for how we achieve our vision. Each of our curriculum areas is carefully designed to give our children a rich experience that develops their substantive (key subject knowledge) and disciplinary Knowledge (Subject 'skills' – for example the skills a historian needs).

Weaved through the curriculum are OUR Golden Threads, which flow throughout the different subjects areas providing a rich tapestry of learning.

O.U.R

Golden Threads

Throughout our curriculum runs OUR Golden Threads. These threads not only help provide a robust and connected curriculum they also reinforce our six core values. These threads help to create a curriculum that empowers the children to thrive.

	Thread 1	Developing Character
	Thread 2	Sustainability
	Thread 3	Diversity and Justice
	Thread 4	Spiritual and Moral Growth

Thread 1 – Developing Character

A major focus of OUR Curriculum is to empower our pupils to become effective learners and using our underpinning values to help develop a pupil's character.

We believe that developing 'character' goes hand-in-hand with high academic aspirations. We support our students to become capable, curious, confident and caring learners who will be able to contribute positively to our ever changing community. Character can be caught and taught; caught in the everyday positive climate and ethos of our school and taught by inspirational teachers and support staff.

At Olveston CEVC School we recognise that character is a valuable asset; we will make it our mission to help children to nurture it, look after it and be proud of it.

Character Caught – Research demonstrates that character development is most effective when schools live their values. Character is 'caught' through our climate and ethos, the values we have, the tone we set; in short our expectations. It's in the way we model our own behaviours, the respect we show and the caring community we are part of and that we all foster. It's also in the relationships we build, our humour, passion and enthusiasm for all that we do.

Character Taught – This is when we model and develop the children's knowledge around personal development. This can be through our PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education.) or more broadly through the way our curriculum has been developed and the way we plan to explicitly develop and nurture character.

It's also about all teaching and support staff sharing the responsibility to promote and develop our Character Curriculum routinely and consistently.

One of ways we foster character development is through learning Gems – the gem system helps so make abstract concepts more tangible and concrete for the children. Children are empowered to develop a range of character attributes which are represented by a selection of gems, which are collectively referred to as 'Gem Powers'. There is a strong link between the characteristics represented by the gems and our school values.

Our Gem powers are:

Pearl of truth and gratitude • I understand why I need to tell the truth and to be honest. • I acknowledge when someone does something kind for me. • I am thankful to have the opportunity to try new things. • I did something kind for someone as a way of saying 'thank you'. Diamond of Problem Solving and Curiosity • I used my curiosity to help me find a solution. • I have identified a problem that was in my power to solve • I tried to solve a problem independently without the help of my teacher or another adult. Emerald of Resilience and Perseverance • I have been happy and brave to 'have a go' with my learning even though I have found it hard and know I have made mistakes • I 'bounced back' and completed the task even though I felt like giving up. • I understand that making mistakes is part of learning for everyone. Sapphire of Concentration • I focused on my learning even though there have been distractions around me. Ruby of Generosity and Kindness • I recognised how others have felt in their learning and have shown kindness by listening to them and helping them. • I have been generous by making others feel good about themselves and their successes.	Topaz of Teamwork and Humility • I have worked successfully in a pair or group by understanding the 'rules' of teamwork. • I have taken turns to share my ideas. • I have helped others to work towards a shared goal. Amethyst of Independence • I can work by myself using other gem powers to help me. • I can use resources and my own ideas to solve problems. • I can use what I already know to help me. • I have work without disturbing others.. Turquoise of Resourceful • I made the most of the resources around me in my learning. • I asked questions and have been able to convince my teacher or peer. • I used reasoning skills to be able to explain or prove my answer. • I made links in my learning. Opal of Reflection • I planned how to approach a task and this helped me become a more successful learner. • I adapted/changed my learning within a certain task so that I had a more successful outcome.
---	--

You can learn more about our Gem powers on our school website:

<https://www.olvestonschool.co.uk/building-learning-powers/>

Thread 2 – Sustainability

Sustainability at Olveston School enables children to develop knowledge, skills, values and motivations for action, allowing them to maintain their own wellbeing, that of their community and the planet – in an increasingly interconnected world. Sustainability involves everyone working together in small ways to achieve something huge. It's both an individual and a team effort – and that fits beautifully into OUR curriculum. We want our children to leave understanding that sustainability isn't a set of behaviours – it's a state of mind. In order to learn how to truly share the planet in a sustainable way, we need to teach values as well as skills. For example, UN Sustainable Development Target 4.7 for education states:

