



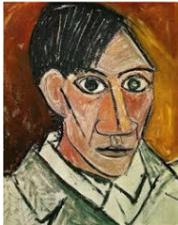
COMMUNITY



Big Question: What makes a 'community'? What do we need communities for? How do you show unity with your family friends, the world? How do you know you are part of a community?

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-----------------------|---|---|---|--|---|---|
| PRIMARY ENGLISH TEXT | | | | | | |
| | | | | | | |
| HISTORY AND GEOGRAPHY | <p>Place Knowledge and Human and Physical Geography</p> <p><i>(Project Week)</i></p> <p>Comparing human and physical features of Maidstone and Poovar, Kerlara in India.</p> | <p>Place Knowledge and Human and Physical Geography</p> <p><i>(Project Week)</i></p> <p>Comparing human and physical features of Maidstone and the Boh Tea Plantation in Malaysia.</p> | <p>Place Knowledge and Human and Physical Geography</p> <p><i>(Project Week)</i></p> <p>Comparing human and physical features of the England and North America.</p> <p>-Are they in the Southern or Northern Hemisphere?</p> | <p>Place Knowledge and Human and Physical Geography</p> <p><i>(Project Week)</i></p> <p>Comparing human and physical features of the Wales and Europe.</p> <p>-Are they in the Southern or Northern Hemisphere?</p> <p>-How does time differ in your region compared to the UK?</p> | <p>Place Knowledge and Human and Physical Geography</p> <p><i>(Project Week)</i></p> <p>Comparing human and physical features of the Scotland and Asia.</p> <p>-What is longitude and latitude?</p> <p>-Are they in the Southern or Northern Hemisphere?</p> | <p>Place Knowledge and Human and Physical Geography</p> <p><i>(Project Week)</i></p> <p>Comparing human and physical features of the Northern Ireland, Finland and Brazil.</p> <p>-What is the longitude and latitude of your communities?</p> |

| | | | | | | |
|---------|--|--|--|--|---|---|
| | <p>-What is the difference between a city, town and village? -Where are your communities in relation to the North Pole, South Pole and the Equator?</p> <p>Events Beyond Living Memory</p> <p>-How did the Great Fire of London affect the community? -How did it affect public health? -How many buildings were destroyed? -How much did it cost to fix the damage? -How many people were left homeless?</p> <p><i>Homelessness Project</i> https://www.maidstoneshelter.org.uk/ Organise a fund raising event to raise money for Maidstone Churches Winter Shelter</p> <p>-How can we help to tackle homelessness in our community? -What can we do to make the lives of those less fortunate a little better?</p> | <p>-What is the difference between a city, town and village? -Where are your communities in relation to the North Pole, South Pole and the Equator?</p> <p>Changes Within Living Memory</p> <p>Taking a look at historical events which have brought the community together.</p> <p><u>-Coronavirus</u> How did Covid-19 impact our community? How did rules change? Did people follow the new rules? Why?</p> <p><u>-The World Wide Web</u> Who was Tim Berners-Lee? How did the invention of the internet change our communities?</p> | <p>-How does time differ in your region compared to the UK? -Does any of your region fall within the Tropics of Cancer/ Capricorn? -What impact does this have on communities?</p> <p>Study of Community in Two Ancient African Civilisations</p> <p>Which civilization had a stronger sense of community? Benin or Ancient Egypt.</p> | <p>-Does any of your region fall within the Tropics of Cancer/ Capricorn? -What impact does this have on communities?</p> <p>Roman Community</p> <p>-How have the following things introduced by the Romans impacted our lives?</p> <p>Roads Food Temples Baths Religion Sport Language Technology of the age</p> | <p>-How does time differ in your region compared to the UK? -Does any of your region fall within the Tropics of Cancer/ Capricorn? -What impact does this have on communities?</p> <p>Community Migration</p> <p>National Geographic https://www.nationalgeographic.org/activity/community-migration-story/#:~:text=The%20person%20may%20have%20emigrated,urban%20area%20or%20vice%20versa.</p> <p>What are push and pull factors? What are the push and pull factors in our community? Why would someone migrate to our community?</p> <p>Main Task: Conduct an interview with a person in the community who migrated.</p> <p>Can we identify the similarities and differences between the migration stories in our community?</p> <p><i>Nepalese community in Maidstone</i></p> | <p>-Are they in the Southern or Northern Hemisphere? -How does time differ in your region compared to the UK? -Does any of your region fall within the Tropics of Cancer/ Capricorn? -What impact does this have on communities?</p> <p>Changes Within Living Memory</p> <p>Taking a look at historical events which have brought the community together.</p> <p><u>-Covid-19</u> How did the coronavirus impact communities around the world?</p> <p><u>-WW2</u> How did communities survive during WW2? <i>War graves</i></p> <p><u>-Current financial crisis</u> Who is supporting the community? Create a page on our school website which highlights all support networks on the local area.</p> <p><u>-The Queen's Death</u></p> |
| SCIENCE | <p>Animals, including humans</p> <p>-What common animals do we share our community with? -What do these animals eat?</p> | <p>Uses for Everyday Materials</p> <p><i>How have the following materials changed our communities?</i></p> <p>Concrete Plastic</p> | <p>Plants</p> <p>https://communigrow.org.uk/</p> <p><i>Trip to 'Communigrow' in Hackney to learn about what they do and how to care for plants.</i></p> | <p>Living Things and Their Habitats</p> <p>-What plants and animals can we find around our school? -How does this change throughout the year? Why?</p> | <p>Living Things and Their Habitats</p> <p>-Develop an understanding of the life cycles of a variety of mammals. -Are all mammal's lifecycles the same? -How do these compare to amphibians, insects and birds?</p> | <p>Evolution and Inheritance</p> <p>-Have living things changed over time? -What happens when dogs crossbreed? -What makes me, me? -What is evolution?</p> |

