

GJS – Dimensions Project Overviews - YEAR 3								
	That's All, Folks	Lindow Man	Rocky the Findosaur	Athens Vs Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come fly with me
Project Overviews	<p>“That’s All Folks!” is a thematic unit based around the history and development of animation and cartoons. It primarily takes in elements of history, art and computing / ICT and starts with learning about the beginnings of animation, looking at zoetrope’s and flip books, before moving on to the dawn of the Disney age. Then, the process of animation is explored further, with an opportunity for pupils to exchange their own design ideas and create their own animated films.</p>	<p>‘Lindow Man’ is a competency-based thematic unit with a history focus, telling the story of prehistoric Britain, from the Stone Age to the Celts. Pupils will learn all about their achievements and ongoing legacy.</p>	<p>“Rocky the Findosaur” is a thematic unit based around rocks and fossils, with a key focus on science. We will learn about different types of rocks, with the help of original animated dinosaur character, Rocky. This theme also takes in solids, liquids and gases through focusing on Mount Vesuvius, which is where Rocky spends his time exploring.</p>	<p>“Athens v Sparta” is a thematic unit based on Ancient Greece, with a key focus on history. Learning is centred on how the Greeks used to live, including the key aspect of mythology, especially highlighting the conflicts that characterized Ancient Greece.</p>	<p>“Under the Canopy” is a thematic unit, based on the rainforest with a key focus on geography and history. Pupils are commissioned to work for a fictitious organisation called ‘Roots’ in helping two adopted children find out about their Mexican / Mayan heritage. Through this project, they will learn about the importance of the rainforest.</p>	<p>“Three Giant Steps ” is a thematic unit based around three contrasting locations, with a key focus on geography. We will continue to develop our sense of place in the world by studying three focus places:- Dover, France and Canada (The French Connection!). We will identify the position of all three places in the world, along with climate, capital city, time zone, population and area. We will also learn about the human and physical geography of each place.</p>	<p>“Saxon King” is a competency-based thematic unit with a history focus, telling the inspirational story of Harold Godwinson. He is famous for being the last Anglo-Saxon king of England, ruling as a talented leader in peace and war. Pupils will learn, through his life story, all about his achievements and what makes him such an important historical figure.</p>	<p>“Come Fly With Me! Africa” is a thematic unit based around the continent of Africa, with a key focus on geography and history. Pupils will be learning about the location of Africa and identifying its largest countries. Alongside this geography element, they will study the Benin era. They will also learn about African culture, in particular typical African food and folk tales.</p>
Breadth, competencies covered, learning pathways	<b>Breadth</b>	<b>Competencies</b>	<b>Learning Pathways</b>	<b>Breadth</b>	<b>Breadth</b>	<b>Learning Pathways</b>	<b>Competencies</b>	<b>Breadth</b>
	<p>The other subjects included in this thematic unit are art, dance, ICT / computing, literacy, science, speaking and listening, maths and PSHE.</p>	<p><b>Courage</b> - The Celts showed courage by training as warriors so they would be prepared to fight their enemies and defend their people at any time.  <b>Commitment</b> - The Celts demonstrated commitment to the protection of their people by building hill forts to prevent enemy attacks.  <b>Creativity</b> - People from the Iron Age were creative by inventing useful tools such as the rotary quern which was used for grinding grain to make flour.  <b>Community</b> – Iron Age people showed a sense of community by providing shelter in their hill forts for local populations during war</p>	<p><b>Brave</b> I can take responsibility, showing confidence in myself and my contribution to the group.  <b>Risk-Taker</b> I am prepared to try things out even if they might not work.  <b>Resilient</b> I can discuss issues of concern, seeking solutions to problems where needed.  <b>Prepared</b> I can plan and carry out research, understanding the consequences of decisions.</p>	<p>The other subjects included in this thematic unit are art, geography, ICT / computing, literacy, maths, science and PSHE.</p>	<p>The other subjects included in this thematic unit are art, dance, ICT / computing, literacy, science, maths, music, drama, design technology and PSHE.</p>	<p><b>Brave</b> I can take responsibility, showing confidence in myself and my contribution to the group.  <b>Risk-Taker</b> I can question my own as well as others’ assumptions.  <b>Resilient</b> I can adapt my ideas as circumstances change.  <b>Prepared</b> I can propose practical ways forward, breaking these down into small, manageable steps.</p>	<p><b>Courage</b> - Harold showed courage by being bold in confronting King Edward about allowing his family to return to England and restoring their powerful positions.  <b>Commitment</b> - He showed commitment to England and his people by fighting William to the death in the Battle of Hastings, demonstrating that he was willing to sacrifice his life for his country.  <b>Creativity</b> - Harold showed creativity in his management of armies and people to prevent rebellions and unrest from getting out of hand.  <b>Community</b> – Harold maintained level of peace and tranquillity to establish stable communities, on behalf of Edward, in the counties he was in control of.</p>	<p>The other subjects included in this thematic unit are art, dance, ICT / computing, literacy, science, maths, music and PSHE.</p>
