



## **Primary 'My Community' Teaching and Learning Framework**

The teaching of 'My Community' is a combination of history, geography, citizenship and Religious Education. It will take place within the context of other curriculum areas in addition to a discrete 'My Community' lesson each week. Learning may be linked to the topic or story the pupils are studying that half term, with opportunities to make connections across the curriculum. It will provide the pupils with opportunities to reinforce learning in other areas such as communication, reading, writing, maths and science.

The 'My Community' curriculum aims to provide opportunities for students to be curious about their community, country and world. Students will develop their understanding of the landscape of the world and how it can change, with a particular focus on gaining life skills specific to this area of learning. These include learning how to make observations, ask questions, understanding chronology, understanding bias and developing empathy. Students will develop understanding of climate change and how this impacts on our environment and human life as well as understanding their responsibility to look after and understand the physical and human world in which they live. The Religious Education curriculum follows the recommendations in the Local Agreed Syllabus 'Believing and Belonging'. In addition to the curriculum below, we have an Enrichment curriculum that compliments the pupils' RE curriculum as well as key learning around British Values, Safeguarding and Social Moral Spiritual and Cultural (SMSC).

Pupils will develop their sense of belonging to their community by learning about the religions in their community, learning about the past and the physical and human landscape in the world around them. They will explore how their world has changed over time and they will visit different locations, ensuring that they develop a sense of confidence and safety in different locations.

We have a three year curriculum, allowing opportunities for pupils to revisit and build on prior learning. As our focus is on teaching life skills linked to this subject, we will monitor progress through their EHCP outcomes and in English.

| Cycle One   |  |  |   |  |   |
|---|--|--|---|--|---|
| Autumn 1  |  |  | Autumn 2  |  |   |
| How can we make good choices?<br>How do we celebrate Bonfire Night?   |  |  | How and Why do we care for others?  |  |   |
| Encountering  | Developing   | Enhancing  | Encountering  | Developing   | Enhancing   |
| <p>To follow rules in the classroom.</p> <p>To begin to understand what is right and wrong in their immediate worlds.</p> <p>To learn that good choices often keep us happy and safe.</p> <p>To understand that fireworks are set off during Bonfire night and these can sometimes be loud.</p> <p>To understand that Bonfire Night is celebrated every year.</p> | <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>- What feeling safe and happy means and why this is important.</li> <li>- How we ensure our peers as well as ourselves, feel safe and happy.</li> <li>- Why we have rules and consider the impact of breaking rules. Which rules</li> </ul> | <ul style="list-style-type: none"> <li>- To develop skills in understanding bias by beginning to understand Guy Fawkes as the victim.</li> <li>- To begin to develop a timeline of key events and periods in history.</li> <li>- To explore why Guy Fawkes decided to</li> </ul> | <p>Pupils will learn kind actions such as kind hands and feet, sharing, take turns, kind words.</p> <p>Pupils will be able to identify the key people who care for them in their lives.</p> <p>Pupils will take part in key caring events such as Children in Need and Anti-Bullying week.</p> <p>Pupils will access, through a sensory approach, key Christian parables.</p> | <ul style="list-style-type: none"> <li>- To be able to identify people they care about and who care for them.</li> <li>- To consider ways in which we can show we care for others, both personally and through national events such as Children in Need. Anti-Bullying week or by respecting the festivals of</li> </ul> | <p>Pupils will carry out their own research regarding how celebrating a chosen festival has changed over time.</p> <p>Pupils will know the names of the key books associated with each religion.</p> <p>Pupils will be able to compare and contrast different time periods and be able to give reasons for changes over time.</p> |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <p>To begin to explore the excitement of Bonfire Night through the sensory exploration of light, colour and sound.</p> | <p>could be broken and which rules should definitely not be broken?</p> <ul style="list-style-type: none"> <li>- To explore why Guy Fawkes decided to break the rule of treason</li> <li>- To develop skills in chronology by understanding when different religious rules were written and when key events such as the attempted blowing up of the Houses of Parliament happened.</li> <li>- To develop skills in</li> </ul> | <p>break the rule of treason on Bonfire Night</p> <ul style="list-style-type: none"> <li>- To develop skills in empathy and bias by understanding why the British parliament wanted people wanted to celebrate Bonfire Night</li> <li>-</li> <li>-</li> </ul> |  | <p>different religions and cultures</p> <ul style="list-style-type: none"> <li>- To understand how Jesus is a role model for Christians to understand how to care for others.</li> <li>- To be familiar with some Christian parables eg The Lost Sheep, The Good Samaritan.</li> <li>- To understand how Muslims show they are for others.</li> <li>- To learn how the Christmas story demonstrates how caring and loving can be shown anywhere.</li> <li>-</li> </ul> |  |
|--|---|---|--|--|--|

