

Curriculum Sequencing

Vision	'Wise, compassionate citizens with the power to make a difference.'					
Compassion	All projects have Compassion at their heart through learning about People, Places, Problems and Possibilities. <i>We define Compassion as a concern for others and a desire to be kind and to help them</i>					
Three core values	Curiosity		Courage		Connection	
	We foster the wonder essential for curiosity to grow and thrive		We have the courage to experiment and learn		We nurture individual passions and flourish through making connections	
Six themes	Sustainability	Courageous Advocacy	Community	Belief	Leadership	Creativity
	A deep connection with nature and understanding of our planet and nature can shape how we care for it and sustain its beauty.	Being able to express an opinion or being willing to act against an issue of injustice, on behalf of those whose voice may not be heard, whether a small act of kindness or a larger event to raise awareness. (Christian Aid)	Building connection to and being proud of our school, local, Oxford, UK and global communities. Develop acceptance and understanding cultures and faiths within communities.	Awareness of how the beliefs that we hold, our lived experiences, faiths and culture shape our responses to others and the planet.	How people organize themselves into power structures and the impact that personal leadership qualities have on others and the planet.	Celebrating human endeavor and inventions stemming from a quest for knowledge and finding solutions to problems.

The overarching themes for each year are sequenced so that children start by developing an understanding of, and love for, the Earth that we live on, the people that inhabit it and the elements it is made up of by the end of Year 2.

Year 3 explores what humans need in order to thrive before an understanding of how we have grouped ourselves into power structures along with the positive and negative consequences of different leadership styles in Year 4. 'Taking a Stand' is in Year 5 so that children understand what issues they want to take a stand against and why, having built up their knowledge during Year 3 and 4. Taking all of this into account, Year 6 focuses on what lessons we can learn and how we can build a more hopeful future in which humans and our planet can thrive.

The complexity of themes builds through the school with children up to the end of KS1, focusing on sustainability, courageous advocacy and community. By UKS2, children encounter several themes at once having developed their understanding as they progress through school.

EYFS: Beauty and Wonder

Beginning with the themes of sustainability, courageous advocacy and community, we build on children's sense of awe and wonder, connecting with nature and the beauty of our planet and learning how everything is connected.

Y1 Friendship, Belonging and Community

In Year 1, we take a deeper look at how humans live together on the planet and how being courageous advocates can help us to connect with others to form more inclusive communities.

Y2 The physical elements of the world

In Year 2 we learn about the elements that our planet is made up of - air, water, fire, earth – and how these are connected to how we live on our planet, and how human innovations and inventions stem from these elements.

Y3 What do Humans Need?

In Year 3, we look more closely at the power and potential of human curiosity, resulting creativity, and what humans need to thrive and live happy, connected lives.

Y4 Power and Leadership


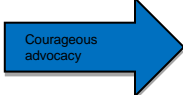


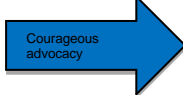

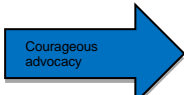

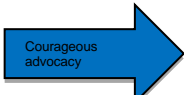


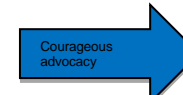



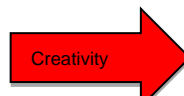
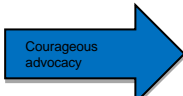
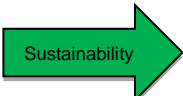
In Year 4, we take a look at how humans organise themselves into power structures and the impact this has, studying the uses and misuses of leadership/personal power and the effect this has on our connections with each other.

Y5 Taking a Stand

Year 5 takes a deep dive into the theme of courageous advocacy, learning about the different ways we can take a stand, whether through small individual acts or collective action to advocate for our planet, its plants and animals and other people.

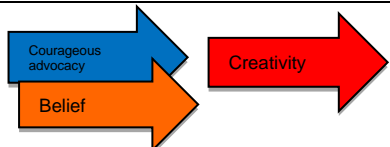
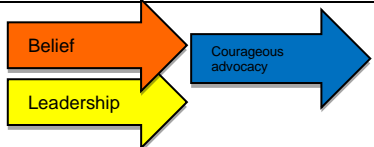
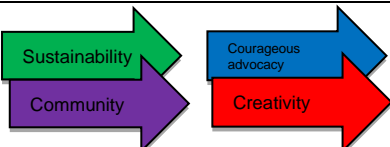
Y6 How can humankind be more successful?

