


St Paul's C of E Primary School

Shaping the World: Places, People, and Power



Computing

Pathway 4

Online Safety

Geography

Pathway 1a

Location within the Wider World



History

Significant events and individuals who changed Britain.

Discrete Lessons

RE: Glos Syllabus

PHSE: Celebrating Difference

Music: Pathway 1: Listening and Responding

PE: Teamwork (OAA)

MFL (KS2): Instructions and Body Parts

Time Dependent Celebrations

Christmas

The Christian Story of Christmas

Christmas Service

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Power, Conflict and identity		<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> - To be able to retell the story of the Gun Powder Plot and understand why we celebrate Bonfire Night. <p>To know how significant individuals have impacted Britain.</p> <p><u>Emily Davison and Paul Stephenson</u></p> <p>I can describe the events that took place at Epsom Racecourse in 1913</p> <p>I know about Emily Davisons early life – how is it different from now?</p> <p>I know who the Suffragetes were and why Emily Davison joined them.</p> <p>I can describe some of Emily Davison militant actions.</p> <p>To know the events happened a long time ago – children to understand some of things they did and not have I that time period.</p> <p>Paul Stephenson and the Bristol Bus Boycott</p> <p>Who was Paul Stephenson and how did he help change the law?</p> <ul style="list-style-type: none"> - To know what he wanted to change 	<p>How did the Windrush generation impact Britain?</p> <p><u>Windrush</u></p> <p>Be able to give some reasons for the journey of the Empire Windrush</p> <ul style="list-style-type: none"> - what opportunities did they see as worthwhile and not available at home? - Look at adverts <p>How many passengers travelled on the Empire Windrush and who were they?</p> <ul style="list-style-type: none"> - Look at passenger lists – age, occupations etc <p>What challenges did the Windrush generation face?</p> <p>To know some of the ways the Windrush generation have impacted Britain</p> <ul style="list-style-type: none"> - NHS, culture and music, Notting Hill carnival etc <p>To know about Floella Benjamin</p> <p>To understand and compare the perspective for adults and children from the Windrush generation.</p> <ul style="list-style-type: none"> - 	<p>What impact has Britain had on the wider world?</p> <p><u>Empire</u></p> <p>To know the term Empire and link this to the British Empire</p> <ul style="list-style-type: none"> - To know countries that made up the British Empire <p>To know why Britain built an empire – trade, power, religion, exploration etc.</p> <p>To understand how Britain gained control in India</p> <ul style="list-style-type: none"> - Trade and the East India company <p>To understand how Britain’s influence grew in India</p> <p>To understand the impact the Empire, have on colonised people? – both positive and negative</p> <p>To understand why the British Empire fell</p> <p>To know some of the lasting impact of the Britain Empire</p> <p>Was British rule good or bad for India?</p>

- To know how he did it – bus
boycott and the bay horse pub.

I can think about how Emily Davison and
Paul Stephenson's stories are similar.

North Gate (N/R)	East Gate (1/2)	West Gate (3/4)	South Gate (5/6)
<p>Map Skills <i>ELG: - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p> <p>Understand how and why objects in a room are sited– to demonstrate an awareness of space Exposure to a key – understand certain shapes represent certain objects</p> <p>To recognise land (tundra, desert) and oceans (sea, lake) on a globe. Pupils to understand the different colours of the land i.e. desert is yellow and oceans are blue (link to colour awareness in Art)</p>	<p>Focus on the Wider World – Jamaica</p> <p>Wider World – Jamaica To recognise and name the continents and oceans of the world</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>- Locate the Caribbean and Jamaica</p> <p>Understand how the Caribbean and the UK are connected - Windrush</p> <p>Find out about the climate in Jamaica – how does the climate affect life there? – Link to UK weather observations.</p> <p>Key human and physical features of Jamaica – use aerial photographs and satellite images</p> <p>Kingston – Human features – compare to the human features of the settlement I live in.</p>	<p>Wider World – Region of Europe Northern Italy – Refer to Oak National Academy</p> <p>To identify some of the countries in Europe and locate them on a map.</p> <p>To know about some of physical and human features of Europe. Eg tallest mountain, important rivers, populations, landmarks etc.</p> <p>To locate Italy and Northern Italy on a map and describe how far it is from where I live.</p> <p>To use maps to identify human and physical features of northern Italy.</p> <p>To use different sources of information eg, photos, maps, climate data to find out about a town or village in northern Italy.</p> <p>To describe the location and features of Venice and explain how it is affected by tourism.</p> <p>To compare northern Italy with my region of the UK.</p>	<p>Wider World – Brazil - Amazon Refer to Oak National Academy</p> <p>Fieldwork: Compare tropical rainforest to temperate forest - visit a woodland to study the trees, plants and animals, as an ecosystem.</p> <p>To identify climate zones, biomes and vegetation belts</p> <p>To recognise and locate countries of North and South America</p> <p>Use Atlas – use index and contents page Identify Latitude, longitude, tropics of Capricorn and Cancer, northern and southern hemisphere, Arctic and Antarctic circle</p> <p>To identify the human and physical features of Brazil using different sources of information eg photos, different types of maps, climate etc</p> <p>To locate the Amazon on world map and use geographical vocabulary to describe key features of the rainforest.</p>