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development"

Key among the 'knowledge and skills' the UN highlights in this target are "sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

Therefore it is clear to see how sustainability is interconnected with our other golden threads. In addition to our school values we teach compassion, empathy and open-mindedness which help us work together to build a sustainable future. As with the Diversity and Justice strand, there is a question about sustainability for the children to explore during their topic lessons. Other aspects of this strand are discussed during P4C lessons when 'big questions' are discussed e.g. "Why should we care about the environment?"; "Can one person change the world?"; "How do I teach other people to be responsible?"

Thread 3 – Diversity and Justice

Discussions about bias, diversity, discrimination, and social justice build on the fact that young children have a keen awareness of and passion for fairness. They demand right over wrong, just over unjust. And they notice differences without apology or discomfort. Through our Diversity and Justice strand, our pupils develop an understanding of equality and human rights at an age appropriate level. This knowledge helps them to understand how they should be treated and how to treat others. As a result of the trusted relationships that pupils have with their teachers they are able to challenge, discuss, explore, and form lasting values, morals, and opinions.

We believe that when children are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, it is our responsibility to instil our children with positive and open-minded attitudes. Within each topic there is a question about diversity and justice for the children to explore and other aspects of this strand are discussed during P4C lessons when 'big questions' are discussed e.g. *"Would the world be a better place if we all looked the same?"*; *"Can you tell if a person is good or bad by the way they look?"*; *"Would the world be a fairer place if we all did the same?"*

Our Diversity and Justice and Sustainability questions

	Diversity and justice	Sustainability
Y1	Building on Reception's 'People who help us' the children consider how everyone is special and has a role in our school and community. Supporting local residents.	Building on Reception's pledge to reduce food waste write to the school cook about dinner waste and supermarkets about food waste.
	Why do people from all around the world live in England? (Queen and Commonwealth)	Where does our food come from? Should we be shopping locally?
	Did only rich people live in castles?	Is it worth the money to look after castles and stately homes?
		How did climate change affect the dinosaurs?
Y2	Did people in 17th century have chance to better themselves?	Did they know about sustainability in 17 th Century?
	What are the similarities and differences in cultures between us and our European neighbours?	Should we travel so much? Are tourists a good thing for our planet?
	Were all explorers white?	Impact of climate change on ice caps.
Y3	Who were the Windrush generation? (equal opportunities, Sophie Cruz – immigration rights)	How can we stop plastic ending up in our oceans?
	How diverse was the Roman Empire?	How sustainable was the Roman empire? Were natural resources exploited beyond repair?
	If you were a refugee, would you feel included in your new home?	Does climate change cause an increase natural disasters?
Y4	What was the Egyptian justice system like? (Similarities and differences with modern day courts).	Why was the River Nile so important to the Ancient Egyptians?
	What makes Bristol a great place to live?	Is Bristol still a Green City?
	Who owns the land and resources?	What is fair trade farming? (Why is it so Important?). Why is the rainforest under threat? (Why is the rain forest worth saving? Deforestation)
Y5	Why do we have rules?	What was the impact of early ironworking on the Environment?
	Why does conflict create so many refugees?	Should we be more frugal – make do and mend?
	Did the Industrial Revolution make society fairer?	Did the Industrial Revolution have a negative impact on our planet?
Y6	Why were black explorers ignored?	Have we done enough exploring? Should we leave some places untouched?
	Is Britain a truly all-inclusive multicultural society?	How can we influence change for the better?
	Was it lawful to topple the statue of Edward Colston?	Is Greta Thunberg the only young activist? (I have a dream- the role of young black and indigenous activists).