We look to the future asking if we can learn from the past, redefine success and connect with ourselves and each other to be more successful as a human race? Is there a way of leading each other, being on and living with our planet that will lead to a more hopeful future?

Year	Autumn	Spring	Summer
Beauty and Wonder			
EYFS	Who has the right to share their knowledge?	How can we help others to find the beauty in our wonderful world?	Does everything and everyone deserve kindness?
Synopsis	Following the life of Mary Anning, a famous fossil hunter whose discoveries changed science and our understanding of the natural world forever, we learn how she was not credited for her discoveries because of her gender, age and social status.	We follow the polar bear whose icy home is melting causing him to set off to find a new place to live. He meets varied species of bear on his journey who speak new languages, eat different foods and live in different habitats, some of which are also endangered. We explore the beauty of the world and learn how to preserve it.	We explore the role that minibeasts play in supporting our ecosystem, focusing mainly on creatures who may appear scary, ugly or unpleasant whilst discovering their essential part in our ecosystem. This will challenge the assumption that, although something may not appear beautiful, it is still worthy of kindness.
Themes	 	 	 
Friendship, Belonging and Community			
Year 1	Is there any such thing as a good or bad person?	What do animals and humans need to survive?	How do stories shape what we think?
Synopsis	This project will start with an angry troll who is frustrated by goats constantly 'trip trapping' over his bridge. The children will explore why they are feeling this way, and if we can find a solution to the problem. We then take a similar approach to understanding how the giant is feeling in Jack and the Beanstalk. We seek to understand why Jack is so angry, and whether it was right for Jack to steal from the giant, even though he was poor. By the end of the project, the children will have a greater understanding of their own emotions, and the emotions of other people.	A courageous and curious person, Mary Kingsley longed to find a connection with the world around her. She lived around 160 years ago, in a time when there were no computers, tablets or phones. It was a very different world. As a Victorian woman, she was expected to stay at home, but she left to explore West Africa, learning from local people about how to survive and discovering many new species on her adventure. Our quest is to learn more about species of animals discovered by Mary Kingsley and other explorers, to help Sir David Attenborough work out what the new species are and learn all about them.	Little Ebbe is a harmonious village where everyone has a role, and everyone lives peacefully. Creating our annual village fete, we cannot wait to celebrate a successful harvest by eating delicious food, playing and dancing to music and playing carnival games. Alas, all is in, not as it seems as a dark cloud overshadows the village. A terrible dragon rips through the village carnival, destroying and burning as it goes. The village get together in the village hall. What shall we do? We discover that the dragon felt scared. She has eggs to protect and a home to look after. The children get together to talk to the dragon and try and find a future solution.
Themes	 	 	 
The Elements of the Earth: Fire, Air, Water			
Year 2	Have humans conquered the air?	Is fire the most important discovery humankind ever made?	Is water the most precious thing on Earth?
Synopsis	The project starts with the introduction of the Ancient Greek story of Icarus and his father, imprisoned in a high tower. The children find out about making wings to fly and links are made with the first flying machines. Brave inventors, the Montgolfier brothers, are introduced through a picture book that retells the story of how the first hot-air balloon was designed, trialed, and successfully flew. Local links are made through the details of James Sadler's flight from Christ Church Meadows, Oxford. Moving on, the children learn about the Wright brothers who invented the first aeroplane and the subsequent aeronauts such as Amelia Earhart and Bessie Coleman.	The project begins with learning about why humans need fire and how it was created and how it was used/controlled in the past (pre-historic times and Indigenous peoples such as Native Americans and Aborigines) and compare this with how we use fire in the present day. A story called 'How rabbit stole the fire' is introduced gradually to encourage the children to think about who has a right to have fire – humans or animals? Can humans and animals share our planet and all that it has to offer?	Humans have the right to clean, fresh water but not everyone has enough. Through this project, the children learn about water inequality across the globe and what people are doing about it. They look at their own water usage, how it is used in the classroom, at school and at home, finding ways to reduce waste. Discussions involve talking about water on the Earth and where it is found, distinguishing between salt and fresh water. Inequality, fairness and how humans fight for their right to clean water.
Themes	 	 	 