|                     |  |                  |                                  |                   |                  |
|---------------------|--|------------------|----------------------------------|-------------------|------------------|
|                     | <p>chronology by exploring how the celebration of Bonfire Night has changed over time.</p> <ul style="list-style-type: none"> <li>- To compare different rules eg those in the classroom, 10 commandments, 5 Pillars of Islam, the 5 Ks in Sikhism, rules of Judaism</li> <li>-</li> <li>-</li> <li>-</li> </ul> |                  |                                  |                   |                  |
| <b>Spring 1</b>     |  |                  | <b>Spring 2</b>                  |                   |                  |
| <b>Our Planet</b>   |  |                  | <b>How is New Life Welcomed?</b> |                   |                  |
| <b>Encountering</b> | <b>Developing</b>  | <b>Enhancing</b> | <b>Encountering</b>              | <b>Developing</b> | <b>Enhancing</b> |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| <p>To be able to make observations of the world around them and identify key physical and human features eg school, house, shop, road, tree, field.</p> <p>To be able to identify the above features on pictures.</p> | <p>To identify the physical and human features of our school and local area.</p> <p>To use pictures as sources of evidence in identifying physical and human features in other areas of Britain.</p> <p>To know the words for key physical and human features eg horse, farm, lake, hill, road, shop, factory, harbour, beach, lighthouse, sea.</p> <p>To begin to know that England is one of four countries in the United Kingdom and the names of the other three countries and to be able to deintify these on a map of the United Kingdom.</p> <p>To identify things that spoil the human</p> | <p>To compare the reliability of types of visual evidence of a Hockney painting to that of a photograph when investigating a locality.</p> <p>To use maps and photographs to compare the physical and human features in the 4 countries of the United Kingdom.</p> | <p>To identify a baby.</p> <p>To identify the name of each person in the class.</p> | <p>To develop skills of empathy by considering how we welcome new people into a class.</p> <p>To learn how different religions welcome babies.</p> <p>To explore the importance of a name in a person's identity.</p> | <p>To compare the different ways in which religions welcome a baby.</p> |
|---|--|--|---|---|---|

|   |   |  |   |  |  |
|---|---|--|---|--|--|
|   | <p>features of our locality<br/>eg noise, litter.</p> <p>To develop their<br/>fieldwork skills in<br/>making tally charts of<br/>the things that spil our<br/>world.</p> <p>To consider ways in<br/>which we can look<br/>after the human and<br/>physical landscape<br/>and what we are<br/>taught by different<br/>religions about how<br/>we should look after<br/>our world.</p> <p>To understand the<br/>concept of collective<br/>responsibility when<br/>taking care of the<br/>world around us.</p> |  |   |  |  |
| Summer 1  |   |  | Summer 2                                    |  |  |
| <p><b>Great Leaders</b><br/>What makes a good helper?</p> |   |  | <p><b>Comparing different locations</b></p> |  |  |