Depth	<p>Global Dimensions help pupils develop a wider perspective and understand the links between their own lives and those of people around the globe, as well as understanding their own place in the worldwide community. Learning Means the World puts great emphasis on curriculum depth. We focus on common attributes that ensure provision of a deep curriculum and use them to underpin our thematic units. We consider these to be:- meaning and relevance; cohesion; opportunities for inquiry; development of critical, creative and high order thinking skills; integration of subjects; provision of access to information from a range of sources and viewpoints; authenticity of end products. Through elements such as Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences (ELEs), teachers can thus ensure a greater depth of learning.</p>							

GJS – Dimensions Project Overviews - YEAR 4								
	Lightning Speed	Out and About	May the Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom
Project Overviews	<p>“Lightning Speed” is a thematic unit based around the history and development of the internet and World Wide Web, with a focus on computing. It primarily looks at how computers communicate, the importance of networks, how email works and how the internet enables collaboration.</p>	<p>“Out and About” is a thematic unit with a key focus on geography. We will be naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, using the eight points of a compass, four-figure grid references, symbols and keys; using fieldwork to observe, measure and record the human and physical features in the local area and developing an understanding of why the place our school is located is like it is.</p>	<p>“May the Force Be With You” is a thematic unit based around magnets and forces, with a key focus on science. We will begin by learning about contact and non-contact forces, before focusing on magnets. We will learn about magnetic forces, the relevance of magnetic North and South poles and the concept of magnetic attraction and repulsion.</p>	<p>“Law and Order” is a thematic unit, based on the concept of justice, with a key focus on citizenship. Pupils will look at the importance of leadership and the meaning of democracy and its origins, before moving on to how this applies practically in communities, both school-wide, locally and nationally. It finishes by recognising issues of justice, rights and responsibilities in their own setting and the wider world.</p>	<p>“Picture Our Planet” is a thematic unit, with a key focus on geography. Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, and includes key facts, physical and human features, traditions and customs and an insight into how each country is tackling particular conservation issues. Pupils will have the opportunity to look at a range of sources and evidence and make comparisons.</p>	<p>“Window on the World” is a thematic unit, based on global issues, with a key focus on geography. We begin by looking at settlements and land use, before moving on to learning about trade links. In particular, the Suez Canal as an important international trade route will be a focus. We will also learn more about extinction and endangered species, linked to captive breeding programmes.</p>	<p>“Viking Warrior” is a competency-based thematic unit with a history focus, telling the legendary story of Ragnar Lothbrok. He is a Viking “sea lord” who, according to his very famous saga, invaded the ancient Kingdom of Frankia and then the British Isles over 1000 years ago. He is known for wearing “hairy trousers”, which protected him on his adventures.</p>	<p>“Cry Freedom” is a thematic unit based around slavery. It looks at the history and origins of slavery around the world, before moving on to learning about some key figures involved in the abolition of slavery. Pupils will also learn about modern-day slavery, including child labour.</p>
Breadth, competencies covered, learning pathways	Breadth	Learning Pathways	Learning Pathways	Breadth	Breadth	Learning Pathways	Competencies	Breadth
