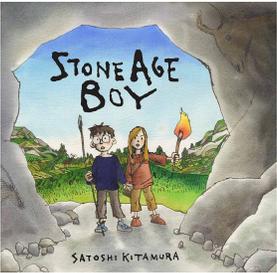
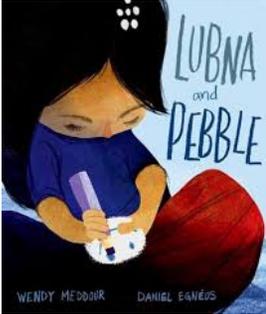
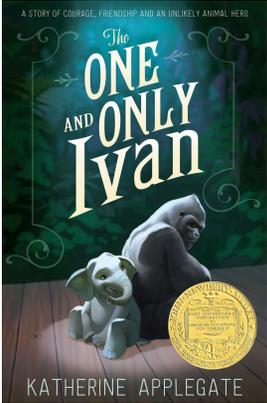
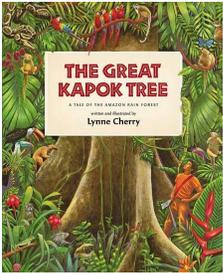
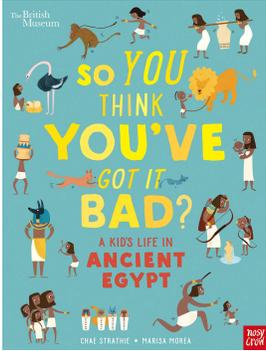
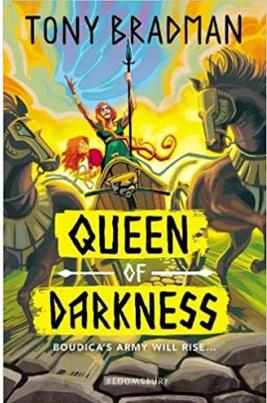


Year 3 Curriculum Overview

Autumn Term		Spring Term		Summer Term	
<p>Global theme(s): Human Rights</p> <p>Focus: Why do people move?</p>		<p>Global theme(s): Sustainable Development</p> <p>Focus: Environmental responsibility</p>		<p>Global theme(s): Power and Governance</p> <p>Focus: How do different types of leaders lead?</p>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Human settlements and migration</p>	<p>Theme: Refugees</p>	<p>Theme: How is human activity impacting the world around us?</p>	<p>Theme: How can we all live more sustainably? What is renewable energy?</p>	<p>Theme: What makes a good leader? How did the pharaohs of Ancient Egypt lead?</p>	<p>Theme: What makes a good leader? Boudica's rebellion against the Romans</p>
Core texts	Core text	Core text	Core text	Core text	Core text
					

<p align="center">Curriculum overview</p> <p>Children will learn about the history of human settlements and migration in Great Britain.</p> <p>Children will understand the difference between a migrant and a refugee and why some people are forced to move away from their home country.</p> <p>Children will learn about the concept of a 'climate refugee' through a study of the floods/droughts in Somalia.</p>		<p align="center">Curriculum overview</p> <p>Children will consider how human activity impacts our world, with particular attention to the harmful impact on animal habitats.</p> <p>Children will consider how we can all make better choices in our daily lives to protect the future of our planet.</p> <p>Children will learn about why fossil fuels are harmful to the environment and the benefits of solar, wind and hydro energy.</p>		<p align="center">Curriculum overview</p> <p>Children will understand the significant achievements of the most famous pharaohs.</p> <p>Children will consider the concept of invasion through a study of Boudica's revolt against the Roman invasion of Britain.</p>	
<p>Diversity, Community & Global Project Outcome</p> <p>To create a large scale map of migration routes learnt about in school and their impacts on the environment.</p>		<p>Diversity, Community & Global Project Outcome</p> <p>Adoption of a gorilla through the WWF.</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Write to the Prime Minister explaining how we can live more sustainability.</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Create a job description for the different leaders learnt about.</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Work in groups to create a pitch to persuade the class why they would be the best leader.</p>
English					
<p>Writing outcomes</p> <p>1.Setting Description - A Stone Age Village setting description.</p> <p>2. Non-chronological report - Hunter gatherers</p> <p>3. Newspaper Report - The Discovery of Skara Brae</p>	<p>Writing outcomes</p> <p>Recount/Diary - perspective of another child</p> <p>Poetry (refugees).</p>	<p>Writing outcomes</p> <p>Non chronological report - All about Gorillas</p> <p>Discussion text - Should animals live in zoos?</p> <p>Narrative - Setting description</p>	<p>Writing outcomes</p> <p>Persuasive letter - How to improve our environment</p> <p>Narrative of the Great Kapok Tree</p>	<p>Writing outcomes</p> <p>Non chronological Report - Ancient Egyptian Life</p> <p>Factfile - All about pharaohs</p> <p>Setting description - A pyramid setting description</p> <p>Instruction writing.</p>	<p>Writing outcomes</p> <p>Newspaper Report - Mount Vesuvius erupting</p> <p>Biography - Boudicca.</p> <p>Narrative - Setting description, character description and diary entry</p>

