

## DOOR 2 – THE WORLD

<b>English</b> <ul style="list-style-type: none"> <li>i. Read about people and places from around the world including a focus on current events, diversity, other cultures and religions.</li> <li>ii. Write in different viewpoints and character roles to develop empathy and understanding of people from all cultures, diversities and background</li> <li>iii. Debate, discuss and engage with current issues around the world</li> </ul>		<b>Maths</b> <ul style="list-style-type: none"> <li>i. Identifying ways in which Mathematics is used around the world (<i>e.g.</i> in architecture, economics, commerce, trade, work, data &amp; science)</li> <li>ii. Identify key figures in Mathematical history and cultural contributions to Maths (<i>e.g.</i> Archimedes, Katherine Johnson; forms of counting)</li> </ul>	
<b>Geography</b> <ul style="list-style-type: none"> <li>i. Develop knowledge of countries, cultures and peoples from around the world (identifying similarities and differences; using common skills to explore people groups, geographical features and landmarks around the world).</li> <li>ii. Develop a knowledge of the Geographical features around the local community of Leyland and contrasting areas.</li> <li>iii. Develop knowledge of place and location.</li> <li>iv. Develop awareness of climate change and how we can respond to it</li> </ul>	<b>Art</b> <ul style="list-style-type: none"> <li>i. Encourage respect for all cultures, and traditions through the Art of each culture, tradition, community and group (local, regional, national and global)</li> <li>ii. Identify places in the world where Artistic styles originated from (and how the Art is related to and expresses the geography and history of the community)</li> <li>iii. Identify ways in which Art is used to reflect and express response to key historical events (<i>e.g.</i> famous people, Black Lives Matter)</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>i. Develop knowledge of people from various periods of time across cultures (identifying similarities and differences; using common skills / procedural knowledge to explore the movement and settlement of people around the world).</li> <li>ii. Enable children to develop a knowledge of the history the local community of Leyland and of wider communities (comparing and contrasting)</li> <li>iii. Enabling children to identify the wider historical context of more specific historical events.</li> </ul>	
<b>Science</b> <ul style="list-style-type: none"> <li>i. Enquire, investigate and question the world around them.</li> <li>ii. Spend time outside exploring and understanding our environment. Look at the impact of humans on our world and how we can play a vital role in protecting our planet</li> <li>iii. Regular trips, residential and visitors in school to get different experiences and perspectives of science in the wider world</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>i. Encourage respect for all cultures through music from around the world / communities</li> <li>ii. Identify places in the world where certain music genres and styles originated from (and how the musical tradition is related to the geography and history of the community)</li> <li>iii. Identify ways in which music is used to reflect and express response to key historical events (<i>e.g.</i> war requiems, folk protest songs etc)</li> </ul>	<b>PSHE</b> <ul style="list-style-type: none"> <li>i. Develop respect and positive attitude towards all cultures.</li> <li>ii. Develop understanding of their community and help them identify their role in building healthy community.</li> <li>iii. Help children grow into reliable, independent and positive and active citizens within a democratic society.</li> <li>iv. Develop British/School values, SMSC in light of the wider world</li> <li>v. Raise awareness of career opportunities linked to the wider world and environment</li> <li>vi. Develop RSHE awareness linked to religion and culture</li> </ul>	
<b>PE</b> <ul style="list-style-type: none"> <li>i. Respond to other cultures through dance/music</li> <li>ii. Appreciate sports &amp; sporting events/'heroes' from around the world</li> </ul>	<b>DT</b> <ul style="list-style-type: none"> <li>i. Understand the positive and negative impact of design/s on the world / environment / people</li> <li>ii. Explore ways in which high-quality design and technology makes an essential contribution to the wider well-being of the world (local and global)</li> <li>iii. Learn about designs and designers from around the world</li> </ul>	<b>MFL (Spanish)</b> <ul style="list-style-type: none"> <li>i. Celebrating Spanish culture, geography &amp; place (including food and traditions)</li> <li>ii. Celebrate notable Spanish figures over the years</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>i. Promote positive attitudes towards other people (cultures, faith and tradition) &amp; their lived experiences</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>i. Develop information research of other cultures using the internet</li> <li>ii. Use computing skills to support studies in the environment and analysing data</li> </ul>			