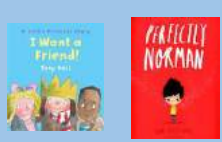


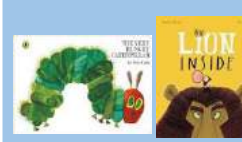




Nursery

Transdisciplinary Theme	Who We Are	How we Express Ourselves	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	I am unique and I change and develop as I grow	Fantasy characters are an opportunity to express our personalities.	People around us help shape who we are.	Living things in our care share the same basic needs.	There are different places and environments close to us and each has different features.	The way we behave affects others.
Lines of Inquiry	What makes us special? What things do we enjoy? How can we cope with changes? How have I changed?	What makes these creatures special? How can we describe these creatures? What would life be like if you were a...? Is that character real?	Who are the people who help us? What impact do people have on our community? What resources do people need to help our community? What do people do to help us? What do we want to do when we grow up?	Where can I find different animals? How can I help look after animals? What do animals need to be happy and healthy?	What places are there around me? What can we do in different places? What can we learn about each place? What is the same or different about this place?	Do people always make the right choices What similarities are there between different traditional tales How do we know what the right choice is?
Key Concepts	Form, Perspective, Connection	Form, connection, reflection	Connection, Responsibility, Change	Connection, Responsibility, Causation	Function, Connection, Form	Responsibility, Form, Perspective
Approaches to Learning	Social skills Communication skills Self-management skills	Social skills	Communication skills Self-management skills	Research skills Self management skills	Research Skills	Thinking skills Social skills
Core Text						
Action	Pupils will be able to take action to keep themselves and others safe, healthy and happy at school	We can explore our favourite characters and talk about what is special to us.	Children will learn how to keep themselves safe outside of school and aware of the community around them.	Children will understand that their actions can impact on animals around the world and they will be able to talk about some ways to help them.	Children will learn about places in their local area and the features of these different places.	Children will understand that their actions have consequences on those around them and why they should make good choices.
Global Engagement	We understand that some of our friends come from different cultures and countries.	Understanding the different mythical creatures from different countries.	We all have to work together to make our world and society work.	The small choices and actions we make can have a lasting impact on animals all over the world.	Children will explore features of their local areas and compare them to some areas in different countries.	Learning about different cultures through some fairy tales from other cultures.






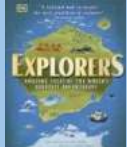
RECEPTION

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Who we are and how we behave can affect others.		Through small changes everyone can make a difference Changes affect the world around us	Superheroes can change the way people live	Our Solar System is part of a larger universe which affects life on Earth	Sharing our ideas and beliefs can influence others.
Lines of Inquiry	Our actions affect others at school What makes a good friend How my behaviour affects others.		Responsibility - I wonder what will happen if we don't look after our planet Causation - I wonder what it is like under the sea Perspective - I wonder why it is important to look after living things Change - Plants and animals change Connection - How plants and animals are important for humans Perspective - Why it is important to look after living things	Perspective: I wonder why there are consequences to our actions. Function: I wonder how we can help others. Responsibility: I wonder why it is good to do the right thing.	Form: I wonder what it is like in space. Connection: I wonder how the Earth is affected by space. Responsibility: I wonder how we can look after our planet.	I wonder why the characters in the books behave in the way they do. I wonder how our decisions and choices affect others. I wonder why it is important to think about how others feel.
Key Concepts	Form, perspective, connection		Responsibility, causation, perspective Change, connection, perspective	Perspective, Function, responsibility	Form, connection, responsibility	Perspective, connection, reflection
Approaches to Learning	Social skills Communication skills Self-management skills		Thinking skills Communication skills Research skills Thinking skills Research skills Self-Management skills	Thinking skills Social skills Self-management skills	Thinking skills Communication skills Research skills	Thinking skills Social skills Communication skills
Core Text	The Colour Monster, Elmer 		Commotion in the Ocean Jasper's Beanstalk, A Tadpole's Promise 	Supertato, Superworm 	The Way Back Home, How to Catch a Star 	Jack and the Beanstalk, The Three Little Pigs, Goldilocks and the Three Bears, The Gingerbread Man 
Action	Pupils will be able to take action to keep themselves and others safe, healthy and			Children will develop an understanding of the roles of others in the community	To enable and support children to build relationships with others.	To be able to know that their actions have consequences that affect the