What do humans need?			
Year 3	What do human beings need to survive? Do we need art and why?	Can we future proof our planet?	Do humans need plants to survive and thrive?
Synopsis	The project will start with a narrative about an explorer who has discovered a new cave. There they will discover early human handprints and begin to consider who created them and why. The children will interview the explorer about this cave before going on an expedition to discover what hides within. The children will then be left with the dilemma whether they should share their findings with the world or keep it a secret to protect the special place.	The project starts with a narrative built around a family on a roof in Bangladesh where there is perpetual flooding and makes the link between flooding and climate change. Through the study of geography, we compare the human and physical features of Grandpont, Oxford, Lynmouth (Devon) and Bangladesh and how these factors have contributed to flooding in both areas as well as human-centred design that have led to innovative solutions to this increasing problem. We will learn about rivers and river systems, including the River Thames and the River Lyn, Devon (Great Flood of 1952)	The project will start with a narrative built around the last Mayan Ruler, Tecun Uman (adult in role), who is dealing with the fact that his kingdom is in decline. The children will theorise and find out about what has led to the demise of the civilisation and the destruction of the environment. The project will then move south to the Amazon Rainforest with a narrative built from the point of view of a female Amazon tribal leader whose habitat is being destroyed through coffee/chocolate farming. We will study plants in greater depth, identifying plants around our local area and learning about medicines that can be derived from plants and how our connection with them can lead to greater well-being. Children will learn about ecosystems and how, if we destroy one part of an ecosystem, it affects many other parts.
Themes			
Power and Leadership			
Year 4	What is worth striving for?	Do we have the power to change the world?	Why do people move?
Synopsis	We will be considering the aspirations of the Roman leaders and senate between 49-44 BCE, and the lives of the people under British Roman occupation 44-83BCE. Through an investigation into the death of Julius Caesar, we consider the impact of his rule, especially in declaring himself 'dictator for life' when a dictatorship was only meant to last for six months which ultimately resulted in his murder. We will learn about why the Roman Empire got so large and the potential factors that led to its demise.	The project starts with a narrative built around William Kamkwamba of Malawi, East Africa. Forced to leave school through famine and poverty, Kamkwamba continued his education at his local library. He read a book called, 'Using Energy,' and had the courage to use his learning to build a makeshift wind turbine to power his village. Kamkwamba's story shows us that human-centred design is a powerful way to solve problems. Through the study of geography, we then look at the concept of sustainability and wonder how sustainable our own lives are, how sustainable Oxford is as a city, including where wind turbines have been used to create power, and how it compares to sustainable cities around the world. Through the project we explore the changes we can make in our personal lives, in our school and that Oxford needs to make to become a more sustainable city. In art, we study the work of David Hockney and how he uses nature as inspiration.	The project starts with 'The Suitcase': the story of a character who has travelled a long way looking for a place to call home but receives a frosty welcome by people who feel threatened and uncertain about this new arrival. We relate the story to a real child through a letter written in an unfamiliar language. We explore the various reasons that people move (migrate) including those who are refugees and how some communities, including our own, have turned to welcome and help them. We study settlement in our local area of Grandpont and Oxford itself, delving into the fascinating history of our city, discovering who the first Anglo-Saxon settlers of 'Oxenforde' were and how the physical geography of our area helped to establish it as a key place for trade. We then arrive in the present as we consider why people move to Oxford today (and to our school) including to work or study, developing an appreciation for Oxford being famous as a university city.
Themes			

