

SMSC

Curriculum

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | **Local Artists: Barbara Hepworth & Henry Moore**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\78669AA4.tmp** | **Rules for Keeping Safe**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69C66030.tmp** | **Emergency Services**  The EMS Crisis We Are Facing Today - PA TIMES Online | PA TIMES Online | **The Iron Age and The Bronze Age**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7DAF264D.tmp** | **Local Community**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A4B70F88.tmp** | **Rights and Responsibilities**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\82411CDF.tmp** |
| **Year 4** | **Ancient Egyptians**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\17DDDE22.tmp** | **Diversity**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\22D54280.tmp** | Ancient Greece Twelve Olympians Greek Mythology Zeus Ancient Greek ...**Ancient Greece** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DEE6F7CC.tmpRight and Duties** | **Keeping Safe**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69C66030.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E808574B.tmpRomans** |
| **Year 5** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7C13B93.tmpAnglo- Saxons** | **Sikhism**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\70147144.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E808574B.tmpRomans** | **Relationships**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A0F87F5E.tmp** | **Victorians (Coal Mining)**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\10BB906D.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DA361428.tmpLiving in the Wider World** |
| **Year 6** | **World Wars**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F077D667.tmp** | **World Wars**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F077D667.tmp** | **Mayans**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F7CAF40D.tmp** | **Amazon Rainforest**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B8AF5048.tmp** | Ancient Greece Twelve Olympians Greek Mythology Zeus Ancient Greek ...**Ancient Greece** | **Sustainable Development**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6473E113.tmp** |

SMSC Overview

Year 3

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Local Artists:**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\78669AA4.tmpBarbara Hepworth & Henry Moore** | **Rules for Keeping Safe**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69C66030.tmp** | **Emergency Services**  The EMS Crisis We Are Facing Today - PA TIMES Online | PA TIMES Online | **The Iron Age and The Bronze Age**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7DAF264D.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A4B70F88.tmpLocal Community** | **Rights and Responsibilities**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\82411CDF.tmp** |
| **Suggested Content** | *Appreciation of how art can be presented in a variety of forms – link to Anthony Brown ‘Into the Forest’.* *(Social)*  *Explore using different mediums in Art to support pupils to develop their creative/imaginative skills. (Spiritual)*  *Build self-confidence and self-worth through artistry skills. (Spiritual/Social)*  *Appreciation of local artists linked to surrounding community. (Social/Spiritual)* | *Show initiative of places which are safe and those which are not. (Spiritual /Social/Cultural)*  *Understand why rules are created and respect decisions made.*  *(Moral/social)*  *Encourage respect for others.*  *(Moral/Spiritual & Social)*  *Support pupils in developing decisions from right and wrong.*  *(Moral/Spiritual & Social)* | *Acquire knowledge of services around hem which keep them safe. (Moral & Social)*  *Show initiative to understand their behaviour can positively contribute to the lives of others.*  *(Social & Moral)*  *Develop respect for public services in the United Kingdom. (Moral/Spiritual)*  *Encourage respect for other people.*  *(Spiritual/Moral)*  *Rules for keeping healthy and safe.*  *(Moral)* | *Recognise and appreciate how society now is shaped by the past. (Cultural/Social)*  *Develop respect for different culture ways of life.*  *(Cultural/Social)*  *Understand the roles and rules of the past and how they have contributed to the Criminal Law of England.*  *(Cultural, Social and Moral)*  *Develop self-identity by looking at the past and linking to the local community i.e. Castleford.*  *(Cultural/Social)*  *Conflict and resolution through Iron Age and The Bronze Age.*  *(Moral)* | *Encourage pupils to take responsibility for their own behaviour. (Moral/Social)*  *Recognise how the past has shaped the local community. Explore the past of the local community. (Cultural/Social)*  *Explore whether there has been and changes made to the local area through requests of the community. (Social/Cultural)*  *Recognise that living within the rules and laws of an area supports the well being of its citizens. (Moral/Spiritual)* | *Understand how citizens can influence decision making through votes. I.E. Local Mayor elections/ local MP. (Social/Cultural/Moral)*  *An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. (Moral)*  *Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. (Social/Moral/Spiritual/Cultural)* |
| **Key Vocab** | Interpret, analyse, evaluate, explore, inspiration, experiences, lifestyles, lives, identities, belonging | Rules, health and safety, hygiene, appropriate, inappropriate, | Emergency, police, fire service, ambulance,  Rights, duties, rules, British values, mutual respect, diversity | Settlement, invasions, origins, culture, traditions, past, present, community. | Community, area, population, citizens, West Yorkshire, Identity, United Kingdom, region, families | Law, rules, rights, citizens, lawful, unlawful, democratic, power, services, responsibilities. |
| **SMSC Strands** | | | | | | |
| **Develop Self-awareness, belonging and mindset**  **(Social**  **Spiritual)** | Pupils to self-express themselves through Art.  Appreciate how belonging impacts on our own experiences/inspiration which can create art. | Recognise their importance to keep each other safe building towards a community ‘joined up’ mindset. | Build self-awareness and confidence in an emergency scenario. | Link events of the past and how they have shaped the community. | Identify what community means to each individual.  Nurture self-belonging looking ad different types of communities e.g. local/school/clubs. | Understand rights and responsibilities through self-awareness and belonging. |
| **Awareness of Rules/Right and Wrong**  **(Moral)** |  | Identify why rules are made and who they are for. | Understand procedures in an emergency. | Comparison between Iron Age/Bronze Age rules to the Criminal Law of England. Compare similarities and differences. | Understand how rules have been created and why – classroom rules/school rules and Criminal Law of England. | Appreciate how laws create rights and equality for humanity. |
| **Build Harmony and tolerance between different religion’s and races**  **(Cultural)** | Appreciate thoughts and opinions from variety of different critiques. Appreciate the backgrounds and influences of Henry Moore and Barbara Hepworth.  Speak respectfully to critique artwork. | Understand it is everyone’s responsibility to stay safe. | Build respect for public services. |  | Appreciate different races and religions in the community. | Appreciate how laws create rights and equality for humanity. |