YEAR ONE - CHAFFINCH/GOLDFINCH

Transdisciplinary Theme	Who We Are	How we express ourselves	Where we are in place and time	How We Organise Ourselves	Sharing the planet	How the world works
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	I am part of a community	I am part of a community	The world may be older than humans.	The world may be older than humans.	Humans and their actions have an impact on the oceans.	Plants are a life-sustaining resource for us and other living things.
Lines of Inquiry	<p>I can impact positively on my local area.</p> <p>The community has changed over time.</p> <p>Community roles and responsibilities.</p>	<p>I can impact positively on my local area.</p> <p>The community has changed over time.</p> <p>Community roles and responsibilities.</p>	<p>Artefacts tell us about the past.</p> <p>Historical figures impact our lives</p> <p>Historical events happen in different eras</p>	<p>Artefacts tell us about the past.</p> <p>Historical figures impact our lives</p> <p>Historical events happen in different eras</p>	<p>We have a direct effect on our environment.</p> <p>Plastic pollution is a danger to sea creatures.</p> <p>I have a responsibility to my planet.</p>	<p>Plants require different conditions to grow.</p> <p>Living things need different things to survive.</p> <p>Farming plays a part in our food chain.</p>
Key Concepts	Responsibility Function Perspective	Responsibility Function Perspective	Causation Change Reflection	Causation Change Reflection	Connection Causation Responsibility	Form Function Change
Approaches to Learning	Thinking skills Social skills Research skills Communication skill	Thinking skills Social skills Research skills Communication skill	Thinking skills Self-management skills Research skills	Thinking skills Self-management skills Research skills	Thinking skills Research skills Self-management skills	Social skills Communication skills Research skills
Core Text	The Works - poems about senses 	The Jolly Postman 	The girl and the dinosaur 	The Dinosaur Department Store 	We Are Water Protectors 	My friend earth 

YEAR TWO - DOVE/JAY

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	The choices we make affect our health and wellbeing.	Explorations lead to discoveries, opportunities and new understanding.	Humans and their actions have an impact on the planet.	Organisations exist to assist our community.	Discoveries and understanding of natural processes allow humans to innovate.	Festivals and celebrations reflect the beliefs, values, human spirit and heritage of a culture.
Lines of Inquiry	Requirements we need to maintain a healthy mind and body Strategies to help ourselves and others How we can help people in poverty	Discoveries have a positive effect Exploration impacted on the modern world Our actions influence the wider world Our discoveries and understanding made the world more accessible	How does pollution affect the environment Can our actions make a difference Understanding that actions have consequences	The purpose of an organisation How organisations work to help communities Our responsibility within our community Are all jobs important	What are natural processes How have humans used natural forces and processes to innovate How have living conditions changed over time	Characteristics of a culture Similarities and differences of celebrations around the world
Key Concepts	Connection Responsibility Function	Form Perspective	Responsibility Causation Changing	Form Connection Function Causation	Form Connection Function	Perspective Connection Responsibility Changing
Approaches to Learning	Social Communication Self management	Thinking Communication Self management.	Thinking Communication research	Social Communication Self management	Thinking Social Communication Research	Social Communication research
Core Text	Funny bones What if tree 	Let's celebrat festivals The jolly christmas postman 	Captain Abdul's pirate school Living on a pirate ship 	The paper bag princess The dragon machine 	The magic paintbrush Maybe something beautiful 	Explorers Big dreams-Neil Armstrong 
Action	To know how to keep healthy and safe to gain an understanding about actions and their consequences and to develop strategies around resolving conflict.	To understand how our actions can support environmental change.	To develop own understanding around responsibility and to encourage others to think responsibility about litter and plastic pollution.	To understand that we need to work together with organisations to ensure our community is a safe place.	To understand how humans develop and innovate overtime according to need.	To understand that people live differently either through choice or circumstance
Global Engagement	Good health and well being.	Zero hunger	Life below water	Sustainable cities and communities	Clean water and sanitation	No poverty
Interleaving Subjects	Science	Art Geography	History Geography	DT Art	Geography Art	Science History

