

2Key Stage 1

Theme	Year Group	Key Subject Focus	Wellbeing
Dinosaur Discovery 	Year 1	<b>Science</b>  Animals including humans and everyday materials. Paleontologists and fossil hunters such as Mary Anning who have helped scientists to develop our knowledge of dinosaurs.	In Dinosaur Discovery, pupils will focus on the life and work of Mary Anning and through the study of this significant person, begin to understand how feelings can change when different situations arise. Pupils will come to understand how Mary felt when she discovered fossils and compare this to her emotions when she was not credited for her important work. Pupils will learn to cope with more negative feelings.
Amazing Animals 	Year 1	<b>Geography &amp; Science</b>  Different environments around the world such as the desert, the jungle and urban areas. Pupils will also learn about nocturnal animals. They will investigate how animals have adapted to live in certain environments	In Amazing Animals, pupils will think about any pets they may have and what it takes to care for them. They'll discuss the basic needs of pets, such as food, shelter and exercise, and consider why it is important for pet owners to provide these things. This will help the pupils to think more broadly about empathy both towards human beings and animals, and what they can do to protect the physical and emotional wellbeing of others.
Blast from the Past 	Year 1	<b>History</b>  Historical study of each decade from the 1950s, pupils will use sources to investigate the key events, people, music and food of the times.	In Blast from the Past, pupils will look more closely at their own memories. They will make the connection between memories and feelings by looking back at experiences that made them feel happy, sad, excited or nervous. They will discuss how change can affect the way they feel and create very powerful memories that we remember for a long time.

<p>Roll Up, Roll Up</p> 	<p>Year 2</p>	<p><b>Design and Technology &amp; History</b></p> <p>Through historical study, pupils will make comparisons between funfairs of the past and the funfairs they may visit today. A special focus will be given to the famous frost fair of 1814, which took place on the frozen waters of the River Thames.</p>	<p>In Roll Up, Roll Up, the Wellbeing Moments focus on the important topics of climate change and self-image. In Explore 2 – Funfair on Ice, pupils will look at how the global climate has changed over the last 200 years, and what we can do to make sure we care for our planet. In Explore 4 – Hall of Mirrors, pupils will think about how they look, and learn how they can be more comfortable with their own image.</p>
<p>Worth Repeating</p> 	<p>Year 2</p>	<p><b>Art</b></p> <p>In Worth Repeating, we look at where patterns exist in the local environment, explore patterns involved in symmetry, how rhythmic patterns link to beats, explore art techniques and look at the significant people who have painted nature and natural objects.</p>	<p>In Worth Repeating, pupils will discover the benefits of being outside with a Wellbeing Explore linked to the outdoors. Links to how the weather can affect our mood will be made and pupils will be able to discuss how the different seasons affect their own moods. Pupils will investigate the different ways to use the outdoors to improve their wellbeing, including exercise, mindful walks and exploring and appreciating nature.</p>
<p>Creepy Crawlies</p> 	<p>Year 2</p>	<p><b>Science</b></p> <p>In Creepy Crawlies, we look at where minibeasts exist in the local environment, why they choose certain habitats, food chains and how minibeasts have been depicted in art and sculpture. We will investigate how minibeasts survive and communicate with each other, as well as considering the impact of the reduction in bee populations and its effect on food chains.</p>	<p>The Wellbeing Moments for this theme focus on the protection of creepy crawlies. In Explore 5 Minibeast hotels, pupils will look at the creation of bug hotels as a way of caring for and protecting a species. In Explore 12 Save the bees, pupils will learn about the work of people who are dedicated to saving bees. Through this, pupils will know how they can be caring and considerate.</p>

