



Key Drivers

Aspiration, Communication, Knowledge of the World

Our drivers are what underpin what we work towards for our children. We want them to **aspire** to achieve their potential and understand the opportunities available to them. **Communication** starts from EYFS and creates the foundation for our children to become successful members of the community; we want to provide children with opportunities to do this effectively in a range of ways. **Knowledge** is power and we want our children to have a rich knowledge of the world around them so that they able to draw upon this within school and beyond.

| | Aspiration | Communication | Knowledge of the World |
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| EYFS | <p><u>Aspiration:</u></p> <p>We want our children to feel happy and secure and to see themselves as valuable individuals, who are free to express themselves in a respectful manner. To understand what it takes to be a good friend and the importance of respecting and supporting each other's ideas. To always consider each other's feelings and knowing that we do not all like the same things or live the same way as we are all unique. To show that we are 'ready to learn' whether this is when we are learning through play or when we are coming together as a group. To try our very best to be resilient, independent, and confident learners, who are always ready to celebrate our own successes and that of our friends in all circumstances.</p> <p>We want our children to be aware of their surrounding world and how it is forever changing and evolving and to become conscious and responsible or how everything 'we' do has an impact on our beautiful forever changing world.</p> | <p><u>Communication</u></p> <p>We want our children to express and communicate themselves freely and clearly, sharing their opinions and to understand the importance of being able to justify the choices they make with clarity, whilst upholding the standards of being respectful and kind.</p> <p>To speak clearly in articulated and grammatically correct sentences, which can then be used to develop and inform their future writing abilities.</p> <p>We will use a variety of topics and resources to expose our children to new vocabulary, to broaden and enrich their language bank. New vocabulary will also be celebrated; it will be displayed and revisited over time, as well as incorporated into everyday conversations when applicable.</p> | <p><u>Knowledge of the World</u></p> <p>In developing the children's essential knowledge and to prepare them for they need to know for future success, together, we will build on prior knowledge about themselves.</p> <p>We will continue to expose our children to relevant topics about our ever-changing world and look directly at changes over time. In science we will be completing investigations which explore changes over time.</p> <p>Our topic for Summer 1 is 'All Aboard!' where we will be thinking about where we live and what it means to live somewhere.</p> <p>We will also be exploring different modes of transport that exist and which are most effective for what.</p> |
| Class 2 | <p><u>Aspiration:</u></p> <p>While looking at significant people in history; we would like to challenge the children to think of</p> | <p><u>Communication</u></p> <p>This term, we will be thinking carefully about verbal and written communication; we will be</p> | <p><u>Knowledge of the World</u></p> <p>This term, we will be looking at important people from the UK and thinking about</p> |

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| | <p>the people around them and why they are important. This could be looking at their peers, friends or family and understanding what these people do that is of importance. We will be thinking about how life has changed because of significant historical figures and how these changes have impacted us. We would like the children to think about how their actions can have great changes in their local area and in the wider world. We will share stories of people who have smashed stereotypes and have overcome adversity.</p> | <p>thinking about how we can use our voices to change people's ideas and stand up for others. During this term, we will be encouraging the children in the class to develop their confidence when speaking to a group of their peers. We will be sharing our ideas and who is important to us and what they have done to be important. We will be using written communication to help these people to understand why they are important to us. We will be thinking about what inspires us and using verbal communication to explain to our peers our feelings.</p> | <p>what they have done for the country and for the world. When we study Mary Seacole, we will learn about the struggles she faced in life and we will think about whether or not other people still face these issues. We will think carefully about the world and the different people who live there. We will look at our local area and community to find people who have made a difference to our life.</p> |
| Class 3 | <p><u>Aspiration:</u></p> <p>Be a historian. What can we learn from the past using sources of evidence? How might our lives have been different if the Romans didn't invade?</p> <p>Inventions- how did the Romans benefit us today? What could we do to benefit others in the future?</p> <p>Chef- baking Roman flatbreads</p> <p>Mosaics- Visit with local artist/ zoom with local artist- Rachel Shilston</p> | <p><u>Communication</u></p> <p>Create a persuasive poster to attract Romans to Celtic Britain. Write a diary in the role of a Celt at the time of the Roman invasion. Write a persuasive advert to advertise Roman homes. Write a newspaper report about Boudicca's rebellion. Create a tourist leaflet to explain Roman bath houses. Engage with peers in discussion about the past. Explore a range of sources of evidence to broaden language e.g. videos and written sources. Create a museum to communicate artefacts with parents/ carers</p> | <p><u>Knowledge of the World</u></p> <p>Know what life was like in Britain before and after the Roman invasion.</p> <p>Know how the Romans influenced our lives today.</p> <p>Know how important the army was to Romans.</p> <p>Know that the Romans were in our local area and names Gloucester 'Glevum' and settled in Caerleon.</p> |
| Class 4 | <p><u>Aspiration:</u></p> <p>Children will have an idea of jobs linked to the history field and how they could achieve this. They will develop a secure understanding of this time period and how it has influenced/been influenced by periods studied previously i.e. Romans, Egyptians. Ancient Greek thinkers, such as Socrates and Plato, emphasized the importance of questioning and critical analysis, which can help children develop their own critical thinking skills. The ancient Olympic Games, which originated in Greece, are a source of inspiration for modern sports and events and the children will start to understand this.</p> | <p><u>Communication</u></p> <p>It is important for the children at Steam Mills to know that language has evolved over time and that the English language has been influenced by many different cultures and dynasties over the centuries. Many words and phrases in English have their roots in Greek, making the study of the ancient Greeks a gateway to understanding the origins of language. Greek mythology is a rich source of stories and characters that can spark children's imaginations and introduce them to the power of storytelling.</p> | <p><u>Knowledge of the World</u></p> <p>Ancient Greece's contributions to philosophy, democracy, art, architecture, and literature have had a lasting impact on Western culture and continue to shape our world. The Greeks are credited with inventing democracy, and understanding their political systems can help children appreciate the principles of representative government and how this still influences Western society today. The children will understand what democracy is and which countries utilise this, and which do not. Studying the ancient Greeks can foster a sense of curiosity and a desire to learn more about the world around them.</p> |