YEAR THREE - Magpies & Blackbird

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Cultures and communities share ideas, knowledge and spiritual beliefs through stories and art.	Refugees have a story to tell.	Human activity affects ocean environments.	Individual and group actions may make a difference to our society.	Shelter is a basic human right.	An artist's work is shaped by the events of their life.
Lines of Inquiry	Spiritual beliefs are conveyed via a community's folklore. There are signs of past cultures all around us.	Life in a refugee camp. Where in the world? A refugee's journey.	The main causes of pollution in the oceans. We can lessen our effect on the ocean.	Actions taken to make change. Change driven by individuals.	The rights we have as children. Methods for constructing basic shelters. Design and construction of emergency shelters.	The experience of the artist informs their art. Exploring an art work. The production of paper.
Key Concepts	Perspective, Causation, Connection	Form, Causation, Connection, Perspective	Responsibility, Perspective, Causation	Responsibility, Causation, reflection	Form, Function, reflection	Form, Change, Connection, Perspective
Approaches to Learning	Thinking skills Communication skills Research skills	Thinking skills Social skills Research skills	Thinking skills Communication skills Research skills	Social skills Communication skills	Social skills Communication skills Self-management skills	Thinking skills Communication skills Research skills
Core Text	Always, Clementine. 	The Day War Came The Journey 	Kids Vs. Plastic 	Malala's Magic Pencil 	Stone Age Boy 	Degas and the Little Dancer Camille and the Sunflowers 
Action	Pupils will create their own examples of	Pupils will create art based on our	Children will take part in a beach clean,		The children will design an emergency	Pupils will create their own 'mini gallery'.




YEAR FOUR - Swift & Kestrel

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Different cultures may celebrate things in a variety of ways.	The Vikings influence may have travelled far.	Animals' habitats change over time due to climate change.	The Cycle of all living things may have a huge impact on the way we live our lives.	The Roman Empire may have had significant impact on the British system.	The Ancient Egyptians may have developed ideas way ahead of their time.
Lines of Inquiry	There are a variety of cultures in the world Celebrations may differ from each other There are many ways to celebrate	Beliefs and rituals. Invasions and settlements Laws and justice	Animals live in many different habitats and biomes. Global warming causes changes in different biomes. Changes can be made by me to impact global warming.	Animals have a life cycle that they all go through. Photosynthesis is important to our ecosystem. Animals are used to sustain our daily lives.	Life in the Roman army. Roman Empire religion. The impact of Roman inventions on our daily lives.	Ancient Egyptian Inventions are important in your daily lives. Ancient Egyptian Gods. Hieroglyphs can help us understand Ancient Egyptian lives.
Key Concepts	Form, connection, causation	Causation and perspective .	Change, responsibility and reflection.	Connection and function	Change, connection, reflection.	Form and connection
Approaches to Learning	Communication skills Research skills	Communication skills Research skills	Communication skills Research skills	Thinking skills Communication skills Research skills	Communication skills Social skills Research skills	Research skills Communication skills Thinking skills
Core Text						
Action	Children will develop an understanding of different cultures and how different cultures celebrate religious times in the calendar.	Children will understand how settlers can have a positive impact on a society.	Children will develop an understanding of our impact on climate change and the effect it has on animals. The children will develop plans to help fight climate change	Learning about the cycle of all living things can help students to understand the importance of preserving and protecting the environment.	Children will develop an understanding of the Roman Empire and how it might have impacted on the British system.	Learning about the Ancient Egyptians can help students to understand Egyptian interventions and ideas which were ahead of their time.
Global Engagement	Quality Education Reduced inequalities Peace Justice and strong institutions	10 - Reduced inequalities 11 = Sustainable cities and communities 16 - Peace, justice and strong institutions.	14 - Life in Water 15 - Life on Land 13 - Climate Action	SDGs - 11, 12 and 15	14 - Life in Water 15 - Life on Land	Reduced inequalities Peace Justice and strong institutions