Key Stage 2

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<p>Trailblazers</p> 	Year 3	<p><b>Geography &amp; Design and Technology</b></p> <p>In Trailblazers, we look at significant people who have influenced parts of our lives or the world. These people include the Wright brothers, who patented the first aeroplane; Alexander Graham Bell, who patented the telephone; and Sir Tim Berners-Lee, who founded the World Wide Web.</p>	<p>In Explore 11 Challenging social justice, pupils will discover that the trailblazers may have had a different race, gender, or religion to each other and to ourselves. Pupils will explore what makes them different to these trailblazers and come to appreciate differences between people. In Explore 13 Rhythm and blues, pupils will enjoy listening to music of this genre and reflect on how it makes them feel.</p>
<p>Zeus</p> 	Year 3	<p><b>History</b></p> <p>In Zeus, we look at key figures such as Alexander the Great and some of the important Greek battles such as the Battle of Marathon and the Battle of Thermopylae. Pupils will learn about what life was like in Ancient Greece and hear many of the famous Greek myths that were told, such as Theseus and the Minotaur and the twelve labours of Heracles.</p>	<p>Pupils will make links to their own experiences and understand that during their lives, they will experience a range of both positive and negative emotions. Pupils will be able to verbalise their feelings and describe the range and intensity of their emotions.</p> <p>In Explore 10 Life of a Spartan Soldier, pupils will sympathise with the experiences of a Spartan boy soldier and discuss the range of feelings that they may encounter.</p>

<p>Savage Settlers</p> 	<p>Year 4</p>	<p><b>History</b></p> <p>In Savage Settlers, we investigate the key questions, such as why the settlers came to Britain and why they attacked certain places (such as Lindisfarne). Pupils will learn what life was like on board a Viking longship and how the Vikings and Anglo-Saxons co-existed in Britain.</p>	<p>In Explore 8 The Lindisfarne invasion, pupils will learn how to react when people are unkind to them. They will discuss how to help them be a better person. In Explore 13 Weaving, pupils will learn about the different hobbies that people have and learn that stitching is a hobby some people enjoy. They will explore how a chosen hobby can help a person to relax as well as developing key character traits such as determination and resilience.</p>
<p>Romans</p> 	<p>Year 4</p>	<p><b>History</b></p> <p>In this theme, pupils will learn about the chronology of the Roman Empire and important events such as the Roman invasion of Britain in AD43 and Boudicca's rebellion in AD 61. Through the study of historical sources, pupils will be able to explain why the Roman Empire became so vast and how effective different Roman emperors were.</p>	<p>In the Wellbeing Moments, pupils will learn how the Romans enjoyed using public baths to clean and care for themselves. Pupils will then discover the importance of self-care as a way of looking after themselves and making ourselves feel better and uplifted. Many Celts would have described the Romans as bullies after seeing them invade their country and control their way of living. Pupils will discuss appropriate reactions to bullying and how they can seek help if they ever feel they are being bullied.</p>

<p>Around the World</p> 	<p>Year 4</p>	<p><b>Geography</b></p> <p>In 'Around the World', we look at the geographical biomes of tundra, savannah, woodland, desert, rainforests and grassland. Pupils will learn about what life is like for people in different parts of the world and how certain people have influenced both art and music, e.g., the Bedouin and Tchaikovsky. They will make comparisons between various cities across the world and look at the climate in each city.</p>	<p>In the mental wellbeing explore for Around the World, pupils will look at Tchaikovsky's The Nutcracker. First, they will listen to 'The Russian Dance', one of the famous compositions from the ballet, and discuss their emotional responses to the music. They will then focus on stereotypes within the world of ballet and dance in general, challenging the idea that dancing is for girls only and appreciating the skill and strength of ballet performers.</p>
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Amazing Islands 	Year 5	<b>Geography</b>  In Amazing Islands, we look at how the world has changed over time, explore how islands are formed and how plate tectonics work, explore different island cultures and significant places and people. We will also consider the impact we have as humans on the world around us, aiming to respond to the driving question: Are humans improving the world?	In Explore 9 The Galápagos Islands, the pupils will learn about conservation, and in Explore 13 What is climate change? they will learn about our impact on the Earth's health. The pupils will come to understand their role in protecting their environment and ensuring that they are active in shaping the future of the planet.
Galaxy Quest 	Year 5	<b>Science</b>  In Galaxy Quest, pupils look at the universe and the solar system. They gain an understanding of the planets that are in the Milky Way, and how these planets orbit the Sun. Pupils will learn about significant astronomers who theorised about the universe and also about those individuals who have experienced space travel and lived on the International Space Station.	In Explore 4 Day, night and seasons, pupils will learn how to deal with change in their lives. In Explore 10 The space race pupils to learn to deal with competition and failure, and view them as positive ways to improve and increase their skills.