Year 4

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **Ancient Egyptians**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\17DDDE22.tmp** | **Diversity**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\22D54280.tmp** | Ancient Greece Twelve Olympians Greek Mythology Zeus Ancient Greek ...**Ancient Greece** | **Right and Duties**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DEE6F7CC.tmp** | **Keeping Safe**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69C66030.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E808574B.tmpRomans** |
| **Suggested Content** | *Appreciation of The Ancient Egyptians and comparison between life then and now.*  *(Cultural/Social)*  *Recognition of the water cycle from the river Nile’s irrigation system and comparison to other countries use of water and crop growth. (Cultural)* | *Developing tolerance and resect for the differences between all citizens including class mates. (Cultural/Social/Moral)*  *Accepting responsibility for their actions towards other people. (Moral)*  *Compare and debate different view points to recognise we all have our own opinion which is unique. (Moral/Social)* | *Beginning of democracy taking place in Ancient Greek times. (Social)*  *Looking at how Greek myths can show justice and creative thinking. (Spiritual)*  *Order and ruling through the beginning of the Olympics in Ancient Greece.*  *(Moral/Cultural)* | *Understanding what are Human Rights and who they apply to. (Moral)*  *Comparison between those being treated unfairly and why i.e. Fair Trade. (Moral/Spiritual)*  *Debate topical issues such as global warming / plastic pollution.*  *(Moral/Spiritual/Cultural)* | *Show initiative of places which are safe and those which are not.*  *(Cultural)*  *Understand why rules are created and respect decisions made.*  *(Moral)*  *Encourage respect for others.*  *(Moral/Spiritual)*  *Support pupils in developing decisions from right and wrong.*  *(Moral)* | *Create arguments about whether or not to invade or conquer.*  *(Moral)*  *Look at rules of lives for Roman soldiers.*  *(Spiritual/*  *Cultural)*  *Look at cultures and appreciate the differences between societies.*  *(Moral)*  *Discuss rules in Roman times and compare them to Criminal Laws of England.*  *(Cultural)* |
| **Key Vocab** | Similarities, differences, unique, collaboration, ruler, hierarchy, hierarchical system. | Diversity, Prejudice, Perceived Stereotype, Empathy, Conscience, Label, Self-control, Choices, Bully, Conflict Challenge, Ostracised, Mental health, negotiation, compromise | Democracy, power, ruling, punishment, rights, myths. | Human rights, nations, law equality, declaration, articles, humanity, justice | Rules, health and safety, hygiene, appropriate, inappropriate, | Invasions, conquers, rules, discipline, criminal law, cultures |
| **SMSC Strands** | | | | | | |
| **Develop Self-awareness, belonging and mindset**  **(Spiritual**  **/Social)** | Appreciate society is founded by ancient civilisations | Recognition of belonging to a community and an accepted behaviour in which we act. | Creative thinking to develop their own myths. | Children’s opportunity to voice their opinions and beliefs. | Recognise their importance to keep each other safe building towards a community ‘joined up’ mindset. | Appreciate how the Roman’s have impacted on our wider society. |
| **Awareness of Rules/Right and Wrong**  **(Moral)** |  | Understanding appropriate behaviours and inappropriate behaviours. | Right and wrong demonstrated in Greek myths often through betrayal or greed. | Understand what being treated fairly looks like and identify when someone is something is not being treated fairly. | Identify why rules are made and who they are for. | Comparison between Roman Rules to the Criminal Laws of England. |
| **Build Harmony and tolerance between different religion’s and races**  **(Cultural)** | Tolerate and respect differing viewpoints from those of Ancient Civilizations and now. | Recognition of equality for all. |  | Recognise equality as a key factor in ensuring everyone is being treated fair. | Understand it is everyone’s responsibility to stay safe. |  |