<p>Grammar, punctuation and spelling</p> <p>Spelling: Prefixes - dis, mis, re, The // sound spelt y Adding suffixes beginning with vowel letters Suffix - ly Words ending in -sure, -sion /k/ sound spelt ch /sh/ spelt ch</p> <p>SPAG -</p> <ul style="list-style-type: none"> Recap of Y2 SPAG objectives Full stops and capital letters Conjunctions Question marks Adjectives Words to replace nouns (pronouns) Conjunctions to express time Past tense Prepositions Speech marks Verbs Using a dictionary <p>Punctuation / Grammar - Prepositions, formation of nouns using a range of adjectives, 'a' or 'an', time, place and cause conjunctions, adverbs, introductions to inverted commas to punctuate speech, consonants and vowels, nouns and pronouns for clarity, past tense, present tense, verbs, adjectives.</p> <p>(Revisiting of all SPAG objectives taught through regular SPAG 5 a day activities)</p>	<p>Grammar, punctuation and spelling</p> <p>Spelling: Words spelt with ei, eigh, ey Homophones and near homophones Words with endings sounds (t)ch with er ending /u/ sound spelt ou Prefixes - un, dis, mis</p> <p>SPAG -</p> <ul style="list-style-type: none"> Adjectives to compare Plurals Adverbs of manner Alternative verbs Prepositions Parts of a sentence Irregular past tense Conjunctions Apostrophes for contractions Direct speech Expanded noun phrases <p>Punctuation / Grammar - subordinating conjunctions, coordinating conjunctions, place and cause conjunctions, homophones heel/heal/he'll main/mane, apostrophes, Clauses and subordinate clause, editing and evaluating, time conjunctions, paragraphs, prepositions.</p> <p>(Revisiting of all SPAG objectives taught through regular SPAG 5 a day activities)</p>	<p>Grammar, punctuation and spelling</p> <p>Spelling: Prefix - re Suffix ly added to an adjective The ending sound - sion, -sure, -ture /k/ sound spelt ch Words with the s ch mostly French in origin. ei sound - ei, eigh, ey Prefix - in Suffix - -ation</p> <p>SPAG -</p> <ul style="list-style-type: none"> Full stops, question marks, exclamation marks Commas in a list Adverbs to begin a sentence Prefixes Apostrophe for possession Words to show possession Present perfect tense Subordinate clauses Alternatives for 'said' Irregular adjectives to compare Fronted adverbials Using a thesaurus <p>Punctuation / Grammar - 'a' and 'an', apostrophes, using the present perfect tense instead of the simple past tense, using conjunctions, compound nouns, word families, organisational devices, expanded noun phrases, grammatical patterns in a sentence, adjectives, adverbs, verbs, review of capital letters, full stops, question marks and exclamation marks, direct speech.</p> <p>(Revisiting of all SPAG objectives taught through regular SPAG 5 a day activities)</p>
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Maths

<ul style="list-style-type: none"> Place value Addition and Subtraction 	<ul style="list-style-type: none"> Multiplication and Division A Measurement: Length and Perimeter 	<ul style="list-style-type: none"> Multiplication and Division B Mass and Capacity 	<ul style="list-style-type: none"> Fractions A 	<ul style="list-style-type: none"> Money Fractions B Properties of shape 	<ul style="list-style-type: none"> Time Statistics Multiplication and Division (in preparation for Year 4)
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Science