<p>Blitz</p> 	<p>Year 6</p>	<p><b>History</b></p> <p>In this theme, pupils will learn about the causes that led up to the war and the chronology of the main events of World War II. They will then explore the impacts of World War II in more detail as they learn about a series of topics, including rationing, evacuation, propaganda, the home front and the Blitz. They will also complete some Blitz inspired artwork and design their own World War II celebration cake in Design technology.</p>	<p>During the war, families lost their children, parents, siblings and partners. In Explore 3 The Blitz, pupils will reflect on the feelings of loss and bereavement both during and after the war and discuss their own experiences as well as sharing coping strategies. In Explore 12 Anne Frank and human rights, pupils will discuss the persecution Frank experienced because of her religion. They will reflect on the unfair treatment of Jewish people and the lessons that have been learned as a result.</p>
<p>Iceberg Ahead</p> 	<p>Year 6</p>	<p><b>Geography</b></p> <p>In Iceberg Ahead, we look at key figures who have changed the United States, such as George Washington, Abraham Lincoln, John F. Kennedy, Martin Luther King Jr. and Barack Obama. Pupils will learn about the Titanic disaster and how the passengers were treated on board.</p>	<p>In Iceberg Ahead, pupils will learn about first-, second- and third-class tickets for the journey on board the Titanic, and look at the differences in comfort, luxuries and living conditions. This will allow pupils to think about how people were treated differently based on their status in the past, particularly when the class system was dominant in Great Britain. They will appreciate that those who were well off could afford to buy the best accommodation and services on the ship, while those who were less fortunate had to make do with challenging living conditions during the voyage.</p>

<p>The Globe</p> <p><b>The Globe</b> </p>	<p>Year 6</p>	<p><b>Art</b></p> <p>In this theme, pupils will learn about Shakespeare and explore why he is a significant historical figure. They will develop their knowledge of the period in which Shakespeare lived. They will also discover where he lived and travelled to in order to showcase his plays.</p>	<p>In The Globe, pupils will recognise that various situations can cause a range of emotion, some of which are very intense. They will start off by looking at some real-life difficult scenarios and discussing how these events would make them feel, before looking at one of William Shakespeare's most famous tragedies – Romeo and Juliet. They will analyse the timeless issues of conflict, love, betrayal and death, and focus closely on the character of Juliet in order to establish empathy for her experiences.</p>
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Citizen Me 	Year 7	<b>Citizenship, English, Geography &amp; PSHE</b>  The intention of this theme is to expand students' awareness of what it means to be part of a community. This is explored at local, national, and international levels as well as secular and religious community structures. Students will consider the benefits of pluralism, diversity, and British values. As the idea of community is brought into focus, students will also consider how politics is a tool for change and how MPs are an integral part of this. Students will learn about inspiring people and will contemplate the qualities of a person who is an inspiring global citizen. Finally, students will work collaboratively with their peers to complete a class agreed 'Citizen' project.	In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled: <ul style="list-style-type: none"> <li>- <i>How to be yourself</i></li> <li>- <i>Read all about it</i></li> <li>- <i>The importance of kindness</i></li> <li>- <i>The science of puberty</i></li> </ul>
Fairy Tales 	Year 7	<b>Art, Drama &amp; English</b>  The intention of this theme is to complete an in-depth study of Shakespeare's A Midsummer Night's Dream. Students will complete character and language analysis with a focus on being able to cite specific textual evidence. Furthermore, students will need to use their creative skills to create fairy tale settings and perform to an audience. Students will then need to use this knowledge to explore fairy tales around the world and assess their relevance today.	In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled: <ul style="list-style-type: none"> <li>- <i>What does being a man mean to you?</i></li> <li>- <i>Boundaries and you</i></li> <li>- <i>Boundaries and consent</i></li> <li>- <i>Does happily ever after really exist?</i></li> </ul>