	<p>The other subjects included in this thematic unit are art, design technology, literacy, science, music, maths and PSHE.</p>	<p><b>Brave</b> I can take responsibility, showing confidence in myself and my contribution to the group.  <b>Risk-Taker</b> I am prepared to try things out even if they might not work.  <b>Resilient</b> I seek out challenges or new responsibilities and show flexibility when priorities change.  <b>Prepared</b> I can organise my time and resources, making sure I do the most important tasks first.</p>	<p><b>Brave</b> I can challenge others’ thinking, not always believing something just because everyone else does.  <b>Risk-Taker</b> I can question my own as well as others’ assumptions.  <b>Resilient</b> I can adapt my ideas as circumstances change.  <b>Prepared</b> I can plan and carry out research, understanding the consequences of decisions.</p>	<p>The other subjects included in this thematic unit are art, dance, ICT / computing, literacy, maths, music, drama, speaking and listening and PSHE.</p>	<p>The other subjects included in this thematic unit are art, dance, ICT / computing, literacy, science, maths, music, design technology and PSHE.</p>	<p><b>Brave</b> I can take responsibility, showing confidence in myself and my contribution to the group.  <b>Risk-Taker</b> I can question my own as well as others’ assumptions.  <b>Resilient</b> I can discuss issues of concern, seeking solutions to problems were needed.  <b>Prepared</b> I can plan and carry out research, understanding the consequences of decisions.</p>	<p><b>Courage</b> - Ragnar Lothbrok showed courage by being a very brave warrior and being victorious in many battles.  <b>Commitment</b> - The Vikings were committed to the expansion of their empire. Many place names in northern England still have Viking names.  <b>Creativity</b> - Ragnar was very creative with the clothing that he wore in order to protect himself. He also showed creativity when attacking major cities such as Paris.  <b>Community</b> – The Vikings had an exceptionally strong sense of community and Viking language, culture and traditions are still part of many communities in the British Isles and Ireland today.</p>	<p>The other subjects included in this thematic unit are geography, art, dance, literacy, science, music and PSHE</p>
Depth	<p>Global Dimensions help pupils develop a wider perspective and understand the links between their own lives and those of people around the globe, as well as understanding their own place in the worldwide community. Learning Means the World puts great emphasis on curriculum depth. We focus on common attributes that ensure provision of a deep curriculum and use them to underpin our thematic units. We consider these to be:- meaning and relevance; cohesion; opportunities for inquiry; development of critical, creative and high order thinking skills; integration of subjects; provision of access to information from a range of sources and viewpoints; authenticity of end products. Through elements such as Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences (ELEs), teachers can thus ensure a greater depth of learning.</p>							

GJS – Dimensions Project Overviews - YEAR 5								
	Mission Control	The Rescuers	Go With the Flow	You're Not Invited	Full of Beans	Been Around the World	British Bulldog	Come Fly With Me
Project Overviews	<p>“Mission Control” is a thematic unit based around the subject of Earth and beyond, with a key focus on science and history. Pupils learn about the Earth, Sun and Moon and their relationship to each other, before finding out more about space exploration and communication.</p>	<p>“The Rescuers” is a competency-based thematic unit with a history focus, telling the inspirational stories of two of the lesser-known heroes of the Titanic – Molly Brown and Harold Bride. We will learn, through their life stories, about their courage and ongoing legacies.</p>	<p>“Go With The Flow” is a thematic unit based around life processes, with a key focus on science. We begin by looking at the changes that take place as humans develop to old age, recognising the impact of diet, exercise, drugs and lifestyle on the way our bodies function. We will also learn about the human circulatory system and the functions of the heart, blood vessels and blood. Finally, we will learn about the ways in which nutrients and water are transported within animals, including humans.</p>	<p>“You're Not Invited” is a thematic unit, based around invaders with a key focus on history. It begins by looking at the concept of invasion, before focusing especially on the Romans, learning about important Roman figures and their reasons for invading other countries. Pupils will also learn about sources of evidence and their reliability.</p>	<p>“Full of Beans” is a thematic unit, with a key focus on geography. It begins with pupils learning about different types of beans, how and where beans are grown and their nutritional value. They go on to look at beans as a source of energy, before moving on to learn about energy sources generally, both renewable and non-renewable. A business enterprise element enables pupils to create and sell bean smoothies.</p>	<p>“Been Around the World” is a thematic unit based around the UK and Hong Kong, with a key focus on geography. We will explore the links between the UK and Hong Kong as well as the location and key features of Hong Kong. In addition to looking at the physical features of Hong Kong, and their impact on the people who live there, we will also investigate different approaches to animal conservation in the two countries.</p>	<p>British Bulldog is a competency-based thematic unit with a history focus, telling the fascinating story of Winston Churchill. He is Britain’s most well-known Prime Minister, famous for leading Britain to victory during World War II and delivering inspiring speeches to encourage those fighting overseas and those at home. We will learn, through his life story, all about his achievements and ongoing legacy</p>	<p>“Come Fly With Me! America” is a thematic unit, based on North and Central America, with a key focus on geography and history. It begins with the location of countries and states before learning about the discovery of America and the Native American people. Pupils will also study weather and climate, as well as human and physical features. The unit ends with an explanation of ‘The American Dream’, whilst examining the values of freedom and tolerance.</p>