Taking a Stand

Year 5	Why do children need rights?	How do our beliefs shape our actions?	Can one person make a difference?
Synopsis	The project will start with a narrative built around a street child with no rights in Victorian Britain. The children will investigate different Victorian jobs carried out by children and reflect on what it might have been like to work in factories and farms, in unsafe conditions and often with no pay. The knowledge they gain will enable our pupils to better understand their rights and responsibilities today, with specific reference to The UN Convention on the Rights of the Child. As children's understanding of the Victorian period grows, we will look at key Victorian figures, who changed the world through their actions or creations: Charles Dickens, Queen Victoria, Florence Nightingale, Isambard Kingdom Brunel and Mary Seacole. The children will research some of the key Victorian inventions that changed the world, from the telephone to the electric lightbulb and in doing so, will see that this was a period of immense change and progress.	Why did Ancient Egyptians try to erase one of the most successful Pharaohs from their history? What beliefs did they have that meant they went to these lengths? How do we know? Who discovered the empty tomb and how do we know where she is now? Having discovered that the reason Hatshepsut was erased from history by her own people was because she was a woman, they will then move on to learn about the beliefs of the Ancient Egyptians which resulted in this action. They will discover the trail that led to the discovery of her final place of rest by learning about Howard Carter who discovered her empty tomb in the Valley of the Kings, and Zahi Hawass who finally identified Hatshepsut's body from one small clue: a missing tooth. Along the way the children will discuss the ethics relating to excavating tombs and how we find out about the past. They will also examine the connection between beliefs and actions; how our beliefs shape our actions and what our actions reveal about our beliefs.	We begin with The Starfish Story in which a young boy is returning stranded starfish to their home. He is questioned by a man who believes that individuals cannot make a difference. We visit Oxford's Pitt Rivers Museum to explore Inuit artefacts and learn about the sustainable way they live. On returning from the museum, the children receive a letter from an Inuit child who tells them about his grandfather's way of life and how his grandfather questions the way in which humans live. He laments the plastic that he finds on the shores of his village which is washed up from the ocean and has often come from far-away places. We learn how the oceans are interconnected and how plastic affects wildlife including the formation of microplastics and what people have done to tackle this issue. Circling back to the Starfish story, children work out how they can make a difference to this worldwide issue.
Themes			

How can humankind be more successful in the future?

Year 6	Is success the same for everyone?	What are the consequences of human endeavour?	What is the best way to lead?
	The project begins with the children adopting the role of detectives: trying to piece together a mystery of events that took place on Mount Everest. With only a few artifacts, documents and photos available, they learn the fate of the two intrepid explorers – George Leigh Mallory and Andrew 'Sandy' Irvine. Today, there remains much uncertainty of the outcome of the 1924 expedition to Mount Everest, due to the treacherous terrain and loss of evidence to the elements. The children explore what drove Mallory to risk it all to succeed and why Irvine made the perfect climbing companion. The expedition is closely linked to Oxford; and the children have the opportunity to visit Merton college's museum of artifacts, from the 1924 expedition. Bringing the project to life is the visit from Julie Summers: the great niece of Sandy Irvine; local author and historian, and expert in all things Everest. We discuss what success means for different people in diverse cultures and jobs and for the individuals who make up our class.	The project begins with an explorer (teacher in role) journeying to islands in the Pacific Ocean. At each island, the explorer introduces what they can see, and the children record this in their diary. When approaching the final island, the explorer asks the children to imagine what they will see on this island, but then arrive and find it void of all life. Looking at soil samples from the island, children will begin to create theories about what has happened to create this different landscape. Children will write their own theories about what happened on Easter Island. Children will learn how to work scientifically. The project will then move forward to study Darwin's journey on the Beagle and his discovery of similar but different finches on the Galapagos Islands. Children will learn about Darwin's Theory of Evolution by Natural Selection. At the same time, children will discuss different world views on how the world began, researching different religious beliefs and taking a more detailed look at Christian beliefs about creation.	The project will start with a discussion on, 'What is the best way to lead?' The children will then learn about the ancient kingdom on Benin (in modern day Nigeria) and how the Oba (ruler) led as well as the British invasion in 1897 which led to the destruction of the Oba's kingdom. The children will have the chance to think about trade, statues and empires critically. The project will then move to the history of the government in the UK. The children will discuss democracy, parliament, elections and how laws are made. Through discussion, children will begin to think about what they think matters most when leading a country. The children will hear from local leaders giving their views on leadership and use these to form their own opinions about different types of leadership. The project will end with the children forming political parties. They will decide on what matters most within their party, work out budgets and taxes, and create their own manifestos. Each party will then create a party-political broadcast for those in the school to watch and vote on.
Themes	