ST ANDREW'S INTERNATIONAL PRIMARY SCHOOL

Blantyre, Malawi

A 21st-Century, Inquiry-Based Curriculum Map

Curriculum Map: Upper Primary (Key Stage 2)

Year 4 • Year 5 • Year 6



Introduction

Welcome to the St Andrew's International Primary School curriculum, a dynamic and forward-thinking educational framework designed to equip our pupils with the skills, knowledge and mindset to thrive in an interconnected and rapidly evolving world. While our foundation is firmly rooted in the rigorous standards of the English National Curriculum, our vision extends far beyond it, embracing the essential pillars of 21st-century learning.

We believe education must be a transformative experience. Our curriculum is built upon inquiry-based learning, where pupils are encouraged to ask probing questions, investigate complex problems and construct their own understanding. We foster critical thinking, creativity, collaboration and communication – the 4Cs – ensuring our learners are not just passive recipients of information but active, engaged participants in their own education.

A key driver of this philosophy is our deep integration of STEM (Science, Technology, Engineering and Mathematics). From the earliest years, pupils engage in hands-on, project-based learning that connects these disciplines to real-world challenges. From Key Stage 2 we introduce Artificial Intelligence (AI) Studies – content that goes beyond the statutory National Curriculum – demystifying this transformative technology so that pupils learn to use AI as a creative and analytical tool, understand its ethical implications, and develop the digital literacy essential for future success.

While our gaze is firmly on the global future, our feet are planted firmly on African soil. Our unique location in Malawi is not just a setting; it is a core component of our identity. An African context is woven throughout our curriculum, from literature and art to history and science. We study local ecosystems, celebrate Malawian and pan-African achievement, explore our rich cultural heritage, and address regional challenges through design thinking. This ensures our pupils develop a powerful sense of place, pride and agency.

From our Forest School programme in the Early Years and Key Stage 1, which cultivates resilience and a deep connection to the natural world, to our STEM and AI provision in Upper Key Stage 2, every experience is designed to inspire curiosity and a lifelong love of learning.

This document is a map to that future – a guide for nurturing resilient, empathetic and innovative young minds.

Curriculum Map: Key Stage 2 – Year 4

Learning is project-based and interdisciplinary. Pupils tackle complex problems, use technology fluently, and apply their knowledge to real-world contexts.

Sample Inquiry Unit – English (Term 1A: The Twits)

- **21st Century Focus:** Creativity, ethical reasoning.
- **STEM/AI Link:** 'Invention Convention': design and sketch a humane trap for one of Mr Twit's pranks, using simple mechanisms (levers, pulleys). Use an AI image generator (like Canva's AI) to visualise their invention.
- **African Context:** Read African folktales about trickery (e.g. Anansi the Spider) and compare the characters to the Twits.
- **LO:** To design an invention to solve a story problem and use AI to visualise it.
- **LOU:** All: can sketch a simple design idea. Most: can label the main parts of their invention. Some: can explain the simple mechanism and how the AI tool helped them develop their idea.
- **Resources:** The Twits, Anansi stories, design sheets, access to an AI image generator, modelling materials.

Sample Inquiry Unit – Science (Term 2A: States of Matter)

- **21st Century Focus:** Scientific inquiry, data analysis.
- **Inquiry Question:** 'How can we purify water using the water cycle?'
- **African Context:** Link to the importance of clean water in Malawi. Design and build a simple solar still or sand filter.
- **LO:** To build and test a simple water filtration model.
- **LOU:** All: can follow instructions to build a model. Most: can observe and describe changes in the water. Some: can suggest an improvement to their design based on results.
- **Resources:** Plastic bottles, sand, gravel, charcoal, dirty water, bowls.

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
English	**Key Text** • The Twits by Roald Dahl **Literary Theme** • Good/evil, kindness/cruelty, revenge/trickery **Main Outcomes** • Recounts, descriptions (character/setting), instructions, letters **SPaG Focus** • Word classes • Expanded noun phrases	**Key Text** • So You Think You've Got It Bad? by Chae Strathie **Literary Theme** • Childhood/daily life, beliefs/culture **Main Outcomes** • Persuasive writing, non-chronological reports, newspaper articles, narrative	**Key Text** • The Explorer by Katherine Rundell **Literary Themes** • Resilience/teamwork, nature/environment **Main Outcomes** • Character profiles, setting descriptions, survival guides, acrostic poems **SPaG Focus** • Subordinate clauses • Expanded sentences • Direct speech	**Key Text** • The Explorer by Katherine Rundell; What a Party! (additional text) **Literary Themes** • Resilience/teamwork, nature/environment **Main Outcomes** • Diary entry, adventure narratives, alternative ending **SPaG Focus** • Using direct speech (e.g. when quoting witnesses)	**Key Text** • The Story of Tutankhamun by Patricia Cleveland-Peck **Literary Theme** • Exploration/discovery, history/legacy **Main Outcomes** • Newspaper reports, posters, setting description **SPaG Focus** • Using relative/subordinate clauses to provide extra information	**Key Text** • The Story of Tutankhamun by Patricia Cleveland-Peck; The Magical Reality of Nadia (additional text) **Literary Theme** • Exploration/discovery, history/legacy **Main Outcomes** • Debate/persuasive writing, bibliography, instructional writing **SPaG Focus**