YEAR FIVE - NIGHTINGALE

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	The Anglo-Saxon invasion of Britain may still be having an impact on Britain today	Many Victorian traditions may shape how we live today.	The Industrial Revolution may have caused the start of climate change.	Past civilizations may have organised themselves in a way that has influenced modern politics	Our position in the Solar System may be responsible for life on Earth.	Anglo-Saxon fashion can be seen in many of today's designs
Lines of Inquiry	Who the Anglo-Saxons were. How the Anglo-Saxons changed Britain. What life was like for a Victorian. The Anglo-Saxon invasion.	Who Queen Victoria was and why she was important to the Victorians. What life was like for a Victorian. Some traditions from the Victorian era are still followed today	How the Industrial Revolution changed the world. The Industrial Revolution impacted on climate change. The fuels used in the Industrial Revolution are regarded as problematic today.	Who the Mayans and the Incas were. How the Mayans and the Incas organised their governments. Modern day governments that have been influenced by the Mayans and the Incas.	The solar system and its planetary bodies. How our knowledge of space has changed throughout history. Earth compared to the other planets.	What clothes Anglo-Saxons wore. Why Anglo-Saxons used the materials and designs that they did. Which designs today can be traced back to Anglo-Saxon roots.
Key Concepts	Form Connection	Perspective Causation	Causation Changing	Responsibility Connection	Reflection Function	Responsibility Changing
Approaches to Learning	Research Skills Social Skills	Social Skills Self- Management Skills	Thinking Skills Research Skills	Thinking Skills Communication Skills	Research Skills Social Skills	Self-Management Skills Communication Skills
Core Text	 Anglo-Saxon Boy	 A Christmas Carol	 Young Sherlock - Death Cloud	 Phoenix	 Phoenix	 Anglo-Saxon Boy
Action	To be able to explain how the Anglo-Saxons came to invade Britain.	To carry out a variety of Victorian traditions in class in order to be able to demonstrate them to their families and explain the background of the traditions.	To recognise the impact of the Industrial Revolution on their life today	To use what they learn when they are old enough to vote for an elected official.	To be able to recognise and find some constellations in the night sky when stargazing.	To be able to sew a button on to clothing and carry out small repairs.
Global Engagement	Sustainable cities and communities (11)	Quality education (5)	Industry, innovation and infrastructure (9)	Peace, justice and strong institutions. (16)	Responsible production and consumption (12)	Good health and wellbeing (3)

YEAR SIX - Osprey & Hawk

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	External influences can impact on the choices people make.	Throughout history ignoring evil acts may have contributed to their impact.	The needs of organisms are met through their interdependence within an environment.	The treatment of others can lead to people suffering unnecessarily.	The local environment may impact the quality of our lives.	We communicate in a variety of ways to effectively share our experiences and knowledge of the world.
Lines of Inquiry	Beliefs and values can influence behaviours. The beliefs and values held can impact others. Beliefs and values can evolve and change over time.	The beliefs and actions of leaders can lead to war and hostility. War has far reach effects, changing countries, communities and the lives of individuals. Different beliefs, values and religions can shape and influence war.	Earth's resources. The impact of people's choice on the environment. The importance of sustainable practices	The function of the witch trials in salem. The relationship between the Salem witch trials and the treatment of women. The evidence used to justify the treatment of 'witches'. Changes can be brought about by suffering.	The reasons for an environmental change are varied and complex. The local environment has changed and had an impact on the way we live. Citizens have a role to play in improving and maintaining their environment.	The different ways we communicate. Delivering messages and receiving them. The role of the arts when expressing ideas, beliefs, thoughts and values.
Key Concepts	Connection, perspective, responsibility	Causation, connection, perspective	Form, causation, responsibility	Function, perspective, change, connection and causation	Change, causation and responsibility	Communication, reflection, connection and perspective
Approaches to Learning	Self-management skills Communication skills Thinking skills	Research skills Thinking skills Social skills	Thinking skills Reading skills Self-management skills	Social skills Research skills Thinking skills Communication skills	Thinking skills, Research skills Research skills	Communication skills Thinking skills Self-management skills
Core Text						
Action	Create a reflective journal to consider emotions, feelings and behaviors	Advocacy - To create an art gallery with informative information, relating to war and the impact on human lives.	Participation - litter picking around immediate school area. Advocacy- create a infographic to promote	Social Justice - To create a campaign advert centred around how we treat others.	Advocacy - create poster/leaflets to identify how to look after the environment.	Social Justice Advocacy - Create a photo gallery or art gallery to share and express an idea or