| Encountering  | Developing  | Enhancing  | Encountering   | Developing  | Enhancing   |
|---|---|--|--|---|---|
| <p>To identify leaders in our personal lives eg the adults in school, school council.</p> <p>To introduce the pupils to pictures of leaders in our present day and link with a picture of what they do eg Greta Thurnburg and the environment.</p> <p>To identify people who help them in their community eg nurse, police officer, teacher, dentist, doctor.</p> | <p>To identify what we mean by 'leader'.</p> <p>To identify the qualities of a good leader and a bad leader.</p> <p>To identify and research some great leaders from present day following the children's interests.</p> <p>What makes them a great leader?<br/>Compare a great leader from present to one from the past.</p> <p>To question whether you have to be a</p> | <p>To understand the difference between a great national leader and a great local leader.</p> <p>To group leaders into different contexts eg historical, national, military, international, cultural and religious</p> <p>To explore whether leading is the same as helping.</p> | <p>For pupils to explore a different locality eg the woodland area.</p> <p>For pupils to be able to identify key words and symbols that describe the playground and the woodland area.</p> <p>For pupils to begin to identify different religious buildings.</p> | <p>To be able to identify our address.</p> <p>To be able to describe the street in which we live using the terms for physical and human features.</p> <p>To describe what we like and dislike about where we live.</p> <p>To be able to describe the religious buildings that are in Leeds and Bradford.</p> <p>To observe the physical and human differences between Scarborough and Guiseley.</p> | <p>To use a map to identify the different countries of the United Kingdom and the key cities and towns in the United Kingdom.</p> <p>To be able to name and locate counties of the United Kingdom.</p> <p>To be able to use the correct terminology when describing physical and human features of a landscape.</p> <p>To compare and contrast two localities and give reasons for their differences.</p> |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <p>superhero to be a great leader.</p> <p>To explore ways in which we help others.</p> <p>To identify people who help us in our world.</p> <p>To recap parables that teach about helping eg The Good Samaritan and The Lost Sheep</p> |  |  | <p>To be use tallies and charts to collect data relating to the human features of both towns.</p> <p>To use photographs to compare Scarborough and Guiseley.</p> |  |
|--|---|--|--|--|--|

| Cycle Two   |            |           |                            |            |           |
|---|------------|-----------|----------------------------|------------|-----------|
| Autumn 1  |            |           | Autumn 2                   |            |           |
| <p><b>Who and what is special to us?</b></p> <p><i>Please ensure sensitivity in this topic and speak to parents/ carers regarding how you may have to adapt the activities for some pupils.</i></p> |            |           | <p><b>Celebrations</b></p> |            |           |
| Encountering  | Developing | Enhancing | Encountering               | Developing | Enhancing |



|   |  |  |   |   |   |
|---|--|--|---|---|---|
| <p>Pupils will identify key people in their lives. Pupils will explore the artefacts that are important to each of the religions. Pupils will learn the meaning and importance of the term 'special'.</p> | <p>Pupils will identify the people who are key people in their lives and the reasons for this. Pupils will begin to learn chronology by identifying people in their families who are older than them and those who may have died eg parents, grandparents and great grandparents, uncles and aunts. Pupils will develop their sense of chronology by placing these people on a timeline. Pupils will identify key objects that may be special to</p> | <p>Pupils will be able to develop their enquiry skills by finding out about the lives of grandparents in their families.</p> | <p>Pupils will understand how key religious festivals are celebrated and begin to know the names of them.</p> | <ul style="list-style-type: none"> <li>- To know the key religious festivals that are celebrated at this time of year and why they are celebrated.</li> <li>- To develop an understanding of chronology by studying how the celebration of one key festival has changed over time</li> <li>- To develop an understanding of where different countries are by studying how these festivals are celebrated in different countries.</li> <li>- Pupils will make observations of pictures to learn</li> </ul> | <p>To compare and contrast the ways in which different religious festivals are celebrated, eg the use of light.</p> |
|---|--|--|---|---|---|

them eg a toy, teddy bear, piece of clothing. Pupils will be able to communicate why this is important. Pupils will learn about key artefacts that are important in the following religions: Christianity, Islam, Sikh, Hindu and Judaism. Pupils will be able to name some key artefacts in each of the above religions.

how the celebration of festivals has changed over time.

**Spring 1**

**Spring 2**

**Contrasting Localities**

**Our Environment and Climate Change**

**Encountering**

**Developing**

**Enhancing**

**Encountering**

**Developing**

**Enhancing**

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <p>Pupils will explore through sensory activities, the differences in climate between the Amazon rainforest and Yorkshire. Pupils will identify key animals that can be found in the Amazon Rainforest and those that can be found in Yorkshire. Pupils will visit religious buildings and begin to understand how people pray.</p> | <p>To compare the habitats in the Amazon Rainforest to those in Yorkshire. Pupils will be able to identify the key human and physical features in both locations, including religious buildings. Pupils will use photographs and maps to identify key physical and human features of both locations. Pupils will use world maps to identify the countries where the Amazon rainforest is. Pupils will understand the</p> | <p>Pupils will use world maps and atlases to identify the continents of the world and begin to describe where a country is in relation to it's continent.</p> | <p>Pupils will identify their favourite place in school. Pupils will begin to use fieldwork skills by identifying litter in the environment. Pupils will explore, through sensory stories, creation stories from different religions.</p> | <p>Pupils will identify their favourite places in school and their favourite places in the local community. Pupils will develop a sense of awe and wonder by being able to say why they like these places. Pupils will recap what can spoil a place eg litter or pollution and learn about what they can do to reduce the impact of pollution. Pupils will explore ways in which different religions have explained how</p> | <p>Pupils will identify seasonal and daily weather patterns in the UK and the locations of the hotter and colder parts of our planet,</p> |
|---|--|---|---|---|---|

different climate zones in the world. Pupils will learn how people pray in each religious building. Pupils will learn the importance of praying for religious people.