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• Sentence types • Conjunctions • Punctuation • Spelling: common Year 3/4 statutory words • Homophones		• Past and present tense • Plural and possessive apostrophes • Spelling: Year 4 statutory list • Prefixes	• Modal verbs (for advice) • Complex sentences		• Using commas, brackets and hyphens for parenthesis
Mathematics	**Multiplication Tables** • Up to 12×12 **Mental Maths**	**Multiplication Tables** • Up to 12×12 **Mental Maths** **Multiplication and Division** • Written methods for multiplication and division; problem-solving with all four operations	**Multiplication Tables** • Up to 12×12 **Mental Maths** **Fractions** • Recognising, comparing and simplifying fractions	**Multiplication Tables** • Up to 12×12 **Mental Maths** **Decimals** • Introduction to decimals (tenths and hundredths) **Measurement** • Converting between units (cm/m, g/kg, ml/l) • Problem-solving with fractions and measurement	**Multiplication Tables** • Up to 12×12 **Mental Maths** **Properties of Shapes** • Properties of 2D and 3D shapes; symmetry, angles and lines (parallel/perpendicular) **Position and Direction** • Coordinates and compass points **Measurement** • Area and perimeter (counting squares, introduction to formulae)	**Multiplication Tables** • Up to 12×12 **Mental Maths** **Time** • 12/24-hour clock, converting units **Data Handling** • Tables, charts, bar graphs, interpreting data **Consolidation** • Number, calculation, and problem-solving
Science	**Biology** • Living things and their habitats	**Biology** • Animals, including humans	**Chemistry** • States of matter (see sample inquiry unit above)	**Physics** • Sound	**Physics** • Electricity	**Investigations** • Working scientifically – planning, carrying out and evaluating investigations across the year's topics
Humanities	**Geography – Ancient Greece** • Mapping: locating Greece and major city-states • Ancient Greek city-states (Athens vs Sparta)	**History – Ancient Greece** • Greek gods and goddesses, myths, legends and beliefs • Democracy and government:	**Geography/History – Brazil: The Amazon Rainforest** • Location and features of the Amazon rainforest • Climate zones and rainforest layers	**Geography – Brazil: The Amazon Rainforest** • Flora and fauna: biodiversity, endangered species • Indigenous peoples: lifestyle and traditions	**Geography – Ancient Egypt** • Mapping: locating Egypt, major landmarks, deserts, rivers • Egyptian civilisation: pharaohs, pyramids,	**History – Ancient Civilisation and Legacy** • Gods, myths and beliefs of ancient Egypt • Egyptian achievements:

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• Why different weather? Comparing seasons and weather	origins of voting • Greek daily life: homes, food, education, clothing • Greek achievements: the Olympics, architecture, theatre	• Map skills: locating Brazil, the Amazon River, key cities	• Human impact: deforestation, conservation and sustainability	and daily life of children • The Nile: its importance to settlement, farming and transport	writing, medicine, architecture • Mummification and burial rituals
Computing	Photo editing: create a stop-motion animation using a variety of programs and manipulations within them.	Understand computer networks and the opportunities they offer for communication and collaboration. TED Talks: create their own TED talk using research techniques on the internet and film editing in a variety of software.	Passwords and e-safety: create strong, secure passwords and understand how to report online concerns when needed.	Repetition in shapes: create a 3D town or village using computer-aided design software, incorporating 3D shapes to build structures.	Scratch (repetition in games): explore Microsoft's impact on technology while learning to add conditions and debug programs using data variables and operators.	Data logging: work with spreadsheets by selecting and resizing cells, applying borders, and using basic formulas to organise and analyse data.
PSHE	**Health and Wellbeing** • Feelings and managing them • Healthy eating • Exercise and movement • Sleep and rest • Personal hygiene	**Health and Wellbeing** • Managing stress • Friendships • Resolving conflict • Safety and risks • First aid basics • Celebrating me	**Relationships** • Family • Friendships • Respect and kindness • Differences and diversity • Inclusion and belonging	**Relationships** • Conflict resolution • Bullying and cyberbullying • Understanding personal boundaries • Respecting others' personal boundaries • Trusted adults	**Living in the Wider World** • Belonging to a community • Rules and responsibilities • Rights and respect • Money matters • Digital citizenship	**Living in the Wider World** • Media and influence • The environment • Caring for others • Making a difference • Reflection
Art/DT	Points, Colour and Motion – Key Words: scale, tone, shape, texture, variation, flat, polished, raised, rough, smooth, coarse, pitted, matte, glossy, heavy, light, thick, thin, layered, vigorous, blended, sketchy, precise,	Learners are encouraged to think and work artistically by discussing and developing their ideas through the exploration of the works of established artists and through the exchange of ideas with other learners.	Perspective – Key Words: scale, view, perspective, proportion, assemblage, background, composition, dimension, foreground, horizontal, vanishing point, linear perspective, one-point perspective, two-point perspective, three-dimensional	In the first activity, learners reflect on contrasting different body shapes and how they are represented by artists and sculptors to give meaning. Learners experiment with using drawing media to create different body shapes. The second activity focuses on	Connecting Cultures – Key Words: art, culture, influence, inspiration, purpose, style, papier-mâché, felt-work, leatherwork, batik, embroidery, appliqué, collaboration, reviewing, refinement. This unit explores the art of different groups of people	In the second activity, there is an emphasis on the cultural sharing of aesthetics and purpose, through exploring how styles of headwear such as masks or hats of Africa, South America and Asia are similar in other parts of the world and other periods. They have the

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	dark, light, flat, graduated, contrasting, monochromatic. In this unit learners experience art from a range of historical periods and use this to influence their own work.	They have opportunities to embrace a range of technical and creative challenges, such as producing a portrait in profile or making a recognisable sculpture. Learners encounter a range of artwork from the past to the current day. They have the opportunity to experiment with different types of pencil, collage techniques and clay. Learners gain confidence and independence in making artwork, through building on skills developed in earlier stages as well as through experimentation. Review and refinement of work is encouraged throughout all stages of each activity.	point of view, additive, collage, composition, figurative, mixed media. This unit introduces learners to the concept of visual perspective and how artists are able to manipulate the viewer's perspective. Learners will have the opportunity to create visual perspective art, as well as developing other techniques in order to manipulate visual perspective. Learners' own approaches to visual perspective will be encouraged at the end of the unit, when they will have a chance to respond to the question 'What is my perspective?', using the skills and techniques introduced and used as well as emotive thinking and reasoning.	colour: learners paint a human form, exploring how colours are mixed to paint skin tones. In the final project, learners work together to create a three-dimensional figure which explores how beauty can be both natural and man-made, by designing a figure that incorporates human and non-human or robotic elements. Learners investigate how complementary and contrasting materials can be used together to create effect.	around the world. Learners research how local ideas and styles have spread globally, both in the past and today, and how they influence contemporary designs and styles of art. In the first activity, learners examine the ceramic vases of an ancient civilisation such as Ancient Greece. They discover what the decoration on vases can tell us about life at the time the vases were made and make a design for a contemporary vase which reflects their own current lifestyle.	opportunity to use textiles to create a hat or mask that references the influence of another culture. In the final activity, learners are given greater choice to design and make an accessory or piece of jewellery which uses ornamentation from another culture and period, focusing on pattern, colour and shape. Working together, they create a display of their work which is accompanied by a mural or collage that shows the cultures and areas they have researched. Learners are encouraged to think and work artistically by showing increasing independence in creating innovative artwork based on reflection of art produced by other cultures. They will show willingness to review and refine their work. After experiencing artwork from different countries and eras, learners will have opportunities to experiment with a range of media and processes when making different artefacts. Learners celebrate the achievements of artists in other cultures and show understanding of the artistic process by reflecting on and explaining how their work is influenced by others.
Music	Learn to sing and use their voices.	Create and compose music. Understand and explore the inter-related	Perform music. Listen to, review and evaluate music.	Listen to, review and evaluate music.	Learn to sing and use their voices.	Listen to, review and evaluate music.

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
		dimensions of music: duration, pitch and texture. Have the opportunity to learn a musical instrument.		Understand and explore the inter-related dimensions of music: timbre.		Understand and explore the inter-related dimensions of music.
PE	**Games**	**Athletics**	**Sports Day** • Preparation	**Dance**	**Gymnastics**	**Games**
French	France and Francophone countries, in terms of transport and the weather.	Learning to express themselves and use money (euro).	Perform a traditional story of Sleeping Beauty, using common adjectives.	Some sport names.	Explore sounds of animals.	A wide variety of phrases about the weather.