Rocks	Forces	Animals including	Plants	Light
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<ul style="list-style-type: none"> • What are rocks and where do they come from? • What are the properties of rocks? • What is erosion? • What are fossils? • Which soils are most permeable? 	<ul style="list-style-type: none"> • What is a force? • Will two north poles attract? • Which materials are magnetic? • Do all magnets attract objects from the same distance? • How do surfaces change the way an object moves? 	<p>humans</p> <ul style="list-style-type: none"> • What are nutrients? • How can food labels help us to understand what we eat? • How are skeletons different? • What is my skeleton? • Why do we need muscles? 	<ul style="list-style-type: none"> • How do the parts of a plant help to keep it alive? • What do plants need to grow well? • How is water transported through a plant? • Why do some plants have flowers? • How do seeds disperse? 	<ul style="list-style-type: none"> • What is light and dark? • How do we see? • How can we be safe with light? • What are reflective surfaces? • What is refraction? • How are shadows formed?
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Wider national curriculum

<p>History</p> <p><i>How did life change in Britain from the Stone Age to the Iron Age?</i></p> <ul style="list-style-type: none"> • When was the Stone Age/ Bronze Age/ Iron Age? • Why do historians divide the Stone Age into the Palaeolithic, Mesolithic and Neolithic periods? • How much did life change when man learned how to farm? • What can we learn about the Stone Age from a study of Skara Brae? 			<p>History</p> <p>Made in the North East Week</p> <p><i>Why are there so many castles located in the North East of England?</i></p> <ul style="list-style-type: none"> • What is a castle? • When was the medieval period? • Where can we find castles in the North East? • How are castles a good form of defense? • Who lived/lives in castles? • What was life like for a variety of people in a castle? • Who was in 	<p>History</p> <p><i>What makes a civilization?</i></p> <p><i>What was it like to live in Ancient Egypt?</i></p> <ul style="list-style-type: none"> • Who were the Ancient Egyptians? • When did they live? Where did they live? • Why was the River Nile so important to the Ancient Egyptians? • Who was in charge during the Ancient Egyptian period? • Who is Howard Carter? • What was daily life like in Ancient 	<p>History</p> <p><i>How did the arrival of the Romans change Britain?</i></p> <ul style="list-style-type: none"> • Who are the Romans? • Where did they come from? • Why did Emperor Claudius want to invade Britain? • Why did the Romans nearly lose control of Britain? • Why did Emperor Hadrian build a wall? • How do we know so much about the towns the Romans built in Britain? • Why did the Romans organise gladiatorial games?
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<ul style="list-style-type: none"> • Why did they build Stonehenge? • How should we remember the Bronze Age? • What was life like in the Iron Age and how do we know? 			<p>charge of a castle?</p> <ul style="list-style-type: none"> • What is our most local castle and why is it important? • How do we know? 	<p>Egypt? How do we know?</p>	
<p>Geography</p> <p><u>Unit: Europe: How diverse are its landscape and places?</u></p> <ul style="list-style-type: none"> • Where is Europe? (KS1 recap) • Which countries are in Europe? (use atlas and globes to locate countries) • What is the weather and climate like in different countries in Europe? • What are the major cities in Europe and why are they important? • What are the physical features of countries in Europe? (identify and locate on maps) • What are the human features of countries in Europe? • Where should I go on holiday in Europe? 	<p>Geography</p> <p><u>Unit: Amazon Rainforest</u></p> <ul style="list-style-type: none"> • Where is South America and what are the major countries? • What are the physical features of a jungle? • What is the climate of the Amazon Rainforest and how does this compare to the UK climate? • What are the topographical features of the Amazon Rainforest? • How does the Amazon River compare to the River Tyne? • What main human and physical features can be found on the Amazon River? • What symbols are used to record weather? • How can a weather chart be analysed? • How is the land used within the Amazon rainforest and how have human features affected this? • How do statistics compare for the weather/climate within the Amazon and the UK? (<i>e.g. rainfall & temperature</i>) • Where is the equator? • Where is the Northern and Southern Hemisphere? (KS1 recap) • Why are rainforests located between the Tropic of Cancer and the Tropic of Capricorn? 	<p>Geography</p> <p><u>Unit: Settlements: Where do people live and why?</u></p> <ul style="list-style-type: none"> • What are the features of settlements? (KS1 recap - focus on village, town, city, hamlet and facilities) • Where are the villages, towns and cities in the UK? (use atlases and OS maps) • Why are some settlements established and why do some grow? (describe and explain) • How has our local area changed? (use old OS maps and photos) • How has our local town changed and grown? (use current OS maps and conduct fieldwork) • What is a megacity and how is it different from our local town? 			
<p>Computing</p> <p>Systems and networks</p> <p>Connecting computers</p> <ul style="list-style-type: none"> • to explain how digital devices function 	<p>Computing</p> <p>Programming</p> <p>Sequencing sounds</p> <ul style="list-style-type: none"> • to explore a new programming environment 	<p>Computing</p> <p>Creating media</p> <p>Desktop publishing</p>			

