



**Sacred Heart RC Primary School**

**'Where Every Heart is Sacred'**

**Class 7 & 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
<b>Autumn 1</b>  <b>Family and Community</b>	<b>Marriage &amp; family should be supported and strengthened. Society needs to be fit for families to grow and develop in.</b>	Place value Decimals Add & Sub probs Angles Perimeter Sats Mental mult & div	Fiction Epic Poem Fiction Des Story - Matilda Non-Fiction Per Letter - A Makin <b>Family values</b> Non-Fiction NC report - Anglo Saxons	<b>Alice Makin</b> <b>How do families in the 1940s compare with families today?</b>	<b>Anglo-Saxons</b> Hierarchy and structure of Anglo-Saxon society and families. <b>Were Anglo-Saxon families able to grow and develop and be socially mobile?</b>			<b>Food &amp; Farming (Year 5)</b> Cooking sessions Healthy eating.  <b>Anglo-Saxons Games</b> (Mechanisms, levers, wheels and axles.) <b>What games do I play with my family?</b>	<b>Communicating on the internet.</b> How the internet has evolved. How the internet aids collaboration. <b>How is the internet starting to alter the ways family communicate? Is this a positive thing?</b>	<b>Evolution &amp; Inheritance</b> Fossils, adaptation and living things producing offspring. <b>Am I identical to my family members? How has my community adapted to the environment around us?</b>	<b>Relationships</b> How to maintain physical, mental and emotional wellbeing through relationships.  <b>Relationships with my family &amp; community.</b>	1. Loving 2. Vocation & Commitment  Family & the Community	<b>Music my parents listen to.</b>  <b>Relationships with my family.</b>	<b>Team Games</b>  <b>How can I work successfully with those around me?</b>	<b>Repaso Year 5</b>
<b>Autumn 2</b>  <b>Dignity of The Human Person</b>	<b>Everyone's life and dignity must be respected and supported. As a school we must enhance the life and dignity of the human person.</b>	Div Div problems Multiplication Mult probs Div & Mult Time Fractions	Fiction Mexican Traditional Tale Non- Fiction News Report The Mexican Wall Argument - <b>Equality in Jo'burg</b> Poetry Linked to Mexico	<b>Journey to Jo'burg</b> <b>Is it fair to treat sections of society as second class people?</b>		<b>Types of Settlement &amp; Land Use: Mexico</b> Impact on local population & traditions. <b>Has their dignity been respected and supported?</b>	<b>Diego Rivera &amp; Frieda Khalo</b> The power of art for social change. (Murals)  <b>Art can enhance the life and dignity of those on the margins of society.</b>		<b>StoryBoardThat</b> Social stories based on the erosion of someone's traditional life in South America. <b>Has their dignity been respected and supported?</b>	<b>Animals including humans</b> Circulation, diet, exercise. How we gain nutrients and water. <b>How do I look after the body God gave me?</b>	<b>Healthy Me</b> How to maintain physical, mental and emotional wellbeing through life choices.  <b>How do I look after the body God gave me?</b>	3. Expectations 4. Sources  Dignity of the Human Person Solidarity and the Common Good.	<b>Choral music</b>  <b>How do I use the voice that God has given me?</b>	<b>Fitness Training</b>  <b>How can exercise help me look after the body God gave me?</b>	<b>Navidad (Christmas)</b>
<b>Spring 1</b>  <b>Dignity of Work</b>	<b>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.</b>	Fractions x2 Decimals x2 Percentages x2	Non-Fiction Letter Writing WW1 Fiction Poetry War Poems - <b>Is war necessary work?</b> Fiction Diary Entry	<b>Danny, Champion of the World</b> <b>How does Danny support his father in the garage? Are practical skills equal in value to qualifications?</b>	<b>WW1</b> <b>Is the work of war sometimes necessary?</b>			<b>Satchel Making</b> Designing, textiles, cutting, shaping, joining and finishing.  <b>What satisfaction do I gain from planning and producing an item of luggage?</b>	<b>Digital Literacy and Citizenship</b> ☑(Safer Internet Day Tuesday 5 <sup>th</sup> February)	<b>Electricity</b> Circuits and symbols. <b>How has electricity improved the working live of individuals in Manchester. (Safety – following on from industrial revolution)</b>	<b>Looking after me</b> How to maintain physical, mental and emotional wellbeing.  <b>The importance of being an active member of society.</b>	5. Unity  Dignity of Work	<b>Working chants</b> Cornish fisherman Welsh male voice choirs  <b>Music as an important part of work which helps to build communities.</b>	<b>Gymnastics</b>  <b>Hard work pays off. Striving to be the best we can be.</b>	<b>Quiero ser... (I want to be)</b>