	Plan a holiday to Jamaica – what would you pack? What would you like to do there?		<p>To know about some of the things that are grown in the Amazon and how they are exported across the world.</p> <p>To know about the people of the Amazon – compare settlements and lifestyles and think about how life is changing.</p> <p>To know about deforestation and explain factors that inform the deforestation debate.</p>
<p><u>Suggested visits:</u> Gloucester Park</p>	<p><u>Suggested visits:</u></p>	<p><u>Suggested visits:</u></p>	<p><u>Suggested visits:</u> Robinswood Hill – Fieldwork</p>
<p><u>Continuous provision:</u> Local walks around our local area. Compare the different streets around St Paul's</p>	<p><u>Continuous provision:</u></p> <ul style="list-style-type: none"> • Continents song • Human and Physical features sorting • Atlases, globe, world map out. 	<p><u>Continuous provision:</u></p> <ul style="list-style-type: none"> • Atlases, globe, world map out. • Maps of Europe 	<p><u>Continuous provision:</u></p> <ul style="list-style-type: none"> • Atlases, globe, world map out. • Maps of South America

Units of work to be taught in conjunction with Project Evolve. <https://projectevolve.co.uk/toolkit/resources/years/>

	Northgate Nursery / Reception	Eastgate Year 1 and 2	Southgate Year 3 and 4	Westgate Year 5 and 6
	Strand 1			
	Self image and Identity / Online Reputation			
	<p>Shaping online identities and how media impacts on gender and stereotypes</p> <p>Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles</p>			
	<p>Self image and identify</p> <p>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Self Image and Identiy</p> <p>(1) I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>(1) If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>(2) I can explain how other people may look and act differently online and offline.</p> <p>(2) I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>Self Image and Identity</p> <p>(3) I can explain what is meant by the term 'identity'.</p> <p>(3) I can explain how people can represent themselves in different ways online</p> <p>(3) I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p>(4) I can explain how my online identity can be different to my offline identity.</p> <p>(4) I can describe positive ways for someone to interact with others online and understand how this will</p>	<p>Self Image and Identity</p> <p>(5) I can explain how identity online can be copied, modified or altered.</p> <p>(5) I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>(6) I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>(6) I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p>

Online Reputation

I can identify ways that I can put information on the internet.

Online Reputation

(1) I can recognise that information can stay online and could be copied.

(1) I can describe what information I should not put online without asking a trusted adult first.

(2) I can explain how information put online about someone can last for a long time.

(2) I can describe how anyone's online information could be seen by others.

(2) I know who to talk to if something has been put online without consent or if it is incorrect.

positively impact on how others perceive them.

(4) I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Online Reputation

(3) I can explain how to search for information about others online

(3) I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.

(3) I can explain who someone can ask if they are unsure about putting something online.

(4) I can describe how to find out information about others by searching online.

(4) I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

(6) I can explain the importance of asking until I get the help needed.

Online Reputation

(5) I can search for information about an individual online and summarise the information found.

(5) I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect

(6) I can explain the ways in which anyone can develop a positive online reputation.

(6) I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.

Strand 3

Online bullying / Online relationships

Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation

Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online Bullying

I can describe ways that some people can be unkind online.