<ul style="list-style-type: none"> to identify input and output devices to recognise how digital devices can change the way we work to explain how a computer network can be used to share information to explore how digital devices can be connected to recognise the physical components of a network 	<ul style="list-style-type: none"> to identify that commands have an outcome to explain that a program has a start to recognise that a sequence of commands can have an order to change the appearance of my project to create a project from a task description 	<ul style="list-style-type: none"> to recognise how text and images convey information to recognise that text and layout can be edited to choose appropriate page settings to add content to a desktop publishing publication to consider how different layouts can suit different purposes to consider the benefits of desktop publishing 			
<p>Internet safety</p> <p>Online relationships</p> <ul style="list-style-type: none"> Sharing information online Hurtful situations online Permission and sharing 	<p>Internet safety</p> <p>Online reputation</p> <ul style="list-style-type: none"> Researching online Things I don't want to share online Being unsure and seeking help 	<p>Internet safety</p> <p>Safer Internet Day</p>	<p>Internet safety</p> <p>Privacy and Security</p> <ul style="list-style-type: none"> Keeping passwords private Reporting and blocking Collecting data 	<p>Internet safety</p> <p>Self image and identity</p> <ul style="list-style-type: none"> Avatars Username online Changing identity online 	<p>Internet safety</p>
<p>Music</p> <p>Creating rhythm compositions</p> <p>-Exploring layering different rhythm patterns.</p> <p>- body percussion</p> <p>- Using simple tools to create rhythms (cup song)</p> <p>-Compose a 4-line rhythm complex.</p> <p>-Rehearse and refine rhythm complex.</p> <p>-Composition performance.</p>	<p>Music</p> <p>Learning a selection of Christmas songs leading to a Christmas performance.</p> <p>-increasing vocal control and accurate pitching.</p> <p>-Children will understand the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p>Music</p> <p>What is a rap? Creating a rap</p> <p>Exploring the GENRE of RAP music.</p> <p>Creating a 'REFRAIN' (Chorus) for a Rap, to spread an important message to an audience.</p> <p>Creating a first and second 'SET' for a RAP</p> <p>Putting all of the ideas for a group Rap, together in a</p>	<p>Music</p> <p>Exploring Mars from the Planet Suite by Holst</p> <p>-Listening, appraising and responding to the music.</p> <p>Learning about OSTINATO patterns and how they are used in the piece Mars.</p> <p>Exploring tempo and pulse used in the music Mars.</p> <p>Exploring the structure used in the music Mars.</p> <p>Learning 'What is a Coda?'</p>	<p>Music</p> <p>Building melodies using multilink or Lego</p> <p>-Composing a first line an original melody using up to five pitches.</p> <p>-Composing contrasting second line of melody, using different pitches and durations then fitting all melody ideas together into a balanced structure.</p> <p>-Exploring simple ideas which can be used as an INTRODUCTION, CODA and ACCOMPANIMENT.</p> <p>-Children will rehearse and perform their melodic creations to their peers,</p>	<p>Music</p> <p>Creating chime bar melodies and notating using squared paper</p> <p>Analyse the structure of a simple melody</p> <p>-Building visual representations of a melody line, using multi-link/Lego.</p> <p>-explore structure and repetition by composing a new melody using sections of a well-known song, 'notated' using multi-link/Lego.</p>

		<p>planned order, adding an ostinato accompaniment.</p> <p>Rehearsing Rap compositions.</p> <p>Performance of created raps.</p>	<p>Creating a class 'Planet' piece using pitched and unpitched percussion instruments.</p>	<p>using chime bars/glocks.</p> <p>Exploring ways to effectively record composition ideas on paper.</p> <p>Children will complete notating their compositions neatly using either numbers, or squared paper, to be photographed or displayed.</p>	<p>-Exploring ways to record pitch and duration of notes on paper.</p> <p>-Adding an Ostinato accompaniment to a simple melody.</p> <p>- performing melodic compositions to the class.</p>
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Art