Curriculum Map: Key Stage 2 – Year 5

Learning is project-based and interdisciplinary. Pupils tackle complex problems, use technology fluently, and apply their knowledge to real-world contexts.

Sample Inquiry Unit – History (Term 1A: Victorians) & Computing (Term 1A: Kodu Creations)

- **21st Century Focus:** Computational thinking, connecting past and present.
- **STEM/AI Link:** Instead of just studying Victorian inventions, students design their own 'Victorian-style' invention to solve a modern Malawian problem (e.g. a food storage device, a water pump). They then create a simple game or interactive story in Kodu or Scratch to demonstrate how their invention works.
- **African Context:** The problem to be solved must be contextually relevant to Malawi/Africa.
- **LO:** To design a solution to a local problem and model it in a coding environment.
- **LOU:** All: can describe a local problem and a potential solution. Most: can create a basic coded scene with their invention. Some: can code interactive elements that explain their invention's function.
- **Differentiation:** Support: use a template in Scratch. Extend: code multiple sequences and add voice-over explanations.
- **Resources:** Research materials on Victorian inventions, design journals, computers with Scratch/Kodu.

Sample Inquiry Unit – Science (Term 2A: Earth and Space)

- **21st Century Focus:** Data logging, modelling.
- **Inquiry Question:** 'How does the sun's path change throughout the day and year in Blantyre?'
- **STEM/AI Link:** Use data loggers or sun-path simulators (digital tools) to track and model the sun's movement. Compare this with data from a location in the UK.
- **African Context:** Explore how the sun's path affects farming seasons and daily life in Malawi.
- **LO:** To use technology to model the sun's apparent movement and relate it to life in Malawi.
- **LOU:** All: can record the length of a shadow at different times. Most: can input data into a simple digital model. Some: can explain the connection between the sun's height and shadow length/seasons.
- **Resources:** Data loggers/sensors, compasses, sundial templates, sun-path simulation software/apps.

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
English	**Key Text** • Street Child by Berlie Doherty **Main Outcomes** • Character profiles, description of setting, poetry, explanation (linked to History: Victorians), poetry **SPaG Focus** • Modal verbs • Relative clauses	**Key Text** • Beowulf by Michael Morpurgo **Main Outcomes** • Myths and legends, narrative writing, modern-day myth, non-chronological newspaper report, letter of advice, dialogue, character and setting description, action	**Key Text** • Stormbreaker by Anthony Horowitz **Main Outcomes** • Playscripts, modern fiction, poster, storyboard, review writing, a sequel to the story, changing narrative perspective **SPaG Focus**	**Key Text** • Stormbreaker by Anthony Horowitz **Main Outcomes** • Modern fiction, instructions **SPaG Focus** • Using relative/subordinate clauses to provide extra information	**Key Text** • Carrie's War by Nina Bawden **Main Outcomes** • Character study, diary, fiction from our literary heritage, reports **SPaG Focus** • Using commas, brackets and hyphens for parenthesis	**Key Text** • Carrie's War by Nina Bawden **Main Outcomes** • Narrative using dialogue, non-chronological report, newspaper report **SPaG Focus** • First-person narrative

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• Fronted adverbials • Paragraphing	scenes, obituary, own version legend or missing chapter **SPaG Focus** • Using pronouns • Using commas for embedded clauses • Subordinate conjunctions	• Using direct speech (e.g. when quoting witnesses) • Modal verbs (for advice) • Complex sentences			• Direct and reported speech • Chronological order connectives • Adverbials • Past-tense verbs
Mathematics	**Number System** • Place value • Roman numerals • Addition and subtraction • Mental and written methods	**Multiplication and Division** • Fractions and percentages • Decimal numbers • Angles • Negative numbers	**Geometry** • Angles, shapes • Number facts and mental and written methods • Perimeter and area • Time	**Measures** • Problems, measurements, number facts, prime numbers, composite, square and cube numbers, and factor pairs • Statistics • Volume	**Calculation** • Addition, subtraction, number facts, place value and mental and written methods • Shapes • Position and direction • Converting units	**Operations** • Four operations • Word problems, reasoning and problem-solving • Time • Volume • Converting units • Geometry • Percentages and fractions • Statistics
Science	**Biology** • Living things and their habitats	**Biology** • Animals, including humans	**Physics** • Earth and space (see sample inquiry unit above)	**Chemistry** • Properties and changes of materials	**Physics** • Forces	**Biology, Physics and Chemistry** • Working scientifically – consolidating and applying skills across the year's topics
Humanities	**History – Victorians** • Inventions and the life of a child	**Geography – Map Skills** • Locating crucial places	**History – The Aztecs**	**Geography – Mexico** • Climate, environment and economics, comparing to Malawi	**History – World War II** • Linked to English (Carrie's War) and Geography	**Geography – Europe** • Linked to Africa