Breadth, competencies covered, learning pathways	Breadth	Competencies / Learning Pathways	Learning Pathways	Breadth	Breadth	Learning Pathways	Competencies / Learning Pathways	Breadth
	<p>The other subjects included in this thematic unit are art, dance, drama, design technology, ICT / computing, literacy, maths and music.</p>	<p><b>Courage</b> - Both Molly Brown and Harold Bride were incredibly brave in the way they put their own lives and health at risk in trying to help other people in desperate need.  <b>Commitment</b> - They both persevered in helping others, despite being exhausted, injured and in great danger.  <b>Creativity</b> - Molly Brown and Harold Bride used their own skills and talents to help others both during, and after, the Titanic sank.  <b>Community</b> – They went on to speak out about what happened, and tried to make a difference, focusing on helping the community of survivors and their families in the aftermath of the tragedy.  <b>Leaders</b> I can change my behaviour to suit different roles and situations, including leadership roles.  <b>Able to Apply Skills</b> I can use previously acquired knowledge and skills to help complete a new task.  <b>Overcomers</b> I can identify problems and ways of dealing with them.  <b>Focused</b> I can look closely at information, judging its importance and value.</p>	<p><b>Leaders</b> I can change my behaviour to suit different roles and situations, including leadership roles.  <b>Able to Apply Skills</b> I can use previously acquired knowledge and skills to help complete a new task.  <b>Overcomers</b> I can reach agreements, managing discussions to achieve results.  <b>Focused</b> I can look closely at information, judging its importance and value.</p>	<p>The other subjects included in this thematic unit are art, drama, design technology, speaking and listening, ICT / computing, literacy, maths, science and music.</p>	<p>The other subjects included in this thematic unit are art, geography, ICT / computing, literacy, maths, dance, business enterprise, science and PSHE.</p>	<p><b>Leaders</b> I try to influence others, negotiating and balancing different views to reach workable solutions  <b>Able to Apply Skills</b> I can connect my own and others’ ideas and experiences  <b>Overcomers</b> I can reach agreements, managing discussions to achieve results  <b>Focused</b> I can look closely at information, judging its importance and value.</p>	<p><b>Courage</b> - Winston Churchill showed great courage in his leadership of Britain through World War II.  <b>Commitment</b> - Winston showed real commitment to his beliefs that Britain would never surrender, despite what his opponents in government thought.  <b>Creativity</b> - He displayed creativity through painting, which allowed him to focus on something entirely different from running the country and helped him through bouts of poor mental health.  <b>Community</b> - Winston used his powerful oratory skills to bring communities together in times of crisis to fight on and be strong.  <b>Leaders</b> I can present a persuasive case for action  <b>Able to Apply Skills</b> I can use previously acquired knowledge and skills to help complete a new task.  <b>Overcomers</b> I can identify problems and ways of dealing with them.  <b>Focused</b> I can look closely at information, judging its importance and value.</p>	<p>The other subjects included in this thematic unit are art, dance, ICT / computing, literacy, science, design technology, maths, music and PSHE.</p>
Depth	<p>Global Dimensions help pupils develop a wider perspective and understand the links between their own lives and those of people around the globe, as well as understanding their own place in the worldwide community. Learning Means the World puts great emphasis on curriculum depth. We focus on common attributes that ensure provision of a deep curriculum and use them to underpin our thematic units. We consider these to be:- meaning and relevance; cohesion; opportunities for inquiry; development of critical, creative and high order thinking skills; integration of subjects; provision of access to information from a range of sources and viewpoints; authenticity of end products. Through elements such as Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences (ELEs), teachers can thus ensure a greater depth of learning.</p>							

GJS – Dimensions Project Overviews - YEAR 6								
	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream...