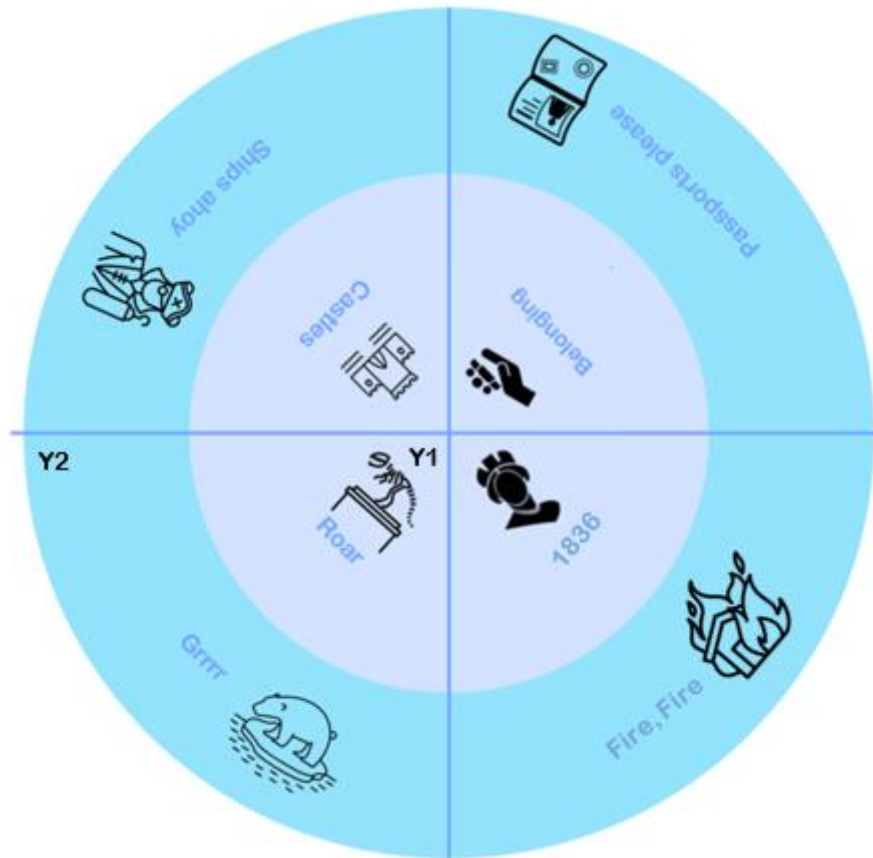
Thread 4 – Spiritual and Moral Growth

At Olveston CEVC Primary School we enable to give all children opportunities to think about themselves, others, beauty and creation and the world beyond. We encourage children to become independent thinkers and wonderers. We model an environment of inclusion and respect. We allow children the space, process, imagination, relationships, intimacy and trust to be spiritual beings. Our school is committed to supporting the emotional health and wellbeing of our pupils and staff. We very much see mental health and spiritual well-being running hand in hand. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

Therefore we:

- help children to understand their emotions and feelings better – developing an understanding of self
- give children space to reflect
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships – developing an understanding of others
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks
- provide wider curriculum opportunities so children can find their 'sparkle'
- develop the children's ability to ask big questions.
- give children opportunities to engage with their faith

OUR Curriculum – KS1



OUR KS1 curriculum (Olveston's Unique Response) has been developed to ensure that children have: a sense of where they belong and how this fits into the wider world (character and identity). Our KS1 topics are designed to give the children a good understanding of where they belong and their connection to the school and its community. Our topics help the children understand their uniqueness but also the uniqueness of where they live. During the two year cycle the children will develop an expanding view of the world – both near and far. These eight topics then feed into the KS2 curriculum to help the children build knowledge and skills across their full primary school experience.

During Year 1 Pupils will study: • Belonging and community – understanding their place in our community, school and village. • 1864 – How Olveston connects to the UK through our Victorian past. • Castles – learning about why we have castles near us. Learning how Britain formed. • Roar – Dinosaurs and bones. Not that far from where we are... dinosaurs roamed (Severn valley fossils)	During Year 2 Pupils will study: • Fire, Fire – learning more about our village and its rich links to the past. How village life is different to the big cities. Moving on to life in London and the great fire of London. • Passport please – in this topic the children fly from Bristol airport to discover Europe. • Ship Ahoy – All aboard 'The Matthew' to explore Newfoundland and tropical waters. • Grrr and Brrr – The children now explore why the world is so defend. From Africa to Antarctica. How do animals and people survive?
--	--

OUR Curriculum – KS2

OUR curriculum (Olveston's Unique Response) has been developed to ensure that children have: a sense of where they belong and how this fits into the wider world (character and identity); their rights and responsibilities as citizens of the world and a secure foundation of knowledge and skills on which to build lifelong learning. To this end, all of our themes start with the child and what they know into a deeper and broader understanding of local, national and global perspectives. Every theme is carefully planned building on prior knowledge and understanding (metacognition).