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Computing	Kodu Creations: a simple visual programming language that teaches creativity, problem-solving, storytelling, and programming (see sample inquiry unit above).	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	Use search technologies effectively and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable use of technology and understand how to report online concerns.	Flat-file databases: use formulas to retrieve data and employ sensors to collect data over time, such as temperature, light, and humidity, then record the results in a graph.	Vector drawing: use 3D computer-aided design (CAD) software to create a model of the planets using 3D shapes. Learn how to add, resize, adjust height, and duplicate shapes to build accurate representations.	Cyberbullying and reporting: understand what cyberbullying is and how to recognise online threats, including the fact that people may not always be who they claim to be. Explore the concept of digital footprints and learn how to respond appropriately to online risks.
PSHE	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Art/DT	Composing People – Key Text: shape, emotions, expressions, composition, elements; portraiture, sitter, busts, frontal view, profile view, realism, non-realism; line, space, colour, value, texture, form, balance, emphasis, symmetrical, asymmetrical, design, design brief; pencil grades, clay, two- and three-dimensional work; observation, research, experimentation, creating, collaboration, review. In this unit, learners investigate portraiture in two and three dimensions and consider how artists represent the features of a human face to express emotions. They also explore composition in portraiture to develop understanding of how artists use facial features and aspects of composition to give meaning. Learners gain understanding of composition and how artists	Learners are encouraged to think and work artistically by discussing and developing their ideas through the exploration of the works of established artists and through the exchange of ideas with other learners. They have opportunities to embrace a range of technical and creative challenges, such as producing a portrait in profile or making a recognisable sculpture. Learners encounter a range of artwork from the past to the current day. They have the opportunity to experiment with different types of pencil, collage techniques and clay. Learners gain confidence and independence in making artwork, through building on skills developed in earlier stages as well as through experimentation. Review and refinement of work is encouraged throughout all stages of each activity.	Contrasts and Complements – Key Words: primary, secondary, tertiary colours, complementary colours, contrasting colours, colour wheel, tints, analogous colours, warm and cool colours, negative space, positive space, contours, elements; vocabulary relating to representation of the human body (form, shape, proportions, armature, maquette, diorama); papier-mâché, clay, two- and three-dimensional work; observation, research, experimentation, creating, collaboration, review. This unit explores the diversity and interest of the human form in its varying shapes and colours. In the first activity, learners reflect on contrasting different body shapes and how they are represented by artists and sculptors to give meaning. Learners	Learners are encouraged to think and work artistically with increased independence in experimenting with different drawing techniques and being able to explain how they make their paintings or three-dimensional models. In this unit, learners have the opportunity to experiment with a range of materials and processes. For example, they might make an armature using wire to construct a sculpture of a human figure. Learners will have increased independence in selecting materials and processes and are encouraged to record the making process in their visual journals and describe what they have learned from any errors. Learners have the opportunity to celebrate their artistic experiences through displaying and discussing their work and that of others.	Connecting Cultures – Key Words: art, culture, influence, inspiration, purpose, style, papier-mâché, felt-work, leatherwork, batik, embroidery, appliqué, collaboration, reviewing, refinement. This unit explores the art of different groups of people around the world. Learners research how local ideas and styles have spread globally, both in the past and today, and how they influence contemporary designs and styles of art. In the first activity, learners examine the ceramic vases of an ancient civilisation such as Ancient Greece. They discover what the decoration on vases can tell us about life at the time the vases were made and make a design for a contemporary vase which reflects their own current lifestyle. In the second activity, there is an	In the final activity, learners are given greater choice to design and make an accessory or piece of jewellery which uses ornamentation from another culture and period, focusing on pattern, colour and shape. Working together, they create a display of their work which is accompanied by a mural or collage that shows the cultures and areas they have researched. Learners are encouraged to think and work artistically by showing increasing independence in creating innovative artwork based on reflection of art produced by other cultures. They will show willingness to review and refine their work, reflecting on and explaining how their work is influenced by others.