life started on earth (this should be lined to the religion of the pupils in the class and should include at least three different religions). They will learn about the scientific explanation for how life on Earth started and begin to ask questions about each of these ideas.

Pupils will recap what they know about the Amazon rainforest and learn about how this is endangered.

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  |  |  | <p>Pupils will learn about what they can do and what other people do to prevent the environmental damage on the Rainforest.</p> <p>Pupils will begin to understand the terms climate and environment.</p> <p>Pupils will learn how the climate has been changing over time and the impact of these changes on our environment.</p> <p>Pupils will learn about things they can do to reduce the effect of climate change eg recycling, considering diet,</p> |  |
|--|--|--|--|---|--|

|  |   |   |  |   |   |
|--|---|---|--|---|---|
|  |   |   |  | considering transport habits.   |   |
| <b>Summer 1</b>  |   |   | <b>Summer 2</b>  |   |   |
| <b>Significant Individuals</b>   |   |   | <b>Transport Through Time</b>  |   |   |
| <b>Encountering</b>  | <b>Developing</b>   | <b>Enhancing</b>  | <b>Encountering</b>  | <b>Developing</b>   | <b>Enhancing</b>  |
| <p>To understand the difference between yesterday and today.</p> <p>To understand the difference between past and present.</p> <p>For pupils to know the buildings where people of different religions work.</p> | <p>For pupils to learn about significant individuals in the past eg Amelia Earhart and Katherine Johnson.</p> <p>For pupils to consider how easy it was for these individuals to achieve their dreams and what they were capable in the period of time in which they lived.</p> <p>For pupils to understand the</p> | <p>To develop their skills in history by carrying out their own research project about a significant individual of their choice. They should use different sources of evidence and to gain information and begin to understand how reliable this evidence is.</p> | <p>For pupils to develop a sense of chronology by sequencing times of the day.</p> <p>For pupils to be able to sequence now and next.</p> <p>For pupils to be able to identify if something is happening now or a long time ago.</p> | <p>For pupils to learn how a type of transport, linked to their interests, has changed over time eg trains, cars, bicycles, aeroplanes</p> <p>For pupils to use sources of evidence such as pictures and oral evidence to find out about how their chosen transport has</p> | <p>Pupils will learn how changes to a type of transport can be a reflection of the historical context of the time and other external factors.</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>positive impact that small actions can have and to consider how small actions can be significant for everyday people. For pupils to learn about the significant individuals within religions eg Jesus, Prophet Muhammed and Guru Nanak.</p> |  |  | <p>changed over time.<br/>To develop the pupils' sense of chronology to sequence a specific type of transport.</p> |  |
|--|--|--|--|--|--|

| Cycle Three  |            |           |               |            |           |
|--------------|------------|-----------|---------------|------------|-----------|
| Autumn 1     |            |           | Autumn 2      |            |           |
| Dinosaurs    |            |           | Special Books |            |           |
| Encountering | Developing | Enhancing | Encountering  | Developing | Enhancing |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <p>To watch dinosaurs on a film.</p> <p>To be able to identify the the parts of the body on a dinosaur.</p> <p>To be able to sequence events, such as now and next, today and yesterday, now and a long time ago.</p> | <ul style="list-style-type: none"> <li>- To identify the Jurassic period on a timeline.</li> <li>- To understand that dinosaurs existed a long time ago.</li> <li>- To be able to understand and use the term extinct.</li> <li>- To know the names of some dinosaurs and be able to sort them into herbivores</li> </ul> | <p>To be able to place the Jurassic period on a timeline with other periods in history they know.</p> | <p>To identify each of the religious books fro each religion.</p> <p>To visit a place of worship and observe how their book is cared for.</p> <p>To identify what is special to them and other people in their class.</p> | <p>To identify the religious books for each of the following religions: Sikhism, Judaism, Christianity, Islam.</p> <p>To understand the concept of special.</p> <p>To learn how people from each religion take care of their books.</p> <p>To develop skills of empathy and respect-how would they feel if a person did not follow their rules around looking after the special book?</p> <p>To recap the names of the religious buildings for each of the religions above.</p> <p>To understand the role of each of the books in each religion and how they can be used to guide a person in their religion.</p> | <p>To know the key features of each of the religious books.</p> <p>To understand that the Bible is a collection of stories, literature and lessons and is separated into the Old and New Testaments.</p> |
|---|---|---|---|---|--|