Year 5

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|  | **Autumn** | | **Spring** | | **Summer** | |
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| **Overview** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7C13B93.tmpAnglo- Saxons** | **Sikhism**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\70147144.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E808574B.tmpRomans** | **Relationships**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A0F87F5E.tmp** | **Victorians (Coal Mining)**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\10BB906D.tmp** | **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DA361428.tmpLiving in the Wider World** |
| **Suggested Content** | *Creating debates for conflict and possible solutions as Anglo-Saxon warriors/villagers. (Social/Moral)*  *Understanding and building tolerance to different cultures beliefs or values. E.g. Beowulf burial Sutton Hoo. (Moral)*  *Developing own opinions through use of Historical sources.*  *(Spiritual/Social)*  *Recognition of how the community has been shaped by Anglo-Saxon time period. A lot of the street names in South Kirkby are Anglo-Saxon based.*  *(Social/Spiritual)* | *Identify what it means to be a Sikh and how this effects lifestyle choices.*  *(Spiritual)*  *Explore how Sikhs show commitment to their Gods through the 5ks and religious worship.*  *(Spiritual)*  *Look at the values which underpin Sikhism – debate do the children think the values make Sikhs a good citizen.*  *(Social)*  *Discuss the children’s own personal beliefs do they believe in a religion or agree/disagree with any of the practises.*  *(Social)* | *Discover how the Roman Empire impacted on local areas such as Castleford.*  *(Social)*  *Compare similarities and differences between travel of Romans, Anglo-Saxon and today.*  *(Spiritual)*  *Look at Roman inventions e.g. aqueducts (Stanley Ferry Aqueduct) and compare to modern day structures.*  *(Social)*  *Develop thoughts and hypothesis through a variety of different sources.*  *(Spiritual)* | *Recognise and identify what makes a healthy relationship.*  *(Social)*  *Understand and identify behaviours which are acceptable and those which are not.*  *(Social/Moral)*  *Pupil’s to recognise they are responsible for their own behaviour.*  *(Moral)*  *Build understanding of how disputes can be settled and recognition of respectful / tolerant attitudes. (Moral)* | *Debate views on child slavery – link to modern slavery discussion around what the children think to this.*  *(Moral/Social)*  *Comparison to Victorian Britain to now.*  *(Social)*  *Identify rules set by society (Work houses/ school rules/classes)*  *(Moral / Cultural)*  *Draw comparisons between Rich and Poor Victoria times. Discuss children’s views. Does a divide still exist?*  *(Social)*  *Look at local area and how coal mining has impacted on South Kirkby.*  *(Cultural)* | *Pupils to identify and research current topics prevalent in the world. (Spiritual)*  *Debate existing solutions. Look at a variety of stake holders and their views or opinions e.g. deforestation.*  *(Spiritual)*  *Recognise how laws are created and why these are enforced. (Moral)*  *Look at the development of democracy through historic era taught to gain an understanding of why it has been established.*  *(Social)*  *Look at recent events where democracy has been used such as leaving the EU and trial of Donald Trump.*  *(Social)* |
| **Key Vocab** | Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation | Earnestly, Golden Temple of Amritsar,  Story of Kals,  Pilgrimage,  Guru | invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy | Relationships Inappropriate Life cycle loving, civil partnership, healthy unhealthy committed consent marriage | Victorian era, upper class, lower class, rich, poor, workhouses, society, criminality. | Influences, resisting pressure, anti-social aggression personal safety, wellbeing Independence |
| **SMSC Strands** | | | | | | |
| **Develop Self-awareness, belonging and mindset**  **(Social/**  **Spiritual)** | Recognise how the past has shaped the local community. |  | Look at how the Roman Empire shaped the wider community**.** | Identify a self-awareness of own relationships. | Coal mining effects on the local community. | Understand issues which are meaningful. |
| **Awareness of Rules/Right and Wrong**  **(Moral)** | Understand how conflicts were settled.  Develop views or alternatives to how disputes could have been settled. |  | Look at how disputes were settled during Roman era.  Roman Rules and Ruling. | Understand the difference between healthy and unhealthy relationships. |  |  |
| **Build Harmony and tolerance between different religion’s and races**  **(Cultural)** | Develop respect and tolerance for differing views. |  |  | Recognise appropriate behaviours and those which are inappropriate**.** | Develop views and opinions between what children believe is right and wrong. | Build respect and tolerance in debating when listening to differing views.  Understand motives between differing view points. |