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	and designers choose and arrange elements to create balance, a sense of movement or emphasis.		experiment with using drawing media to create different body shapes. The second activity focuses on colour: learners paint a human form, exploring how colours are mixed to paint skin tones. In the final project, learners work together to create a three-dimensional figure which explores how beauty can be both natural and man-made, by designing a figure that incorporates human and non-human or robotic elements. Learners investigate how complementary and contrasting materials can be used together to create effect.		emphasis on the cultural sharing of aesthetics and purpose, through exploring how styles of headwear such as masks or hats of Africa, South America and Asia are similar in other parts of the world and other periods. They have the opportunity to use textiles to create a hat or mask that references the influence of another culture.	
Music	Learn to sing and use their voices.	Create and compose music. Understand and explore the inter-related dimensions of music.	Create and compose music. Perform music. Listen to, review and evaluate music.	Listen to, review and evaluate music.	Learn to sing and use their voices.	Review work done and initiate a whole-class performance.
PE	**Games**	**Athletics**	**Sports Day** • Preparation	**Dance**	**Gymnastics**	**Outdoor and Adventurous Activities**
French	Different foods and drinks.	Talking about hobbies and free-time activities.	Months of the year in the context of seasons.	Famous French artists.	Different genres of music from around the world.	Clear communication to ensure meaning in conversations.

Curriculum Map: Key Stage 2 – Year 6

Learning is project-based and interdisciplinary. Pupils tackle complex problems, use technology fluently, and apply their knowledge to real-world contexts.

Sample Inquiry Unit – English (Term 2A/B: The Boy Who Harnessed the Wind / The Hunger Games)

- **21st Century Focus:** Critical perspective, ethical debates.
- **STEM/AI Link:** Analyse the engineering in The Boy Who Harnessed the Wind. Then, use an AI text generator (used responsibly, with teacher guidance) to create 'news reports' from different perspectives on a key event in The Hunger Games (e.g. Katniss's volunteering). This teaches about AI bias and narrative framing.
- **African Context:** The Boy Who Harnessed the Wind provides a direct, powerful Malawian context for innovation and resilience.
- **LO:** To use AI to explore narrative perspective and bias in storytelling.
- **LOU:** All: can identify the main event in a story. Most: can use an AI prompt to generate a short news report. Some: can analyse the AI-generated text for bias and perspective.
- **Resources:** Novels/films, computers with internet access for AI tools, graphic organisers for comparing perspectives.

Sample Inquiry Unit – Computing (Term 3A: Programming with Python) & Science (Electricity)

- **21st Century Focus:** Computational thinking, physical computing.
- **STEM/AI Link:** Integrate physical computing. Use Python (with libraries such as GPIO Zero) or a simpler block-based platform (like Micro:bit) to program a simple circuit (e.g. a timer, a moisture sensor for plants). This connects coding directly to a physical outcome.
- **African Context:** The project is framed around a real need: 'Can you code a simple device that could help a Malawian farmer or gardener?'
- **LO:** To write a simple program to control a physical component (e.g. an LED, a buzzer).
- **LOU:** All: can connect components to make a simple circuit. Most: can modify given code to change the component's behaviour. Some: can write an original simple program to solve a given problem.
- **Differentiation:** Support: use block-based coding for Micro:bit. Extend: use Python to control multiple components.
- **Resources:** Micro:bit or Raspberry Pi kits, LEDs, buzzers, sensors, laptops with coding software.

Sample Inquiry Unit – Humanities (Term 3A: What State! California / Malawi Comparison)

- **21st Century Focus:** Global competence, systems thinking.
- **Inquiry Question:** 'How do the economies and environments of a developed and a developing state compare?'
- **Project:** A collaborative 'Global Summit' where groups represent Malawi and California, presenting on their key industries (e.g. tech vs agriculture), environmental challenges (drought/wildfires vs deforestation), and proposing partnerships.
- **LO:** To analyse and compare the economic and geographic features of two world regions.
- **LOU:** All: can identify a key industry for each region. Most: can explain one challenge faced by each region. Some: can propose a sustainable partnership idea based on their analysis.
- **Resources:** Economic data, maps, online research tools, presentation software.