| | | | | | | |
|--------------------------|---|--|--|--|---|---|
| | <p>-Are they dangerous? Why?</p> <p><i>The Great Animal Hunt</i></p> <p>-What animals can we find around our school?</p> <p>-Find and record</p> <p>-Make pictographs to represent our findings</p> <p>Seasonal Changes</p> <p>-Record weather on a chart at the beginning of each day.</p> <p><i>Evaluate changes at the end of the year.</i></p> | <p><i>Glass Paper Wood</i></p> <p>Investigation: We need a material to fulfil a purpose. It needs to be strong. Test the materials discussed to see which is the most appropriate.</p> <p>-Can we manipulate materials to change their properties (bending, folding, twisting, etc...)?</p> | <p>-What do plants need to grow?</p> <p>-What is the lifecycle of a flowering plant?</p> <p>-What are the different parts of flowering plants and their functions?</p> <p>-How is water transported within plants?</p> <p>_____</p> <p>Veg Box – 20/20 estate https://www.kentvegbox.com/ Maybe subscribe for the year in order to get a good understanding of seasonality</p> <p>Brogdale research centre (apples, pears, cherries) https://brogdalecollections.org/</p> | <p>How can these living things be grouped?</p> <p>-Do animals live in social groups?</p> <p>-Are animals community driven?</p> | | <p>-Who was Charles Darwin?</p> <p><i>Visit: Darwin House</i> <i>Book: The Peppered Moth</i></p> |
| <p>ART AND DT</p> | <p>Art</p> <p>Self and family portraits inspired by Pablo Picasso.</p>  | <p>DT</p> <p>Let's Break Bread</p> <p>-How do we make bread?</p> <p>-Where does flour come from?</p> <p>-How did different civilisations grind their grain to make flour?</p> <p>-Why was wheat so important to so many different communities?</p> <p>What is a quern stone?</p> <p>Project</p> <p>Let's make our own rotary quern.</p> <p>Children design their rotary quern stones based on what they have learnt. Children then make their rotary quern from clay. The class decides upon their favourite and it is made by the class out of concrete. We use the quern to grind grain (do not eat).</p> | <p>Art</p> <p>Looking at the work of contemporary artist, Kelechi Nwaneri.</p> <p>Discussing and evaluating art inspired by African culture.</p>  | <p>Art</p> <p>Exploring the work of Syman Kaye</p>  <p>Creating our own farmyard animal artwork inspired by Syman Kaye's work.</p> | <p>DT</p> <p>Food</p> <p>-How does food bring communities together?</p> <p>-How has immigration changed the food we eat?</p> <p>Project: Organise a 'food fair' in order to celebrate diversity in the community.</p> <p><i>Create our own Palace Wood dish</i></p> | <p>Buildings</p> <p>How have residential buildings changed over time?</p> <p><i>Exhibition</i></p> <p>Children to build create an exhibition to demonstrate how houses in the UK have change over the past 100 years.</p> <p>https://construction-update.co.uk/2020/01/30/how-houses-have-changed-over-the-past-100-years/</p> |

| | | | | | | |
|---|---|--|--|--|---|--|
| MUSIC | | <p>Ethnomusicology</p> <p>A study of music from Celtic culture</p> <p>Create our own music inspired by Celtic communities</p> | <p>Ethnomusicology</p> <p>A study of music from African culture</p> <p>Create our own music inspired by African communities</p> <p>Charity: Music Action International http://www.musicaction.org/rhythm-voices-of-freedom-skill-sharing-in-freetown-sierra-leone/</p> | <p>Ethnomusicology</p> <p>A study of music from Chinese culture</p> <p>Create our own music inspired by Chinese communities</p> | <p>Ethnomusicology</p> <p>A study of music from Arabic culture</p> <p>Looking into the power of music. How does music make the world a better place?</p> <p>Charity: Sounds of Change https://www.soundsofchange.org/</p> | <p>Ethnomusicology</p> <p>A study of music from Indian culture</p> <p>What is the role of music in celebrations such as Diwali?</p> |
| RE | What makes certain places sacred? | What does it mean to belong to a faith community? | Why are festivals important to religious communities? | How do people from religious and non-religious communities celebrate key festivals? | If God is everywhere, why go to a place of worship? | What would we need in our community to make all religions feel that they are welcome? |
| <p>PROJECT WEEK</p> <p>EACH YEAR GROUP TO STUDY TWO DIFFERENT COUNTRIES, IDENTIFY THEIR COMMUNITIES AND PRESENT THEIR FINDINGS</p> |  |  |  |  |  |  |