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<p>In Days of Old</p> 	<p>Year 7</p>	<p><b>History &amp; RE</b></p> <p>The intention of this theme is to provide an in-depth study of the political, military and social history of the Middle Ages. We work towards answering the driving question by considering events that took place in Britain and the wider world during this time. We explore the events surrounding The Norman Conquest in 1066 and investigate the way in which the Norman invaders maintained control of England. To do this, we use and analyse sources and interpretations. Significant emphasis is placed on the role of religion and its impact on Medieval Britain. By the end of the theme, students are expected to explore some of the more complex aspects of history such as significance and importance. The journey of lessons in the theme alongside the supporting resources allow students to explain how events in the medieval period helped shape our society today.</p>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>How can we help ourselves when we feel sad?</i></li> <li>- <i>Ten acts of kindness to try</i></li> <li>- <i>Creative writing challenge: historical figures</i></li> <li>- <i>When your family doesn't talk about mental health</i></li> </ul>

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<p>Da Vinci</p>  <p><b>Da Vinci</b></p>	Year 8	<p><b>Art, Mathematics, RE &amp; Science</b></p> <p>The intention of this theme is to explore the many inventions and works of Leonardo da Vinci before acknowledging how his ideas have shaped our thinking about the world today. We will exercise our creativity to design our own portraits, supportive sketches, notations and commentaries. As part of our scientific work, we will investigate Leonardo's theories regarding proportions of the human body. We will test our hypothesis based on whether we consider his ratios to be accurate or not, while also considering how we could improve our investigation methods.</p>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>How to be yourself</i></li> <li>- <i>Read all about it</i></li> <li>- <i>The importance of kindness</i></li> <li>- <i>The science of puberty</i></li> </ul>
<p>India</p>  <p><b>India</b></p>	Year 8	<p><b>Art, Drama, English, Geography, History &amp; RE</b></p> <p>The intention of this theme is to broaden students' depth of knowledge of British and world history through the study of the Indian sub-continent from many different perspectives. We start by looking at the physical geography of India and then go on to discover and reflect on how modern India has developed from the sixteenth century and the rule of the Mughals to modern India today. This includes exploring the impact of the British Raj in the nineteenth and twentieth centuries, and the struggle for independence. We also look at some world religions which are practiced in India, and the influence of some Indian art, film and literature. The journey of lessons in the theme alongside the supporting resources allow students to explain what made India the country it is today with reference to the Indian sub-continent and its global context.</p>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>Amazing male role models</i></li> <li>- <i>Boundaries and you</i></li> <li>- <i>Coronavirus: questioning religion</i></li> </ul>

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Grand Designs 	Year 8	<p style="text-align: center;"><b>Computing, Design, Geography &amp; Maths</b></p> <p>Grand Designs is a Design, Computing, Geography, and Maths rich theme. Students take on the role of an architect bidding for a new project in the local area, planning and building models of their designs and considering how to fund it for the future. They conduct research, plan, build and use feedback to make improvements throughout the project. At the end of the theme they participate in a competition, where they deliver a pitch in the hope of it being chosen by the local community. This theme enables a response to the key question: <b>What must we consider when building for our community?</b></p>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>Creative writing challenge: create your own planet</i></li> <li>- Self-esteem: building esteem</li> </ul>