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
English	**Key Text** • The Rain Player **Main Outcomes** • News report, play script, letters and persuasive writing, posters and advertisements, character descriptions, dialogue, recount – diary entries, plays to read aloud and to perform (class assemblies)	**Key Text** • There's a Boy in the Girl's Bathroom; The Promise **Main Outcomes** • Character descriptions, recounts/diary entries, advice column, compare and contrast characters **Non-Fiction** • Write a poem about friendship, honesty, or change – key themes of the novel **Poetry** • Classic poems; learning a wider range of poetry by heart **Speech** • Write a balanced argument: 'Can people really change?' or 'Should everyone get a second chance?' • Write a short story inspired by the book: 'A time when someone unexpected	**Key Text** • The Boy Who Harnessed the Wind (video analysis); The Hunger Games **Non-fiction** • Autobiographies/biographies **Main Outcomes** • Narrative: write an alternative opening or ending to The Hunger Games, focusing on tension, setting, and characterisation • Write a diary entry from Katniss's perspective on the day of the reaping, showing emotions through inner thoughts and feelings **Fiction/Fantasy** • Write a story inspired by the arena, creating your own dystopian challenge or survival scenario • Docu-series-style project planning; instructional writing; dialogue **Balanced Argument** • Discuss: 'Is it ever right to sacrifice one person for the good of many?' **Debate Writing** • Present both sides of whether rebellion against the Capitol is justified	**Key Text** • The Hunger Games **Main Outcomes** • Persuasive/argument writing: write a speech as Katniss or Peeta to persuade sponsors to support them in the Games • Write a persuasive letter to President Snow arguing that the Hunger Games should be abolished • Write an opinion piece about whether Katniss was right to volunteer for her sister • Recount/newspaper writing: write a newspaper report covering the events of the reaping or the final moments of the Games, including quotes, reported speech, and factual detail **Descriptive Writing** • Write a detailed character description of one of the tributes as they prepare for the Games • Write a poem capturing the emotions of District 12 – fear, hunger, and hope	**Key Text** • The Windrush Child **Non-Fiction** • Non-chronological reports **Poetry** • Power of imagery	**Key Text** • Some Places More Than Others; Shakespeare **Main Outcomes** • Narrative using drama

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
		helped me change'		• Create a 'tribute poem' for Rue or another fallen character, exploring themes of loss and courage **Instructional Writing** • Write a survival guide for future tributes entering the arena		
Spellings	-ant, -ance, -ancy words -ent, -ence, -ency words Hyphens	Suffixes (vowel letters) Scientific vocabulary 'c' makes an 's' sound Suffixes and prefixes	'i' before 'e' Homophones 'ous' ending	Prefixes: super-, anti-, sub- re-, il-, im- auto-, un-, dis- 'u' sound spelt 'ou' 'y' makes the 'i' sound	ei, eigh, ey words -tial and -cial endings -ation, -sion, -ssion, -tion endings suffix -ly -ough words	-que and -sc words -tious and -cious words ch and gu words -sure and -ture words unstressed words
Mathematics	**Number and Place Value** • Identify, order and compare numbers up to a billion **Multiplication and Division Facts** **Number Properties** • Roman numerals • Rounding up and down to the nearest 10, 100, 1000 and 10,000, including approximation into decimal places and significant figures • Represent and interpret sequences, patterns and relationships	**Fractions** • Order and compare fractions • Identify factors and multiples; calculate common multiples and the highest common multiple of a group of numbers • Add and subtract fractions with unlike denominators using learned skills to find the highest common factor and applying it to	**Percentages/Data Handling** • Percentages and problem-solving – using and applying • Collect data using a frequency table and tally chart • Analyse data using mode, median and mean • Present data using different types of graphs • Week 2: Data Handling – pie chart and Venn diagram, spreadsheets, comparing graphs, interpreting database • Probability • Read scales to the nearest 1/10 kg • Convert metric and imperial units of measurement • Ratio	**2D Shapes** • Symmetry, tangrams and circle patterns • Metric units – conversion • Calculating volumes and capacities of 3D shapes • Reading scales, estimating and measuring volume and capacity problem-solving • Position and direction **3D Shapes** • Nets of cubes and volume • Properties of 3D shapes, including polygons and	**Algebra/Rates** • Simple equations – using equations to solve word problems • Discount and rates – increase and decrease in percentage • Week 2: Ratio and Proportional Parts – finding cost price, selling price and related percentages; distance, speed and time; direct proportion;	**GL Assessment** • Weeks 7–10: Year 6 Enrichment Programme

