



Sacred Heart RC Primary School

'Where Every Heart is Sacred'

Class 7 and 8 Curriculum Overview Year 2019-2020

| Term/Topic | Sacred Heart Special | Maths and PFEQ | Literacy | Reading | History | Geography | Art | DT | Computing | Science | PSHE | RE and Caritas | Music | PE | MFL |
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| Autumn 1 Family and Community | Marriage & family should be supported and strengthened. Society needs to be fit for families to grow and develop in. | Place value Decimals Add & Sub probs Angles Perimeter Sats Mental mult & div | Non Chron – A Sax Letter – A Makin Family values Biographies – A Sax Trad Tales – A Sax | Alice Makin How do families in the 1940s compare with families today? | Anglo-Saxons Hierarchy and structure of Anglo-Saxon society and families. Were Anglo-Saxon families able to grow and develop and be socially mobile? | | | Food & Farming (Year 5) Cooking sessions Healthy eating. Anglo-Saxons Games (Mechanisms, levers, wheels and axles.) What games do I play with my family? | Communicating on the internet. How the internet has evolved. How the internet aids collaboration. How is the internet starting to alter the ways family communicate? Is this a positive thing? | Evolution & Inheritance Fossils, adaptation and living things producing offspring. Am I identical to my family members? How has my community adapted to the environment around us? | Relationships How to maintain physical, mental and emotional wellbeing through relationships. Relationships with my family & community. | 1. Loving 2. Vocation & Commitment Family & the Community | Music my parents listen to. Relationships with my family. | Team Games How can I work successfully with those around me? | Repaso Year 5 |
| Autumn 2 Dignity of The Human Person | Everyone's life and dignity must be respected and supported. As a school we must enhance the life and dignity of the human person. | Div Div problems Multiplication Mult probs Div & Mult Time Fractions | Argument – J to Jo'burg equality S Africa Explanation – Rainforests Adventure – Rainforest adventure News Reports - Expedition | Journey to Jo'burg Is it fair to treat sections of society as second class people? | Types of Settlement & Land Use: Changes of Village life in South America Impact on local population & traditions. Has their dignity been respected and supported? | | Diego Rivera & Frieda Khalo The power of art for social change. (Murals) Art can enhance the life and dignity of those on the margins of society. | | StoryBoardThat Social stories based on the erosion of someone's traditional life in South America. Has their dignity been respected and supported? | Animals including humans Circulation, diet, exercise. How we gain nutrients and water. How do I look after the body God gave me? | Healthy Me How to maintain physical, mental and emotional wellbeing through life choices. How do I look after the body God gave me? | 3. Expectations 4. Sources Dignity of the Human Person Solidarity and the Common Good. | Choral music How do I use the voice that God has given me? | Fitness Training How can exercise help me look after the body God gave me? | Navidad (Christmas) |
| Spring 1 Dignity of Work | Work gives dignity to life and must be carried out in such a way that the basic rights of workers are respected. The economy must be a means to an end not the end goal. | Fractions x2 Decimals x2 Percentages x2 | Letter – Danny Non Chron – hat industry Poetry – Work related poems | Danny, Champion of the World How does Danny support his father in the garage? Are practical skills equal in value to qualifications? | Local Study – The Hat Industry in Stockport. Were the basic rights of workers met? (Arsenic poisoning, general working conditions.) | | L.S Lowry Art that portrays working people of Manchester. Art can draw attention to the value of work. | Hat Making Designing, textiles, cutting, shaping, joining and finishing. What satisfaction do I gain from planning and producing an item of clothing? | Digital Literacy and Citizenship ☑(Safer Internet Day Tuesday 5 th February) | Electricity Circuits and symbols. How has electricity improved the working live of individuals in Manchester. (Safety – following on from industrial revolution) | Looking after me How to maintain physical, mental and emotional wellbeing. The importance of being an active member of society. | 5. Unity Dignity of Work | Working chants Cornish fisherman Welsh male voice choirs Music as an important part of work which helps to build communities. | Gymnastics Hard work pays off. Striving to be the best we can be. | Quiero ser... (I want to be) |
| Spring 2 Option for the Poor and Vulnerable | Respond to the cries of the poor and put their needs first. This preferential option must be seen in action in our daily lives | Stats Measure Converting units Perimeter Volume Geometry Shapes | Recount – Haiti earthquake helping homeless Explanation – how to survive on a desert island Traditional tales – Far East | Kensuke's Kingdom What are the important things in life? Are material things as important as we make them seem? | | Earthquakes Fukushima Nuclear Disaster Boxing Day Tsunami Haiti Earthquake How do we support the poor and vulnerable following these disasters? | | | Sketchup Design an earthquake proof community centre. How can I make my building accessible to all and able to protect the most vulnerable? | Light Shadows, light sources and reflection. How does Jesus bring light in the lives of the poor and vulnerable? | Celebrating difference Anti-bullying (cyber and bullying included) and diversity. Looking after our fellow human beings, no matter the differences. | 6. Death & new life 7. Witnesses Option for the Poor and Vulnerable. | Making instruments How people can access music despite lack of resources. | Dance Dancing is free. No equipment required. Orienteering Could I survive without my technology. | Cultura hispana (Hispanic culture) |
| Summer 1 Stewardship | We are responsible and accountable to God as stewards of the earth. We must look after it for future generations. | Position & Direction Time Fractions Decimals Percentages | Myths – A Monster Calls NC Report – Sustainable energy production Fantasy – A Monster Calls | A Monster Calls The Yew represents ancient nature. As generations come and go, what remains constant in nature? Are we allowing nature to survive? | | Power Production in Europe. Comparison of energy production in Europe. Eg Scandanvian Model v Fossil Fuels. Is energy production sustainable and clean enough for future generations? | Graffiti (Banksy) Study of local graffiti. Invite an artist into school. Does graffiti enhance and beautify God's world or is it purely vandalism? | Props for production Designing, textiles, cutting, shaping, joining and finishing Caring for the environment by reusing materials to make props for the production. | Scratch Environmental game. Positives and negatives of energy production correspond to positive and negative point scoring. How do we plan to avoid making environmental mistakes? | Living things & habitats Life cycle and classification of animals. Duty to look after the earth and the animals that inhabit it, preserving them for future generations. | Growing and changing Journey in love. All of God's creatures go through changes. | 8. Healing Stewardship | Environmentally focused songs. Songs and musical events as a source for change. How songs can be used | Racket Sports History of equipment in racket sports. Have racket sports become more or less environmentally friendly. How can I make my equipment last longer? | En vacaciones (On holidays) |