During 'Year 3' Pupils will study:	During 'year 4' Pupils will study:
• The Roman Empire • Egypt and The Nile • Natural Disasters	• The Anglo Saxons and Vikings • The Amazon • Brilliant Bristol
During 'Year 5' Pupils will study:	During 'Stage D' Pupils will study:
• The Victorians • The World at War (WWII) • Explorers	• The Empire • World of change • Moving on

We use a model that is designed to build knowledge over time – we do this by using a curriculum design that uniquely allows us revisit skills and concepts in different contexts. Our Curriculum, though designed as a four year program, is actually designed to build on themes from year to year. An example of this would be how in year 2, when learning about pirates, the children learn about trade. In year 4 the children explore how Bristol became one of the largest trade ports in the UK and how it became wealthy at the cost of others! Finally in year 6 the children learn about the Great (and not so great) British Empire.

During 'Year 3' Pupils will study:	During 'year 4' Pupils will study:
• The Roman Empire • Egypt and The Nile • Natural Disasters	• The Anglo Saxons and Vikings • The Amazon • Brilliant Bristol
During 'Year 5' Pupils will study:	During 'Stage D' Pupils will study:
• The Victorians • The World at War (WWII) • Explorers	• The Empire • World of change • Moving on

How do we ensure that OUR curriculum optimises learning?

Knowledgeable learners find learning easier because they are able to hook to prior knowledge (stored in long term memory) to develop links to a new schema (schemas allow learners to reason about unfamiliar learning situations and interpret these situations in terms of their generalised knowledge). OUR curriculum has been designed by including content that needs to be deeply embedded in working memory taking into consideration our children's prior learning and interests. We provide opportunities for repetition or 'over learning' and regular retrieval of knowledge which in turn develops fluency leading to retention within the long term memory.

Underpinning OUR Curriculum

THE PRINCIPLES OF INSTRUCTION

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



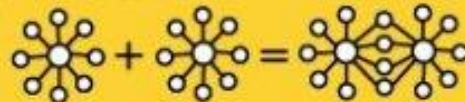
Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

OUR Curriculum – Topic Overview

Curriculum Topic title	Topic hook question	Synopsis	Spirituality and morality	Justice and diversity	Sustainability and conservation	Links within topics (knowledge)
KS1 Topics						
Belonging	1. Where do I belong?	Children set off on their Key Stage 1 journey by looking at the world from their own, personal perspective. Building on the rich experiences of the Foundation Stage, they start by investigating where they live, their family, home and local community; including school, clubs and friendships; the significant events that have happened in their lives and those of their family, and how the world is different to when members of their family were young. Developing their spirituality through learning about themselves, others and the beauty in our local area.	Where do we belong in our local community? (developing a sense of self)	Building on Reception's 'People who help us' the children consider how everyone is special and has a role in our school and community.	Building on Reception's pledge to reduce food waste, they write to the school cook about dinner waste and to supermarkets about food waste.	5 – comparison of London and Olveston CEVC village/Bristol 11 – living by the river Severn 12 – local area 13 - River Severn

Castles	1836	2. Where will this road take me? Olveston CEVC Primary School was built in 1836 just as Queen Victoria came to the throne. Where did Queen Victoria live? Did she live in Olveston and in a house like ours? Why are some people homeless? Children start to explore beyond Olveston and its surrounding villages, developing a sense of their own lives compared to others. Olveston Village is close to a major motorway network - the motorways go in many directions – west , over the Severn Bridges to Wales with its capital city of Cardiff; South, past Bristol (our nearest city) to Devon and Cornwall and East to London, England’s capital city. One of London’s iconic buildings is Buckingham Palace where Queen Victoria lived - but who lives there now? From past to present, the children create a timeline and find out about our current Royal family and the reign of the Winsors.	What is homelessness and how can we help others?	Why do people from all around the world live in England? (Queen – now King and Commonwealth)	Where does our food come from? Should we be shopping locally?	5 – Homes and where we live 16 – Queen Victoria 17 – Monarchs (Queen Victoria and Queen Elizabeth II 18 - Monarchy
		3. Who would live in a castle like this? Children delve deeper into history and start to explore further afield in the British Isles, learning about invaders, defenders and settlers. They discover who built significant castles and who lived in them. What types of castles are there? They look at castles near to where we live (Berkeley and Chepstow). Using knowledge from their previous topic, the children further explore the countries that make up the United Kingdom and the captivating legends connected to them – including those about dragons	Connection with others and building a ‘community’	Did only rich, white people live in castles?	Is it worth the money to look after castles and stately homes?	2, - buildings from the past, Buckingham palace, Queen Victoria and Queen Elizabeth II 5, - Monarchs 14, Invaders and settlers, Normans 16, - William The Conqueror introducing castles 17, - invaders 18 - castles, William the Conqueror

