



Topic Thread Definitions



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity
Vision	<p>Linking to the school’s vision, we aspire for all members to <i>achieve</i> their <i>potential</i> as individuals, while showing <i>love for one another</i>. Understanding that we are all different but all special means that we can <i>live and work in harmony</i>.</p>	<p>As Shelford’s vision explains, we aspire for all members to understand how our <i>community of life-long learners</i> has come to be as it is now.</p>	<p>In-line with our prioritisation of internationalism, we recognise that we belong to a local and global <i>community of life-long learners</i>.</p>	<p>Our vision states that we aspire to show <i>love for one another</i>. This is an application of empathy, which enables us to <i>live and work in harmony</i> in our <i>community of life-long learners</i>.</p>	<p>We aspire for everyone to <i>achieve</i> their <i>potential</i>. This in itself is the effect of growth and change.</p>	<p>Our vision sets out that we aspire for all of us in our <i>community</i> to <i>achieve our potential</i>. Being curious enables us to ask and explore questions, wonder and learn. We aim for this to form foundations for all of us to become <i>life-long learners</i>.</p>
Why for our Learners?	<p>Pupils at Shelford should explore what makes them unique and special at the same time as understanding what makes others special.</p> <p>Pupils at Shelford should understand the wide range of features that make up an identity – including the identity of people, places and countries.</p>	<p>Pupils at Shelford should explore a story that has had impact for our community, society or country.</p>	<p>Pupils at Shelford should explore features of our environment or the environment further afield, encouraging pupils to compare (either between places or times)</p>	<p>Pupils at Shelford explore the theme of what makes a community – either one element or many. This will include exploring themes to promote empathy for others.</p>	<p>Pupils at Shelford should understand how different growth and changes have causes positive impact on how we live now.</p>	<p>Pupils at Shelford should be inquisitive and curious about the world around us: what is in it; how that came to be and whether it needs to change.</p>
Overview of outcomes: what does it entail?	<p>Key themes of personal identity and the identity of each other, understanding what makes each of us unique and showing respect for that.</p>	<p>Key themes of a story relevant to our community are explored. These stories have an impact, which will have caused changes to how we live and think now.</p>	<p>Local themes and global themes – especially those relating to human and physical geography are covered. In addition, ongoing focus on concern for the</p>	<p>Themes such as injustice, preferences, discrimination and how the theme of community (or one aspect of a community) has evolved</p>	<p>Themes of growth are covered, such as: observation of growth in nature; growth of my locality; growth in civilisations</p>	<p>Themes of wonder, intrigue and discovery make up the thread of curiosity. There may be a particular focus on the natural world or how the</p>

	<p>The theme of uniqueness is expanded on in some topics, linking to variation of species, evolution, DNA etc.</p> <p>Key themes in the identity of our country – understanding the historical and geographical changes that make our country.</p>		<p>environment with respect to weather and choice of materials may be covered.</p>	<p>through time are covered.</p>		<p>human world is now due to a specific focus.</p>
--	---	--	--	----------------------------------	--	--