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| Summer 2 Rights and Responsibilities | Everyone has the right to food, healthcare, housing, education and employment. We all need to strive and secure these rights for others, both locally and globally | Angles Mult & div probs Volume Fractions Consolidation | Myths – Viking Play scripts - Viking Boy Slavery in Viking times Poetry – Epic – Viking Boy | <u>Viking Boy</u> Slavery in Viking times and people's rights to be free. | <u>Vikings & Normans</u> How was Viking and Norman society organized? Did this meet the needs of all the population? | | | <u>Food & Farming (Year 6)</u> Cooking sessions at Reddish Vale. Healthy eating. | <u>Key skills – excel</u> Managing Manchester Council's budget. How can I ensure everyone's rights and needs are met fairly within a budget? | | <u>Being Me</u> Understanding my place in the class, school and global community. My right to be me. | 9. Common Good Rights and responsibilities | <u>Protest songs</u> Songs that bring change. The power of music to ensure everyone gets their rights. | <u>Athletics</u> Right of everyone to compete at their own level. | <u>Tiempo, hora, lugares.</u> <u>(Weather, time, places)</u> |

Sacred Heart Drivers

Aut 1

Family & Community Human person is Sacred and Social. How society is organized has a direct impact on the dignity and growth of every person and community. Marriage and family should be supported and strengthened. We must all work to build up the common good for all. Society needs to be fit for families to grow and develop in.

Aut 2

Dignity of the human person – Every Human Person is created in the image and likeness of God. Therefore everyone's life and dignity must be respected and supported from conception to end of their natural life. As a school we must enhance the life and dignity of the human person.

Spring 1

Dignity of work – Work is a way in which we continue to participate in God's creation. Work gives dignity to live and must be carried out in such a way that the basic rights of workers are respected. Everyone has the right to productive work, fair and liveable wages and to organize and join a union. The economy must be conducted so that it serves the needs of the people. Means to an end not the end goal.

Spring 2

Option for the poor and vulnerable – Society is judged on how it cares for and stands for the poor and vulnerable, our brothers and sisters. In scripture God has a special concern for the oppressed, poor and vulnerable. The church calls us to respond to the cries of the poor and put their needs first. This preferential option must be seen in action in our daily lives.

Summer 1

Stewardship – The word that God created has been entrusted to everyone. We are responsible and accountable to God as stewards of the earth. The world has been given to us as a gift to enjoy and care for so that future generations can enjoy it to. It is in caring for creation that we show our love and respect for its creator.

Summer 2

Rights & responsibilities – Every person has a fundamental right to live it is the right that makes all other rights possible. Everyone has the right to food, healthcare, housing, education and employment. We all need to strive and secure these rights for others, both locally and globally.