Year 6

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overview** | **World Wars**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F077D667.tmp** | **World Wars**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F077D667.tmp** | **Mayans**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F7CAF40D.tmp** | **Amazon Rainforest**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B8AF5048.tmp** | Ancient Greece Twelve Olympians Greek Mythology Zeus Ancient Greek ...**Ancient Greece** | **Sustainable Development**  **C:\Users\flodge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6473E113.tmp** |
| **Suggested Content** | *Understand differing views and opinions in WW2. (Moral)*  *Unpick Propaganda posters to understand how a view can be represented. (Social/Moral)*  *Look at rules during WW2 such as black outs. (Social)*  *Identify how war has impacted on our local community. Look over family names South Kirkby War memorial.*  *(Cultural/Social)* | *Debate whether local area would have been a good place to have been evacuated to.*  *(Social)*  *Discuss why concentration camps were used. Debate whether a human has the right to end another’s life?*  *(Moral)*  *Identify how someone’s action attempted to gain control through power. Determine how actions can effect others.*  *(Moral)* | *Unpick Ancient Civilizations beliefs compare to current beliefs – similarities and differences.*  *(Social/Spiritual)*  *Learn about lifestyle of the Myans. Look at rules/hierarchy. Compare to society now.*  *(Spiritual)*  *Identify how Mayan architecture has shaped current architecture.*  *(Spiritual)* | *Encourage pupils to accept their behaviours and understand their actions can impact on the environment.*  *(Moral/Social)*  *Study deforestation and understand how the opinions of others shape their actions looking at different roles of loggers/companies*  *Study endangered animals and recognise how humanities behaviour is accelerating or reducing this.*  *(Spiritual)* | *Beginning of democracy taking place in Ancient Greek times.*  *(Social)*  *Looking at how Greek myths can show justice and creative thinking.*  *(Social)*  *Order and ruling through the beginning of the Olympics in Ancient Greece.*  *(Social/Cultural)* | Debate the importance of sustainable development.  (Moral)  Creatively develop ideas for how sustainable development might look in the future.  (Moral)  Understand differing viewpoints citizens may have towards sustainable development.  (Moral) |
| **Key Vocab** | Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee | imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism | Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America. | Continent, country, region, river, river basin, source, mouth | Democracy, power, ruling, punishment, rights, myths. | Sustainability, habitat destruction, endangered, extinction, conservation |
| **SMSC Strands** | | | | | | |
| **Develop Self-awareness, belonging and mindset**  **(Spiritual/**  **Social)** | Understanding of how War has impacted on local area. | Recognition of journeys of evacuees and veterans. | Identify how Mayan life is similar to life now. | Understand how actions can impact positively and negatively on the environment. | Creative thinking to develop their own myths. | Understand how actions can impact positively and negatively on the environment. |
| **Awareness of Rules/Right and Wrong**  **(Moral)** | Recognition of rules which happened during WW2. | Understanding of moral rules through right/wrong. |  |  | Right and wrong demonstrated in Greek myths often through betrayal or greed. | Discuss how rules are made and rules around sustainability**.** |
| **Build Harmony and tolerance between different religion’s and races**  **(Cultural)** | Appreciation of how prejudice and  discriminatory opinions can cause hatred. | Build empathy for those effected by War. | Develop tolerance between differing viewpoints and develop own viewpoints. |  |  |  |