



Learning Together

LONG TERM PLANNING – Inclusive Curriculum

		KS1_A	KS1_B	LKS2_A	LKS2_B	UKS2_A	UKS2_B
AUTUMN 1	SOCIAL JUSTICE & EQUITY	The importance of memories ; human life cycle and what help and support people need at different stages of their lives. Local history/geography study.	Gender equality ; kings and queens through history, comparison of Elizabeth I and Elizabeth II; study of castles .	Food origins and ethical issues of food production. Inequality in access to food; discussions about taking a balanced view of complex issues.	Knowledge is discovered and built upon through generations; study of the Ancient Greeks and influence on today's world, in particular magnetism and democracy .	A focus on racism , tracing black history from culturally rich Kingdom of Benin , through the slave trade (exploring Liverpool's role) segregation and the American Civil Rights movement, finally reflecting on current issues.	A study of Shakespeare's Romeo & Juliet and exploration of the issues within the play, which still resonate today. Focus on communicative and collaborative skills .
AUTUMN 2	IDENTITY & DIVERSITY	Journey from sadness to happiness ; explore individual responses to what makes us feel better; emotional literacy and relating feelings to music and art; DT project.	Exploring themes of loss and change but also happiness; apply science learning about human senses to identify what makes us feel happy, loved and confident.	Developing a pride in where we live; identifying the culture, history and significance of Liverpool . Recognition of the mix of cultures who have contributed to Liverpool's identity .	An exploration of the terms difference, disability and diversity , adopting a positive and empowering view.	An exploration of mental health : the signs of poor mental health, maintaining good mental health, seek support if we are worried about our own mental health – pulling together learning on this theme through school.	A study of prejudice and discrimination : identifying them, tackling them, seeking support for ourselves or others – pulling together learning on this theme through school.
SPRING 1	HUMAN RIGHTS PEACE & CONFLICT	An exploration of the concept of safety – physical and emotional. Thinking about children's sphere of experience – home, school, online, out and about.	In studying basic human rights , children reflect on the purpose of rules and laws. They will learn about inequalities and begin to think about personal and collective responsibility .	Through a history study of Invaders and Settlers , children will explore the themes of peace and conflict, belonging, and refuge .	A study of water as a necessity of life. Children find out about rivers around the world and their features and significance. They study the work of the charity Wateraid . Inequality of resources and fairness are themes.	Children investigate the question, 'Is there such a thing as an ideal society ?' They compare human rights, peace and conflict in the earliest civilizations, finding parallels with UK today. They find out about scientific discoveries and social organisation .	What does it take to do the right thing? Having explored the context of the Holocaust children consider the actions of those who sought to save Jewish adults and children. The focus is on celebrating the role of individual heroes in dark times .
SPRING 2	POWER & GOVERNANCE	A study of change over time , providing a context for current challenges and opportunities. Children will learn about the development of transport through the Industrial Revolution to the present day.	A study of exploration , examining different motivations for voyages of exploration and what people have learned from travels around the world and beyond. This will lead to a recognition that very few places in the world remain unexplored.	Children will continue to explore last term's themes, applying their understanding to consideration of what we mean by home, what happens when your home is not safe and the experience of refugees .	Study of the Bronze Age will shed light on the impact of natural resources on the balance of power and wealth (locally in 2000BC, globally in the present day.)	Continuing the theme of previous half-term, children extend their comparison of ancient and modern civilization. They consider globalisation and the effect of communications technology .	How have artists reflected issues in society? This study draws together children's learning and allows them to identify societal issues of particular interest or relevance to them.
SUMMER 1	SUSTAINABLE DEVELOPMENT	Children explore how people can damage or improve the environment . A comparison of locations (local and Amazon) leads to a study of trees : their importance in different environments and campaigns to save/plant trees.	A study of waste and recycling . Children investigate plastic pollution of the oceans, incorporating study of animals and materials. They learn about some of the measures being put in place and how they can take action .	Children study an environmental campaign and how collective action can make a difference and improve the world. They study complex reasons for deforestation and learn about the inspiring action by individuals and groups to tackle it. They continue to develop their understanding of global inequalities .	Children reflect on the effects of pollution on the world's habitats and wildlife . They find that interrelatedness , including food chains, extend the impact of damage to one area. Children study examples of how one person can make a difference and improve the world. They explore the life of Sir David Attenborough.	A study of climate change and the causes (including fossil fuels, traffic pollution, methane - waste and farming) and effects (environmental impacts of changes to climate, weather and temperature.) Children learn about current campaigns on climate change.	Children learn about issues of environmental sustainability in the world today. Focusing on the Earthshot project, they research some of the pioneering work being done on different scales to help humans live more sustainably.
SUMMER 2		An opportunity to focus on issues of particular interest to the children. This may be revisiting previous topics or may be current affairs.	An opportunity to focus on issues of particular interest to the children. This may be revisiting previous topics or may be current affairs.	An opportunity to focus on issues of particular interest to the children. This may be revisiting previous topics or may be current affairs.	An opportunity to focus on issues of particular interest to the children. This may be revisiting previous topics or may be current affairs.	An opportunity to focus on issues of particular interest to the children, including current affairs. Study of social media safety guidelines.	An opportunity to focus on issues of particular interest to the children, including current affairs. Study of social media safety guidelines.