



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 are able to draw upon this within school and beyond.

	Aspiration	Communication	Knowledge of the World
EYFS	<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 of how everything 'we' do has an impact on our beautiful forever changing world.</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 Class expectations of being respectful and kind. To speak clearly in articulated and grammatically correct sentences, which can then be used to develop and inform their future writing abilities. 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>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 expose our children to relevant topics about our ever-changing world and look directly at how our society has evolved over time for the better. We will also be looking at our geographical location in comparison to other countries and how everyday tasks differ depending on where you are in the world. This term, our children will be looking closely at ourselves and people around us. Highlighting similarities and differences, but remembering that we are all important. We will also be comparing weather, holidays, and celebrations around the world, and looking back through time at how these things have changed.</p>
Class 2	<p>This term, we will be looking at the United Kingdom, including capital cities and seas surrounding the country. We would like to support our children in their aspirations of</p>	<p>Reading aloud to an adult frequently will support this expansion further, our children will be encouraged to read their own work as well as a wide range of books from a diverse selection of authors. We will be</p>	<p>We want to encourage our children to explore the four capital cities of the UK and the countries of the UK. We would like to allow the children to think carefully about</p>

	places to visit in the UK. Expand their knowledge of the history of our country and why this is important. They will explore why London is important to us and find out what landmarks are in the city and why they may want to go and visit. We will support them in thinking about future jobs by having a visit from a firefighter.	sharing picture and chapter books as a whole class to broaden their vocabulary and language skills. We will be furthering their understanding of grammatical structures by working on tenses and continuing to develop sentence structure Hot seating and role play as Samuel Pepys and other people who witnessed the fire of London; rehearsing and asking questions to these people. A fire safety poster to help others who are not sure what to do in the event of a fire.	the similarities and differences the countries have. The children will explore the history of London, specifically the fire of London. In science, we will support them in understanding the uses of materials in the world and how we can help with issues such as littering and pollution and well as using materials to make different objects.
Class 3	In Class 3, we want the children to think about skills that will help them be like a historian and analyse the past. The children will have the opportunity to visit Cheddar Gorge and consider jobs linked to sites like this and what it might be like to work at Cheddar Gorge or Stonehenge? Children will also consider how they could get involved with the work of the National Trust – broadening children's experiences and aspirations is important so they can make decisions about what they would like to achieve later in life and understand the responsibilities linked with these roles, linking to our Rights Respecting ethos.	Children will consider how people in the Stone Age communicate with each other and what they left behind in order for us to learn about them; they will consider how communication has evolved over time and how information is passed so historians can learn about the past. The children will have opportunities to write the following: <ul style="list-style-type: none"> • Write a diary in the role of a Stone Age person. • Write a persuasive advert to sell homes from different periods in the Stone Age, Iron Age and Bronze Age. • Write a tourist information board about Skara Brae. • Write a recount of a hunt to collect your food. <ul style="list-style-type: none"> • Present information about artefacts. 	Know the different periods of early history including, Stone Age, Iron Age and Bronze Age will support children's chronological understanding of the world. The will also explore how innovation and technology developed in these times and how this has impacted on modern life. Children's knowledge will be developed by looking at resources and understanding that you can still see evidence of Stone Age life in the UK and around the world.
Class 4	It is important children are aware of how the war(s) affected roles for different parts of society and how the roles of class and gender equality impacted decisions; children will have a better understanding of the roles women played in the war and how this supported their transition from the home to the wider work places. Children will also know the importance of intelligence services during conflict, the jobs associated with them in the past and present, and how we have a major Government Communication Head Quarters (GCHQ) based in Gloucestershire. Additionally, children will be aware of the roles of the militaries and their importance in a national crisis, not just wars.	Communication during WWII came in many forms and was pivotal to the Allies success. Children will understand how communication was achieved and what as effective or ineffective to achieve a common goal. Additionally, children will also understand the difference to communication today and how the 'instant' culture has evolved in recent times, whereas in war time, the methods deployed sometimes took time, such as writing to loved ones. Children will also explore how the war was documented and how written and documented forms/media can evoke a particular emotion and the purpose of this. Communicating stories and events is instrumental in learning lessons and how this can be done effectively.	Children will understand how the Nazis and Hitler rose to power post WW1 and how this influenced their pursuit of power and land – additionally, the children will learn how and why royal families were being abolished and new government structures were in power. It is important to understand the impact the war had on the world, then and now, and how this still plays a part in politics and where humans of a particular origin or religion settled in order to be safe. The children will also relate previous wars to the current situation in Ukraine and make links to the modern day world and this affects human rights (link to rights respecting and relevant articles – privacy, safety), and why people have drawn many parallels between WW2 and the modern day Ukraine/Russia war.

