



St. Peter's
Catholic Primary School

Rags and Riches

Key Stage 2, Year B, Spring Term 1

6 weeks



We put Jesus at the heart of everything that we do.

special kind unique inventive
generous awesome gentleness
purity helpful good positive
expressive enjoyable caring
adventurous bouncy zingy
fun truth colourful superb
confident polite compassion
friendly enthusiastic marvellous
comforting nice remarkable
happy magnificent great
meaningful forgiveness
exceptional joy wonderful
interesting creative hopeful
incredible spectacular
original brilliant peace
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful sacrifice
glorious fantastic tolerance
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing humility loving
energetic smiling captivating
justice encouraging mercy
gracious faithful important
supporting delightful thankful
hard-working tremendous



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The aims of our curriculum:

- We aim to be like Jesus the teacher, where all children learn to be good, inquisitive learners, capable of making our world a better place. Like Jesus our shepherd, no child will be left behind.
- We want our children to know more and remember more
- We aim to provide our children with a broad curriculum, rich with cultural capital.
- We aim to teach what is required from the National Curriculum as a minimum.
- We aim to create a curriculum that is teachable, clear and practical where possible.
- We want all of our children to progress so that they can tell us about their own progression in learning.
- We want our children to be able to tell us why they are learning what they are learning.

“Therefore encourage one another and build one another up, just as you are doing”

1 Thessalonians 5:1

Our Curriculum Drivers:

Catholic Social Teaching

Caritas in Action p.171 – Option for the Poor and Vulnerable

- Why are some parts of our area richer or poorer than others?
- What are the needs of those in a poor area compared with those in a rich area?
- Helping each other to see brothers and sisters, not strangers, in need. Raising awareness both locally and nationally.
- Being Christ's voice in our area for those who need us the most.

Our Resilience

We will learn how some people have been controlled by others through slavery.

We will learn the impact that this has had on groups of people and how we see that today.

We will learn why people are still angry about slavery and what society needs to do to make it right.

Our Community

We will host a visit from the organiser of the local food bank to learn about what they do to help support the poor of Leamington.

We will arrange an event that will support the foodbank

We will write to successful local businesses to ask them to support our campaign in a specific way.

Our aim is to support the foodbank without directly asking our parents to help, but appeal to the wider community

Our Environment

Grow a pound. All children are given a pound and through wise investment, they must grow it into a larger amount to pay for the following:

We will learn about using nature to support living. We will grow our own vegetables which we will then share with our community.

We will learn about what plants need to grow and which plants would be produce the most food for the least cost/effort.

We will plant hanging baskets and nurture them so that the school and local environment looks beautiful throughout the Summer. We will learn which plants would be best for this.

Diversity and inclusion

We will learn about Marcus Rashford. We will learn how he grew up in poverty but then became a very rich footballer. We will learn about how he used his platform to help children to get a hot school meal and learn to read.

Marcus was inspired by his mum. We will think about our mums and what they do for us. We will create tributes for our Mothers so that they know how they inspire us.

Rags and Riches:

As historians, we will:

Study differences in the lives of rich and poor throughout British history, looking at:

- The Stone Age
- The Bronze Age
- The Iron Age
- The Roman invasion of Britain
- The Anglo-Saxons
- The Vikings
- The locality of our school from Viking times to the present day
- Study the differences between rich and poor in some ancient civilisations, looking at:
 - The Sumer
 - The Indus Valley
 - The Shang Dynasty
 - Ancient Egypt
 - Ancient Greece
 - Early Baghdad
 - The Maya
 - The Benin Empire

We will begin by comparing and contrasting the lives of some of today's richest and poorest people, looking at food, housing, ways of making a living, clothes, jewellery and entertainment.

We will then discover that throughout British and ancient world history there is evidence of differences in the lifestyles of rich and poor. We will find out about how society began to develop into groups of people with their different skill levels, leading to differences in status. We will discover how the types of food, clothes, housing, jewellery, burial, transport and entertainment differed as a result of status.

We will discover how some people have been controlled by others and used as 'slaves'.

We will find out about the social structures of emperor, senator, citizens and slaves that developed during Roman times and continued in Anglo-Saxon times.

We will look at some of the differences in rich and poor in Britain since CE1066. We will also discover how some reforms helped the lives of everyone, including the National Health Service.

As writers we will:

- Write stories that contain mythical, legendary or historical characters or events
- Write stories of adventure based on events in history
- Write non-chronological reports
- Present information in a variety of ways to inform audiences of our findings

As mathematicians we will:

- Calculate the passing of time

As artists we will:

- Draw and paint images of jewellery, buildings and people throughout history

As scientists we will:

- Study and raise questions about our local environment throughout the year.
- Observe life-cycle changes in plants in a vegetable garden or flower border.
- Find out about the work of naturalists, for example, Jane Goodall.
- Find out about different types of reproduction, including sexual and asexual reproduction in plants.
- Work scientifically by: observing and comparing the life cycles of plants in our local environment with other plants around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.
- Try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.