Roar	4. Did dinosaurs really exist?	From dragons to dinosaurs – dragons are mythical creatures but did dinosaurs really exist millions of years ago? How do we know this is true? Was it due to changes in their habitats? Children begin to learn about a time before people, looking at fossils, both in the Severn Valley (close to home) and from other places in Britain, and start to think about how the Earth as we see it was formed.	Can something exist without evidence? How do we believe in things we cant see?		How did climate change affect the dinosaurs? How are we affecting climate change?	1 – the local area – Severn beach 9, - fossils, dinosaur extinction 10, fossils (link to archaeology)
Fire, Fire.... Fire, Fire	5. What was London like in the past?	What would it be like to live in London in the past? How would it have been different to life in our villages? Was it similar to life in the city of Bristol? How did life differ depending on if you were rich or poor? Having compared rural and city life today, they learn about city and village life in a different era. Together, they investigate significant events in the capital during the 17th century.	Was there a difference between how the fire affected the poor and rich? Is this ok?	Did people in 17th century have chance to better themselves?	Is wood sustainable? (The use of materials – sustainable wood)	1, - comparison of London and Olveston CEVC village/Bristol 2, - Homes and where we live 3 - Monarchs 12, Compare London and Bristol 18 Charles II, invention of fire department
Passports Please	6. Why do I need a passport?	Stamping their own ‘passport’ as they go, children will go on a journey around the continent, visiting some of Europe’s capital cities. Leaving from Bristol airport (a city of great aerospace heritage), they travel through some of the main cultural and historical centres of Europe. How are the buildings, weather and people different and how are we all connected?	How does exploration help us develop a sense of awe and wonders in the world that God has created? Is seeing really believing?	What are the similarities and differences in cultures between us and our European neighbours?	Should we travel so much? Are tourists a good thing for our planet?	9, - Italy 10, Italy, earthquakes and volcanoes in Italy, Pompeii 12, Comparison of European countries to UK

Ship ahoy	7. Who's your crew?	Having explored parts of Europe, the children compare the size of 3 very different islands – Great Britain, Newfoundland and St Lucia. They set sail from Bristol in the Matthew (keeping an eye out for pirates) and cross the North Atlantic sea to Canada. After spending time whale watching and iceberg hunting off the coast of Newfoundland, they sail down to the warmer climates of the Caribbean.	How do we decide what is right and wrong?	What was Windrush and did it give people equal opportunities?	Fishing our seas – is this sustainable? Introduction to trade links	8, - pirate explorers, first ships 12, - the Matthew 14, pirate explorers, first ships 17 pirate explorers, first ships
	8. Why don't polar bears live in Antarctica?	Why do animals only live in certain places? What conditions do they need to survive? The children investigate biomes and habitats. Why is it hot in Africa and so cold in Antarctica? They learn about some of the incredible stories of polar exploration and then, try to see if they can attract a range of animals to live at our school. Do we have the right conditions?	Whose responsibility is it to look after our world? God or humans?	Were all explorers white? Who was Matthew Henson and why was he so important? (first explorer to make it to Antarctica but did not get credit for this because of his skin colour)	Where is happening to the ice? Impact of climate change on ice caps. (call with the Antarctica station - https://www.bas.ac.uk/about/antarctica/)	7, - pirate explorers, first ships 17 polar explorers, equipment needed, famous polar explorers.