I can offer examples of how this (online bullying) can make others feel

Online bullying

(1) I can describe how to behave online in ways that do not upset others and can give examples.

(2) I can explain what bullying is, how people may bully others and how bullying can make someone feel.

(2) I can explain why anyone who experiences bullying is not to blame

(2) I can talk about how anyone experiencing bullying can get help.

Online Bullying

(3) I can describe appropriate ways to behave towards other people online and why this is important.

(3) I can give examples of how bullying behaviour could appear online and how someone can get support.

(4) I can recognise when someone is upset, hurt or angry online.

(4) I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

(4) I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Online Bullying

(5) I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

(5) I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.

(5) I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

(5) I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

(5) I can explain how to block abusive users.

(5) I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

(6) I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.

Online Relationships

I can recognise some ways in which the internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know

Online Relationships

(1) I can give examples of when I should ask permission to do something online and explain why this is important.

(1) I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).

(1) I can explain why it is important to be considerate and kind to people online and to respect their choices.

(1) I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

(2) I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).

(2) I can explain who I should ask before sharing things about myself or others online.

(2) I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

(2) I can explain why I have a right to say 'no' or 'I will have to

Online Relationships

(3) I can describe ways people who have similar likes and interests can get together online.

(3) I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

(3) I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.

(3) I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

(3) I can explain how someone's feelings can be hurt by what is said or written online.

(3) I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

(4) I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)

Online Relationships

(5) I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).

(5) I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.

(5) I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

(5) I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

(5) I can demonstrate how to support others (including those who are having difficulties) online.

(6) I can explain how sharing something online may have an impact either positively or negatively

(6) I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

(6) I can describe how things shared privately online can have unintended

		<p>ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>(2) I can identify who can help me if something happens online without my consent.</p> <p>(2) I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>(2) I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>	<p>(4) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>(4) I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>consequences for others. e.g. screen-grabs.</p> <p>(6) I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
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Music Subject Pathway 1: Listening and Responding to Music

Pathway 1: Listening and Responding to Music	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	<p>To be able to move (stomp/clap) the pulse in a steady piece of music.</p> <p>Describe music and fast or slow through words/actions/images.</p> <p>Describe the dynamics as loud or quiet.</p>	<p>To move and dance with the melody of the music, finding the steady pulse.</p> <p>To be able to talk about pulse as 'the heartbeat of the music.'</p> <p>Demonstrate an understanding of pulse as they move by clapping/marching to different styles of music, that speed up and slow down.</p> <p>Recognise that the speed of a beat can change and be able to describe tempo as fast or slow.</p> <p>Describe the dynamics as loud or quiet and identify crescendos/diminuendos.</p>	<p>To talk, move, dance or clap a steady beat altering the speed as the tempo changes.</p> <p>Identify the beat groupings of 2/4, 3/4 and 4/4 as 2 time, 3 time or 4 time, demonstrating a recognition of pulse.</p> <p>Identify the tempo as fast, slow or steady whilst walking, moving or clapping a steady beat which changes as the tempo changes.</p>	<p>Identify and demonstrate 2/4, 3/4, 4/4 and 6/8 beats.</p> <p>Have an understanding of compound time.</p>