<p>Topic: Stone Age Key Question: How did the stone age use art to record?</p>	<p>Topic: Refugees Key Question: How can we use textiles to enhance our work?</p>	<p>Topic: Sustainable Development Key Question: How can we raise awareness about gorillas in captivity through Art?</p>	<p>Topic: Human Impact - Seals Key Question: How can we elevate the plight of seals in the Tyne?</p>	<p>Topic: World History: The Egyptians Key Question: How can we characterise Egyptian design?</p>	<p>Topic: The Eruption of Mount Vesuvius Key Question: How can we convey the power of Vesuvius using different art forms?</p>
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<p>DT <i>Food and nutrition: What are christmas traditions around the world?</i></p> <ul style="list-style-type: none"> • Understand how people around the world will celebrate, similarities and differences (food) • Understand mince pies to be a British tradition - where did they come from changes over time to recipe. • Understand where the ingredients come from, seasonality - grown, reared, caught, 	<p>DT <i>Structures: What is a castle? How do people live?</i></p> <ul style="list-style-type: none"> • Comparing structures around the world • Identify parts of castles • Identify how soldiers may have lived in battles - tents, camps etc • Evaluate / Consider appropriate materials for a tent / den • Design based on material choice • Make 	<p>DT <i>Textiles: Why are Egyptian headdresses significant?</i></p> <ul style="list-style-type: none"> • Design and make a template • Follow a criteria • Select and cut fabric using fabric scissors with ease. • Thread needles with greater independence. • Tie knots in thread • Sewing cross stitch to join fabric • Decorate fabric using applique
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<p>processed - eg mince pies season based on spices, processing of filling for taste</p> <ul style="list-style-type: none"> • Evaluate mince pies - flavour texture etc • Design filling • Make mince pie filling • Make mince pies using filling • Evaluate 		<ul style="list-style-type: none"> • Evaluate 		<ul style="list-style-type: none"> • Evaluate end product 	
PE Gymnastics Games	PE Gymnastics Dance	PE Gymnastics	PE Games	PE Games Athletics	
RE Christianity: What is it like for someone to follow God? Key Questions: <ul style="list-style-type: none"> • What is the Bible's 'big story'? (Recap of Creation story). • The story of Noah: What was God's covenant with Noah? • What does the story of Noah teach us about how we should live in school and the wider world? • How are the promises made in the story of Noah and promises at a Christian wedding ceremony similar? • What was it like for Noah and his family to follow God? 		RE Islam: How do festivals and worship show what matters to a Muslim? Key Questions: <ul style="list-style-type: none"> - What does the opening chapter of the Qur'an teach Muslims about God? - Why does prayer matter to Muslims and why is the mosque a special place for Muslims? - How do festivals and worship show what matters to a Muslim? (Ramadan Eid-UIFitr). Judaism: How do festivals and family life show what matters to Jewish people? Key Questions: <ul style="list-style-type: none"> What is worth celebrating? What do Jewish families celebrate every week? Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? Why is Pesach important for Jews? Why are commandments and blessings important to Jewish people? 		RE Christianity: What kind of world did Jesus want? Key Questions: <ul style="list-style-type: none"> What is a gospel? What can we learn from the story of the calling of the first disciples? How do Christians today try to follow Jesus? What do Jesus' actions towards the leper mean to Christians? How do Christians try to show love to all? 	
PSHE <u>Finding our inner peace (physical and mental health) **MELVA Explore Scratchicle Town**</u> Pupils will learn		PSHE <u>Respecting others</u> British Value- Mutual Respect and Tolerance Protected characteristics: age, race, sex, sexual orientation, religion or belief, marriage or civil partnership, disability and pregnancy or maternity.		PSHE <u>What makes a good leader?</u> <u>Health and wellbeing</u>	