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<p>Tragedy</p>  <p><b>Tragedy</b></p>	<p>Year 9</p>	<p><b>History &amp; RE</b></p> <p>This is a Humanities based theme particularly focussed on History and RE. At its heart is the tragedy of the Holocaust. It begins with a wellbeing activity to address the impact some of the issues involved in the theme may have. Students may find the issues upsetting. The activity supports the students in how they should deal with this. The History section allows students to understand how the Nazis rose to power to see the impact of the end of World War I on Germany and how this and other factors allowed the Nazis to take advantage of discontent and come to power. A study of World War II covers Axis advances (Operation Dynamo and Battle of Britain), the turning points of 1942–43, the impact of war on civilians (the London Blitz). It finished with a question about the end of the war looking at Dresden and Hiroshima and how their tragic outcomes have been justified by the need to end tragedy elsewhere.</p>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>Ways to cope if you have call 999</i></li> <li>- <i>Eating difficulties in the media</i></li> <li>- <i>Suicide in the media</i></li> <li>- How to cope when the world feels a little unsafe</li> </ul>

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<p>Whose Earth is it Anyway?</p> 	<p>Year 9</p>	<p><b>Geography, RE &amp; History</b></p> <p>This is a Humanities based theme that begins with students discussing the different elements of the theme and the driving question. They then revisit religious views about creation and how people explain how Earth was made. Students investigate what Earth is like through a study of the impact of factors on ecosystems and an in-depth study of a chosen ecosystem. From here, students study the impact of weather on Earth and the people who live there before moving on to a study of the physical geography of Africa. The next area of study involves how humans have affected Earth from drawing borders in Africa in the 19th century, through different rates of development to the impact of different factors internationally and locally, summing up with the impact of climate change. Students then study attitudes to 'Whose Earth it is anyway?' by investigating the impact of fake news on climate change and ending with religious and personal views about stewardship and who should protect Earth.</p>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>Celebrating our black British history</i></li> <li>- <i>Let's get creative</i></li> <li>- <i>Let's talk about protesting</i></li> <li>- <i>Managing eco anxiety</i></li> </ul>

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Environment  Environment	KS4	<p>This theme is about the importance of the environment and, in particular, investigating the impact of climate change, examining different sides of the argument and the science and data supporting these points of view.</p> <p>It will involve developing an understanding of how people can positively impact their environment through, for example, looking at sustainable design, environmental tourism and an awareness of their own carbon footprint.</p> <p><b>KEY QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. What is the environment?</li> <li>2. Why is the environment important?</li> <li>3. How much do we impact on the environment?</li> <li>4. How can we mitigate our impact on the environment?</li> </ol>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- <i>Creative writing challenge: create a holiday</i></li> <li>- <i>Staying safe in an online environment</i></li> <li>- <i>Understanding eco-anxiety</i></li> <li>- <i>When being at home is hard</i></li> </ul>

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<p>Conflict</p>  <p><b>Conflict</b></p>	<p>KS4</p>	<p>This theme is about developing an understanding of war and conflict, beginning with looking at some significant examples of historical conflicts before moving on to examining the impact of conflict.</p> <p>Conflict is considered from different angles, from conflict in music, to chemical reactions, to intellectual property rights.</p> <p>The theme includes discussion of how various types of conflict can be resolved.</p> <p><b>KEY QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. What are the causes of conflict?</li> <li>2. What are the different types of conflict?</li> <li>3. What are the consequences and impact of conflict?</li> <li>4. How can we resolve conflict?</li> </ol>	<p>In KS3 and 4, each theme includes several age-related articles provided by the mental health and wellbeing experts at Kooth. In this theme students will be able access articles entitled:</p> <ul style="list-style-type: none"> <li>- Is rivalry really such a bad thing?</li> <li>- Let's talk about friendship heartbreak</li> <li>- Managing our relationships at home</li> <li>- The science of anger</li> </ul>