<p>Listen to sounds in the school environment comparing high and low pitch.</p> <p>Perform simple copycat rhythms, accurately lead by the teacher.</p> <p>Draw and imagine pictures when listening to music responding to how it makes them feel.</p>	<p>Perform short copycat rhythm patterns accurately led by the teacher and other students.</p> <p>Begin to recognise some instruments they can hear such as drums, piano, strings and brass.</p> <p>Draw and imagine pictures when listening to more complex music, responding to how it makes them feel.</p>	<p>Recognise many of the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Echo and sing 3 note tunes matching the pitch to musical notation.</p> <p>Play copycat rhythms copying a leader and inventing some for others to copy.</p> <p>Recognise an increasing number of band and orchestral instruments.</p> <p>Identify instrument families and understand their features – brass, percussion, woodwind, strings.</p> <p>Recognise an increasing number of styles of music from orchestral, reggae, R&B, jazz, funk, electronic, folk and pop.</p>	<p>Recall by ear, memorable phrases heard in the music through call and response singing.</p> <p>Discuss the structure of music with reference to verse, chorus and bridge.</p> <p>Recognise the sound and notes of the pentatonic scale.</p> <p>Identify major and minor key tonality in a piece of music</p> <p>Listen critically to identify the style of music and instruments used as brass, woodwind, string, electric keyboard, guitar and percussion.</p> <p>Describe key musical features of the following styles of music: orchestral, soul, R&B, jazz, hip hop, musical theatre, gospel, reggae, rock, disco etc</p>
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	<p>Talk about feelings created by the music they are listening to.</p> <p>Share songs and discuss music listened to/performed at home.</p>	<p>Begin to understand where music fits into the world.</p> <p>Begin to understand about different genres of music.</p> <p>Discuss different genres of music heard at home.</p>	<p>Share and reflect upon how song lyrics reflect global issues affecting the world during civil rights movement, gospel era and pop of the 70s and 80s.</p> <p>Respond to music by conveying the mood or meaning using words or art forms. Discuss what they think the piece may be about.</p> <p>Respond by considering why the piece of music was written.</p> <p>Talk about the words of a song or what a piece of music means to them.</p> <p>Talk about the feelings created by the piece of music.</p> <p>Begin to understand the social context of the time and role of music throughout time.</p>	<p>Reflect upon how lyrics and soundtracks showcase life and cultural diversity in music, theatre, film and popular culture across time including in the silent movies.</p> <p>Reflect upon how lyrics and soundtracks showcase life and cultural diversity in music, theatre, film and popular culture across time including in the silent movies.</p> <p>Listen and compare contrasting pieces of music using musical vocabulary to describe its musical elements.</p> <p>Explore the contribution made by contemporary female composers to the industry.</p> <p>Evaluate pieces showing an understanding of impact of youth culture and social global events upon music.</p>
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PE Subject Pathway: Teamwork and OAA

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Team work	<i>Negotiating space and obstacles</i>	To develop a love of outdoor pursuits.	To develop a love of outdoor pursuits.	To develop a love of outdoor pursuits.
OAA	Simple obstacle courses	To take part in outdoor and adventurous activity challenges within a team.	To take part in outdoor and adventurous activity challenges within a team.	To take part in outdoor and adventurous activity challenges within a team.
		OAA - <i>Crossing the river</i>	OAA – <i>creating own treasure map</i>	OAA – <i>creating own treasure map</i>
	<i>Managing own body in space (including with objects)</i>	In a team work to 'cross the river' with a selection of items	Using coordinates to create a treasure map for another group to follow	Using coordinates to create a treasure map for another group to follow
	Using body movements to move around objects	3 legged race	OAA – <i>creating shapes whilst blindfolded</i>	OAA – <i>creating shapes whilst blindfolded</i>
		<i>Trust activities – let's go for a walk</i>	Using body movements to create letter shapes. Using rope/similar to create shapes using a team mate's instructions	Using body movements to create letter shapes. Using rope/similar to create shapes using a team mate's instructions
		<i>Orienteering – travelling in different directions</i>	<i>Orienteering with maps and compasses</i>	<i>Orienteering with maps and compasses</i>
			<i>Trust activities</i>	<i>Trust activities</i>
		<i>Climbing</i>	<i>Climbing</i>	<i>Climbing</i>
		To use own body strength to climb an object <1m	Using monkey bars, net climb and other playground facilities	Using monkey bars, net climb and other playground facilities
			<i>Paddle boarding</i>	<i>Paddle boarding</i>

French Subject Pathway

Southgate (3/4)	Westgate (5/6)
<p>Classroom Instructions Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Transport To present ideas and information orally to a range of audiences - types of transport.</p>
<p>My Body Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language</p>	<p>How Do You Go to School? To understand basic grammar appropriate to the language. (Conjugation of high-frequency verbs)</p>
<p>Actions Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Directions To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p>Colours Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>I Like to Move It! To describe people, places, things and actions orally and in writing.</p>
<p>Clothes 1: What's in Your Wardrobe? Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material.</p>	<p>How Do I Get to...? To engage in conversations; ask and answer questions, in the context of travelling around a town.</p>
<p>Clothes 2: What Are You Wearing? Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine.</p>	<p>We All Go Together! To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) when talking about travel.</p>