KS2 Topics

Natural Disasters	9. What makes the Earth Angry?	Having already started to explore how our Earth was formed, the children ask some very important questions - Why does the Earth shake? Why do Volcanoes spit lava? This topic takes children on a journey through Italy. Whilst investigating the threats posed by Mother Nature, they will stop off to learn about the fascinating culture and history of one of our European neighbours. Oh and find out about some of our favourite food – pasta and pizza!	What responsibility do we have to help people? Is it up to us? What makes a good neighbour?	If you move to a new country, would you feel included?	Does climate cause natural disasters? (A comparison of the climates of Britain and Italy, effects of global warming and how it affects climate and cause certain natural disasters) – focus on flooding and how climate change is causing negative flooding. Wildfires in Australia linked to climate change.	4, - fossils, dinosaur extinction 6 - Italy 10 Italy, earthquakes and volcanoes in Italy, Pompeii
The Roman Empire	10. Can we see the Romans?	The children build on their knowledge of Italian and British history by asking - Why did the Romans come to Britain? When they left, what did they leave behind? Can we still see their influence today? Exploring the world around them, they discover how The Romans have had an impact on our local surroundings. Children learn lots about the Roman Empire, what they made, what they believed and what it would have been like to be a citizen, a slave or a centurion during this influential period of history.	How did beliefs change during the Roman Empire? How was Christianity impacted by Roman rule?	How diverse was the Roman Empire? (who was Septimius Severus?)	How sustainable was the Roman empire? Were natural resources exploited beyond repair?	4, - fossils (link to archaeology) 6, - Italy 9 – Italy, earthquakes and volcanoes in Italy, Pompeii 14, Romans 17, Roman exploration/empire 18

Egypt and the Nile	11. Where does the water take me?	Children will take a journey from source to sea of one of the world's greatest rivers. As they travel along the river's meanders and rapids they will experience the geography, cultures and history of this region, learning about the civilisations that depended on the Nile so they could survive and thrive. There is so much to discover about this fascinating period of history.	How has the representation of God changed through history? What is the image of God?	What was the Egyptian justice system like? (trial by jury, rule of law, Kenbet (secular court) link to now a days court) https://www.nationalgeographic.co.uk/2019/01/egypts-pharaohs-delivered-divine-justice-beyond-grave	Why was the river Nile so important to the ancient Egyptians? (annual river cycle, the Dam)	1, - living by the river Severn 10 – Julius Caesar, Roman Empire 13 – River Nile and water cycle
Slavery	12. Who made Bristol?	Is Bristol a great city? What is it known for across the globe? What impact has it had on the world? Just to our south, this vibrant, bustling place is bursting with stories from a sometimes violent and often treacherous past including pirates and slavery. With such a rich history our neighbouring giant has been shaped by the good, the bad and the ugly. But Bristol is also a funky and exciting city with an artistic and cultural present.	What can we do to help our local community? What type of person do I want to be? How does our understanding of right and wrong change as we grow and learn?	What makes Bristol a great place to live? What does diversity bring to a community?	Is Bristol still a Green City? Living in a village? How did you get to school?	1, - local area 5, - Compare London and Bristol 6 – Comparison of European countries to UK 7 – the Matthew 14, - Settlers in Bristol 16, - Inventions from Bristol 18 Famous people from Bristol

The Amazon	13. Could you swim the Amazon?	We learn more about the attributes of rivers and discover amazing things about the world's longest river. What would happen to you if you tried to swim the Amazon River? The Amazon biome also contains the Amazon rainforest, some areas of which are threatened by deforestation. Whilst exploring this vital region, children discover why it is there, what threats it faces and how we can all play a part in helping it survive.	What can I do to make a difference in the world? (Can the choices of one person help stop deforestation?)	Who owns the land and resources?	What is fair trade farming? (Why is it so Important?) Why is the rainforest under threat? (Why is the rain forest worth saving? Deforestation)	1, - River Severn 11 – River Nile and water cycle
Anglo Saxons and Vikings	14. Who United the Kingdom?	British people are descendants of many different people who migrated to Britain over the centuries. But who created a United Kingdom? Who conquered who? What was life like for the first people who ever called these islands home? The children explore the lives and influences of the early settlers – Stone Age, Iron Age, Anglo Saxons and Vikings.	Who was here first and how did they get here? (creation story)	Why do we have rules? What is the rule of law?	What was the impact of early ironworking on the Environment?	3, - Invaders and settlers, Normans 10, - Romans 12 – Settlers in Bristol 17, invaders and settlers 18 invaders and settlers
The World at War	15. WWII, what was it good for?	What happened during WWII? How did such different countries come together to defeat a terrible foe? What would life have been like for you? How did it affect people in Britain and around the world, and how did things change as a result of the most devastating conflict in history, still in living memory? What important role did planes and pigeons play? The Bristol Type 156 Beaufighter was made on our doorstep.	Will we ever live in a world without fighting?	Conflict/displacement – refugees – what is a refugee?	Should we be more frugal – make do and mend?	1, - the local church and cenotaph 6, - European countries 12, - Bristol past and present 1618, Britain post Victorian era