<b>Spring 2</b>  <b>Option for the Poor and Vulnerable</b>	<b>Respond to the cries of the poor and put their needs first. This preferential option must be seen in action in our daily lives</b>	Stats Measure Converting units Perimeter Volume Geometry Shapes	Non-Fiction Discussion Fracking Non-Fiction Explanation- Earthquakes – <b>How do the poorest in society suffer in an earthquake?</b> Fiction Narrative with flashback -Kensuke's Kingdom	<b>Kensuke's Kingdom</b> <b>What are the important things in life? Are material things as important as we make them seem?</b>		<b>Earthquakes</b> Fukushima Nuclear Disaster Boxing Day Tsunami Haiti Earthquake <b>How do we support the poor and vulnerable following these disasters?</b>	<b>Henry Moore &amp; Lowery</b> Art that portrays vulnerable people of Manchester.  <b>Art can draw attention to the vulnerable.</b>		<b>Sketchup</b> Design an earthquake proof community centre. <b>How can I make my building accessible to all and able to protect the most vulnerable?</b>	<b>Light</b> Shadows, light sources and reflection. <b>How does Jesus bring light in the lives of the poor and vulnerable?</b>	<b>Celebrating difference</b> Anti-bullying (cyber and bullying included) and diversity. <b>Looking after our fellow human beings, no matter the differences.</b>	6. Death & new life 7. Witnesses  Option for the Poor and Vulnerable.	<b>Making instruments</b> <b>How people can access music despite lack of resources.</b>	<b>Dance</b> Dancing is free. No equipment required.  <b>Orienteering</b> Could I survive without my technology.	<b>Cultura hispana (Hispanic culture)</b>
<b>Summer 1</b>  <b>Stewardship</b>	<b>We are responsible and accountable to God as stewards of the earth. We must look after it for future generations.</b>	Position & Direction Time Fractions Decimals Percentages	Non-Fiction Report-Science wildlife - <b>How do we look after wildlife?</b> Fiction Narrative- Monster Calls Fiction/Thriller	<b>A Monster Calls</b> <b>The Yew represents ancient nature. As generations come and go, what remains constant in nature? Are we allowing nature to survive?</b>	<b>Local study –</b> housing in Manchester 1800 – 2020 <b>Have we changed the environment for the better?</b>		<b>Graffiti (Banksy)</b> Study of local graffiti. Invite an artist into school.  <b>Does graffiti enhance and beautify God's world or is it purely vandalism?</b>	<b>Props for production</b> Designing, textiles, cutting, shaping, joining and finishing  <b>Caring for the environment by reusing materials to make props for the production.</b>	<b>Scratch</b> Environmental game. Positives and negatives of energy production correspond to positive and negative point scoring. <b>How do we plan to avoid making environmental mistakes?</b>	<b>Living things &amp; habitats</b> Life cycle and classification of animals. <b>Duty to look after the earth and the animals that inhabit it, preserving them for future generations.</b>	<b>Growing and changing</b> Journey in love. <b>All of God's creatures go through changes.</b>	8. Healing  Stewardship	<b>Environmentally focused songs.</b> Songs and musical events as a source for change. <b>How songs can be used</b>	<b>Racket Sports</b> History of equipment in racket sports. <b>Have racket sports become more or less environmentally friendly. How can I make my equipment last longer?</b>	<b>En vacaciones (On holidays)</b>

													to ensure we are effective stewards.		
<b>Summer 2 Rights and Responsibilities</b>	<b>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</b>	Angles Mult & div probs Volume Fractions Consolidation	Fiction Viking Boy story Non-Fiction Auto-biography Non -Fiction Letter – CARITAS rights and responsibilities. Letter to councilor	<b>Viking Boy Slavery in Viking times and people's rights to be free.</b>		<b>Power Production in Europe.</b> Comparison of energy production in Europe. Eg Scandanvian Model v Fossil Fuels. <b>Is energy production sustainable and clean enough for future generations?</b>		<b>Food &amp; Farming (Year 6)</b> Cooking sessions at Reddish Vale. Healthy eating.	<b>Key skills – excel</b> Managing Manchester Council's budget. <b>How can I ensure everyone's rights and needs are met fairly within a budget?</b>		<b>Being Me</b> Understanding my place in the class, school and global community. <b>My right to be me.</b>	9. Common Good Rights and responsibilities	<b>Protest songs</b> Songs that bring change. <b>The power of music to ensure everyone gets their rights.</b>	<b>Athletics</b> <b>Right of everyone to compete at their own level.</b>	<b>Tiempo, hora, lugares. (Weather, time, places)</b>

## **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 world 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.