<p>- exercise benefits on mental and physical health</p> <p>-risks of inactive lifestyle</p> <p>- sleep hygiene and impact</p> <p>-the importance of taking care of mental health</p> <p>-about strategies and behaviours that support mental health</p> <p>- to recognise that feelings can change over time and range in intensity</p> <p>- about everyday things that affect feelings and the importance of expressing feelings</p> <p>-how to express feelings</p> <p>Vocabulary:</p> <p>mental health</p> <p>exercise</p> <p>hobbies</p>	<p>Pupils will learn</p> <p>- individuality, personal qualities, strengths and attributes</p> <p>-managing setbacks and reframing negative thinking</p> <p>- differences and similarities between people</p> <p>- recognising what they have in common with others</p> <p>- to listen and respond respectfully</p> <p>- how to discuss and debate topical issues</p> <p>- respect other people's point of view and constructively challenge those they disagree with</p> <p>Vocabulary:</p> <p>difference</p> <p>unique</p> <p>British Values</p> <p>Protected characteristics</p> <p>Respect</p> <p>Tolerance</p>	<p>Pupils will learn</p> <p>- informed decisions about health</p> <p>- a balanced, healthy lifestyle</p> <p>- choices that support a healthy lifestyle, and recognise what might influence these</p> <p>- benefits of a healthy diet</p> <p>-how to plan healthy meals</p> <p>-risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Vocabulary:</p> <p>balanced</p> <p>obesity</p> <p>oral hygiene</p> <p>healthy choices</p>
<p><u>Maintaining Healthy Relationships</u></p> <p>British Value- Mutual Respect and Tolerance</p> <p>Pupils will learn</p> <p>- building positive relationships</p> <p>- different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>- features of healthy friendships; including online relationships</p> <p>-romantic relationships including marriage</p> <p>-caring relationships in family life</p>	<p><u>Our impact on the environment</u></p> <p>Pupils will learn</p> <p>-ways of carrying out shared responsibilities for protecting the environment in school and at home</p> <p>- how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Vocabulary:</p> <p>reusable</p> <p>eco</p> <p>responsible</p> <p>sustainable</p> <p><u>Body Parts</u></p>	<p><u>Esafty (computing)</u></p> <p>Pupils will learn</p> <p>-keeping personal information private</p> <p>-managing requests for personal information</p> <p>-how to get help and report concerns about something seen online</p> <p>- recognising risks and harmful content</p> <p>-people may behave differently online</p> <p>Vocabulary:</p> <p>security</p> <p>online risks</p> <p>private</p> <p>personal information</p>

<p>- different types of families (including single parents, same-sex parents, step-parents, blended families, foster parents)</p> <p>- shared characteristics of healthy family life</p> <p>-how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>- how to ask for consent</p> <p>Human Rights- Refugees protected characteristics: race</p> <p>Global Outcome/event: Collection for refugee charity</p> <p>Pupils will learn</p> <p>- to recognise there are human rights, that are there to protect everyone</p> <p>Vocabulary: race protect human rights</p>		<p>Pupils will learn</p> <ul style="list-style-type: none"> • The correct name for all of our external body parts including male/female genitalia. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Vocabulary: penis vagina vulva</p>			
<p>French</p> <ul style="list-style-type: none"> • Basic greetings and instructions • Counting to 15 • Asking and responding:how old are you? • Colours • Animals 		<p>French</p> <ul style="list-style-type: none"> • Food • Days of the week • Months of the year • Weather 		<p>French</p> <ul style="list-style-type: none"> • Counting to 20 • Parts of the body • Accents • Determiners 	
<p>Visit</p> <p>Seven Stories (Refugees)</p>		<p>Visit</p> <p>Alnwick Castle</p>		<p>Visit</p> <p>Vindolanda</p>	
Global curriculum					
<p>Values</p> <ul style="list-style-type: none"> • Kindness • Collaboration 	<p>Values</p> <ul style="list-style-type: none"> • Kindness • Collaboration 	<p>Values</p> <ul style="list-style-type: none"> • Responsibility • Curiosity 	<p>Values</p> <ul style="list-style-type: none"> • Responsibility • Empathy 	<p>Values</p> <ul style="list-style-type: none"> • Respect • Kindness 	<p>Values</p> <ul style="list-style-type: none"> • Respect • Empathy

• Responsibility	• Responsibility	• Creativity	• Collaboration	• Responsibility	• Integrity
<p>Global curriculum skills</p> <p>To understand the belief that people can bring about change.</p> <p>To understand commitment to social justice and equity.</p> <p>Communication</p> <p>Empathy</p> <p>Collaboration</p> <p>Ability to manage complexity and uncertainty</p> <p>Self awareness and reflection</p>	<p>Global curriculum skills</p> <p>To show concern for the environment and commitment to sustainable development.</p> <p>Creative and critical thinking</p> <p>Empathy</p> <p>Communication</p> <p>Ability to manage complexity and uncertainty</p>	<p>Global curriculum skills</p> <p>To develop identity and self esteem.</p> <p>To show respect for people and human rights.</p> <p>To understand the belief that people can bring about change.</p> <p>To understand commitment to social justice and equity.</p> <p>Empathy</p> <p>Self awareness and reflection</p> <p>Communication</p>			
Sustainable development goals covered					
	  				