Project Overviews	<p>“A World of Bright Ideas!” is a thematic unit which focuses on the creative process of invention and design, with a learning towards history and design technology. Pupils will look at important inventions over time, before moving on to learning about more current issues such as patenting and copyright. They will have the opportunity to actively engage in the design and make process, looking at the steps involved from generating a concept to producing a commercially viable product.</p>	<p>True Crime? The Pendle Witches is a history-based theme that develops skills in selecting, organising and understanding relevant historical information through an investigative approach. Pupils will learn about the importance of good evidence when investigating a historical event and use their skills in reading, interpreting and discussing evidence to put forward a verdict based on what we know today.</p>	<p>“Time Team” involves the pupils identifying and choosing a famous person from the past who lived in their area. They will then focus on five key landmarks in their local village, town or city, undertaking research to find out important information about each one. Once the research has been completed, the pupils will be asked to put together their very own walking tour of their village, town or city which they will host for the chosen famous person from the past (an adult in role).</p>	<p>“Wars of the World” is a thematic unit, based on conflicts past and present, with a key focus on history and geography. Pupils will learn about the root causes of war and have an understanding of its impact, focusing on the two World Wars in particular. They will also learn about civil wars and look at examples, before focusing on present day warfare. Pacifism and the importance of peace will also form part of the theme.</p>	<p>“Global Warning” is a thematic unit, which is geography-focused with sustainability and eco literacy at its heart. This project-based theme involves pupils applying their learning about the global environmental issues of waste and pollution by creating a board game, which is both educational and fun. The pupils will work in groups to research, design and produce their board game, after which they will present and demonstrate it to the class.</p>	<p>“In Your Element” is a thematic unit based around the four elements of earth, air, water and fire with a key focus on geography. As well as extending our knowledge of rocks and soils, we will learn about natural phenomena such as earthquakes, volcanoes, tsunamis and tornados. We will also develop our knowledge of rivers and mountains, learning about some of the most important physical features of the UK and the wider world.</p>	<p>‘Pharaoh Queen’ is a competency-based thematic unit with a history focus, telling the inspirational story of Hatshepsut. She is famous for being only the third woman to become pharaoh in 3,000 years of Ancient Egyptian history, and the first to attain the full power of the position. Pupils will learn, through her life story, all about her achievements and ongoing legacy.</p>	<p>“I Have a Dream...” is a thematic unit, based on issues of discrimination, particularly apartheid and anti-Semitism, with a key subject focus on history. Pupils will learn about the factors that contribute towards discrimination and why different groups have been stereotyped and, as a result, persecuted and badly treated.</p>
Breadth, competencies covered, learning pathways	<p><b>Breadth</b></p> <p>The other subjects included in this thematic unit are dance, ICT / computing, literacy, maths, music, science and PSHE.</p>		<p><b>Learning Pathways</b></p> <p><b>Leaders</b> I can change my behaviour to suit different roles and situations, including leadership roles.  <b>Able to Apply Skills</b> I can evaluate my learning to help me make progress in the future.  <b>Overcomers</b> I can work towards goals, showing initiative and without giving up.  <b>Focused</b> I can look closely at information, judging its importance and value.</p>	<p><b>Breadth</b></p> <p>The other subjects included in this thematic unit are art, music, ICT / computing, literacy, maths, science and PSHE.</p>	<p><b>Breadth</b></p> <p>The other subjects included in this thematic unit are art, design technology, drama, ICT / computing, literacy, science, maths and music.</p>	<p><b>Learning Pathways</b></p> <p><b>Leaders</b> I can try to influence others, negotiating and balancing different views to reach workable solutions.  <b>Able to Apply Skills</b> I can I can use previously acquired knowledge and skills to help complete a new task.  <b>Overcomers</b> I can identify problems and ways of dealing with them.  <b>Focused</b> I can look closely at information, judging its importance and value.</p>	<p><b>Competencies</b></p> <p><b>Courage</b> - Hatshepsut was brave in challenging the social norm of male leadership in Ancient Egypt, declaring herself ruler and governing Egypt for fifteen years.  <b>Commitment</b> - Hatshepsut showed commitment to her family by fighting o- opposing powers and preserving the throne for her stepson.  <b>Creativity</b> - She extended Egyptian trade and undertook some of the most ambitious Ancient Egyptian building projects, including creating monuments and temples.  <b>Community</b> – Hatshepsut made her mark on Egyptian society at that time, leading the people for twenty years.</p>	<p><b>Breadth</b></p> <p>The other subjects included in this thematic unit are art, geography, ICT / computing, literacy, maths, music, dance, science and PSHE.</p>
Depth	<p>Global Dimensions help pupils develop a wider perspective and understand the links between their own lives and those of people around the globe, as well as understanding their own place in the worldwide community. Learning Means the World puts great emphasis on curriculum depth. We focus on common attributes that ensure provision of a deep curriculum and use them to underpin our thematic units. We consider these to be:- meaning and relevance; cohesion; opportunities for inquiry; development of critical, creative and high order thinking skills; integration of subjects; provision of access to information from a range of sources and viewpoints; authenticity of end products. Through elements such as Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences (ELEs), teachers can thus ensure a greater depth of learning.</p>							