The Victorian Empire	16. How did the industrial revolution change Britain?	As early settlers and invaders influenced life in Britain, the Industrial Revolution utterly changed the world and, slowly, changed life for the whole of humanity. It started in Britain, but what was it? How did it alter people's lives and who won and lost as a result? What inventions and ideas started here and spread across the entire globe?	Why isn't life always fair? Is being fair always the right thing to do?	Did the Industrial Revolution make society fairer?	Did the Industrial Revolution make a negative impact on our planet?	2, - Queen Victoria 3, - William The Conqueror introducing castles 10, How Romans changed Britain 12, - Inventions from Bristol
Explorers	17. exploration and invention	• How has exploration changed over the centuries? • How do we know about it? • Comparison of Wallace knowledge and Attenborough. • Tudor explorations to American and beyond • Polar exploration	What else is there to discover? What is beyond the 'discoverable'? Are humans able to understand everything?	Famous black explorers – recap Matthew Henson, who were the Nino brothers?	Have we done enough exploring? Should we leave some places untouched? (oracy)	2, - Monarchs (Queen Victoria and Queen Elizabeth II 3, - invaders 7, - pirate explorers, first ships 8, - polar explorers, equipment needed, famous polar explorers. 10, - Roman exploration/empire 11, - Egypt 12, - Bristol explorers 14 – invaders and settlers

Empire	18. Who made 'Great Britain'?	We discover more about the reasons Britain looks the way it does today. What events from history have combined to create the country we see around us? How have cultures from around the world influenced our nation? How did the slave trade influence how we are today? Using the historical learning from their time at Olveston School, combined with new knowledge derived from studying The British Empire, the children ponder and explain why Britain is the country it is today and whether people had to suffer to create it?	Why do people have to suffer?	Is Britain truly an all-inclusive multi-cultural society? How will the world look in 20 years?	What good influences can we make on the world?	2, - Monarchy 3, - castles, William the Conqueror 4, - fossils (link to archaeology) 5, - Charles II, invention of fire department 10, - Roman impact on Britain 12, - Famous people from Bristol 14, - invaders and settlers 15, - WWII – how it changed Britain 16 – industrial revolution
--------	-------------------------------	---	-------------------------------	---	--	--

A world of change	19. How can I be a global citizen?	With the world facing innumerable challenges, children will bring together all of their learning about diversity and justice, sustainability and conservation to try and answer these questions: • Can they be the kind of person the world will need? • What characteristics will a global citizen need? Global citizenship is all about encouraging our children to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference. Children explore and question the world around them. This unit promotes critical thinking, advocates social justice and encourages the children to apply their learning to real world issues.	What is a perfect world? Is there such thing as a perfect world?	Was it lawful to topple the statue of Edward Colston? Should statues which seemingly celebrate divisive historical figure remain place?	Is Greta Thurnburg the only young activist? (I have a dream – the role of young black and indigenous activists)	Topic 1 – where do I belong? Topic 7 – polar bears – ice caps melting – global warming Topic 9 – climate change, forest fires, world heating up causing natural disasters Topic 13 – amazon rainforest – deforestation Topic 16 – industrial revolution, fossil fuels Topic 18 – slave trade, trade, colonisation
Future Plans	20. I have a dream ...	What are our hopes and dreams? What is it we want for the future? Building on our world of change project the children look to the future. Where do they see their futures and the future of the planet? In this topic the children explore their hopes and aspirates. They also look at how the world is changing. How visionaries have looked at the way the world is and the way the world can be.				