|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  | <p>and carnivores.</p> <ul style="list-style-type: none"> <li>- To learn about a significant individual in the past, mary Anning.</li> <li>- To be able to describe the key features of some dinosaurs.</li> </ul> |  |   | To learn that the Christmas story can be found in the Bible.   |   |
| <b>Spring 1</b>  |  |  | <b>Spring 2</b>   |  |   |
| <b>Compass Directions</b>  |  |  | <b>What does it mean to belong to a church or Mosque?</b>                       |  |   |
| <b>Encountering</b>  | <b>Developing</b>  | <b>Enhancing</b>   | <b>Encountering</b>   | <b>Developing</b>  | <b>Enhancing</b>  |
| To be able to follow instructions such as forwards and turn to lead to a specific point. | To be able to identify the four compass  | Be able to use the 8 points of a compass and 4 and 6 figure grid references when using maps. | Pupils will visit a Mosque and a Church.<br>Pupils will begin to experience the | Pupils will visit a church and Mosque.<br>Pupils will learn the rituals of what people do when they visit each | Pupils will use a key on a map to identify key buildings.<br>Pupils will understand how the physical changes in our world reflect other external changes. |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
| <p>To be able to identify where key habitats are in the school grounds, eg woodland, field</p> | <p>points on a map.</p> <p>To be able to use simple directional language to describe the location of certain habitats within the school grounds.</p> <p>To be able to sketch maps and plans showing the location of different habitats within the school grounds.</p> | <p>To be able to follow a key on a map.</p> | <p>rituals followed when visiting a church or mosque.</p> | <p>of these buildings and why.</p> <p>Pupils will learn how to locate a church on an ordnance survey map and consider why other religious buildings are not marked on the map. Pupils will use photographs and maps to identify when mosques started to be built in Leeds and how this reflects the diversity of our population. Pupils will understand the significance of religious buildings to religious groups.</p> |  |
| <p><b>Summer 1</b></p>   |   |   | <p><b>Summer 2</b></p>                                    |  |  |

| Space Travel  |  |  | Should we forgive others?   |  |  |
|---|--|--|---|--|--|
| Encountering  | Developing   | Enhancing  | Encountering  | Developing   | Enhancing  |
| <p>For pupils to begin to understand chronology by sequencing key events in their day and begin to use before and after.</p> <p>For pupils to begin to use the words now and next and now and yesterday. For pupils to understand the concept of now, yesterday, a long time ago.</p> | <p>For pupils to learn how space travel developed over time.</p> <p>To use pictures, newspaper reports, and oral evidence to learn about space travel in the past.</p> <p>To find the key countries who were involved in space travel on a map.</p> <p>To explore why scientists were, and still are, keen to find out about space.</p> <p>For pupils to use secondary sources of evidence to find</p> | <p>For pupils to ask questions and find answers linked to the history or space travel.</p> <p>They will independently carry out research and present their findings.</p> | <p>For pupils to understand the importance of saying sorry and understand when this should be said.</p> | <p>For pupils to understand what we mean by the term 'forgiveness'</p> <p>For pupils to learn what key religions teach about forgiveness.</p> <p>For pupils to be able to ask questions, exploring their own ideas about forgiveness eg should we forgive if... How can a person forgive if....</p> <p>For pupils to draw their own conclusions and ideas around forgiveness and be able to give reasons for their opinions.</p> <p>For pupils to link these ideas to their learning about sports.</p> | <p>Pupils will explore times when a person may find forgiving difficult and what their own ideas are about this.</p> |



**Green  
Meadows**  
Academy

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | out about the<br>equipment needed<br>when going into<br>space. |  |  |  |  |
|--|--|--|--|--|--|