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	involving triangular and squared numbers **Number Sense** • Use approximations, inverse operations and tests of divisibility to estimate and check results; recognise that prime numbers have only two factors, and identify prime numbers/prime factors less than 100 • Add, subtract, multiply and divide positive and negative numbers/integers • Use formal written methods to add and subtract large numbers, up to 7 digits **Multiplicative Reasoning** • Use formal written methods to multiply and divide large numbers, up to 7 digits • Solve multi-step word problems involving whole numbers	create fractions with like denominators **Fractions: Multiply and Divide** • Multiply and divide like and unlike fractions • Find fractions of quantities, e.g. what is 4½ of 20 oranges? • Solve multi-step word problems on fractions • Investigate unitary fractions **Decimals** • Identify the place value of the digits in a decimal number • Compare a pair of decimals • Arrange decimals in ascending and descending order of magnitude • Change decimals to fractions and vice versa • Week 5: Fractions – know and use the terms numerator and denominator; compare a pair of fractions;	• Decimals • Recognise equivalent fractions • Decimals rounding and approximation into decimal places and significant figures • Add and subtract decimals in real-life contexts – money and measurements • Multiply and divide decimals in real-life contexts – money, measurements and others • Decimals in problem-solving • Week 10: Percentages – investigate decimals in money contexts; compare and contrast fractions, decimals and percentages; change percentages to fractions and decimals and vice versa; find percentages of quantities, e.g. what is 8% of 56 kg?	tetrahedral surface area • Visualising shapes • Week 8: Position and Movement – coordinates and line of symmetry • Area and perimeter • Algebra • Coordinates and translation • Coordinates and rotation • Coordinates and reflection **Angles/Algebra** • Estimating, measuring and drawing angles • Calculating angular sizes • Triangles and their properties • Properties of perpendicular and parallel lines • Operations with brackets • Composite shapes – square, rectangle, triangle and parallelogram • Calculating perimeters of composite shapes • Properties and area of a circle • Week 5: 3D Shapes – properties and area	inverse proportion • Statistics • Angles • Taxes and rates – income tax, company shares (gain or loss), rates and electricity bills, telephone bills • Week 4: Taxes and Rates – pay rise, VAT, inflation • Simple interest, compound interest, ratio and proportional parts	

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• Identify pairs of factors of two-digit whole numbers; calculate the highest common factors of a group of numbers • Find multiples of a number; calculate common multiples and the lowest common multiples of a group of numbers	change a mixed number to an improper fraction or vice versa; recognise equivalent fractions; simplify a fraction to its lowest term		of a semi-circle and quadrant • Area and perimeter problem-solving • Area of irregular 2D shapes; problem-solving on area and perimeter of irregular 2D shapes; reflection in two lines		
Science	**Biology** • Living Things and Their Habitats • Classification: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics	**Biology** • Evolution and Inheritance • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and	**Physics** • Light (linked with Bright Ideas: The Boy Who Harnessed the Wind) • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Physics** • Electricity (linked with the district fair electric-fair stall) • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram	**Biology** • Animals, Including Humans • The Human Heart: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Describe the ways in which nutrients and water are transported within animals, including humans	**Diet and Healthy Living** • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
		plants are adapted to suit their environment in different ways, and that adaptation may lead to evolution				
Humanities	**History – America's: The Maya** ● A framed inquiry: describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes	**Geography – Physical Geography** ● Locate the world's countries and mountains ● Site and situation	**History – Non-European Society** ● Marvellous Malawi; the Scramble for Africa	**History – Human Geography** ● Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Geography** ● Use 4- and 6-figure grid references on OS maps, or 'How do we impact our landscape?' – biomes, vegetation belts, land use, economic activity, distribution of resources, or 'What State! California' (see sample inquiry unit above)	**History – Medicines and Vaccinations** ● The history of medicine and its impact on society
Computing	Virtual reality: how to add, move, and resize objects in a virtual-reality environment; animating objects for realism and using code blocks to add movements (with conditions).	History and binary sensing: the impact technological changes have on society; understanding of why computers/electronics use binary; converting to denary numbers.	Webpage creation: adding features to a webpage including hyperlinks, buttons, and files, and organising sections.	Communications, emojis, text talk and phishing: consider the impact before sending messages, understand the potential effects of emojis and text talk, and recognise the risks and implications of phishing emails.	Programming with Python (see sample inquiry unit above): use Python Turtle to program movement, print text outputs, perform calculations using Python, and create repeating text through loops. Additionally, explore basic HTML for text repetition.	3D creation: edit photos or images using an online editor by cropping screenshots and adjusting elements such as colour, brightness, contrast, and applying filters for enhancement.
PSHE	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• New beginnings: the year ahead and expectations • Being me in my own world: make school and community a better place; care about other people's feelings; work well with others; being a global citizen	• Accept that everyone is different • Include others when working and playing • Understanding disability • Bullying: know how to help if someone is being bullied • Try to solve problems • Know how to give and receive compliments • Use kind words	• Stay motivated when doing something challenging • Keep trying even when it is difficult • Working well with a partner or in a group • Have a positive attitude • Help others to achieve their goals	• Make healthy choices • Eat a healthy balanced diet • Be physically active • Keep yourself and others safe • Know how to be a good friend and enjoy healthy friendships • Know how to keep calm and deal with difficult situations	• How to make good friends • Solve friendship problems when they occur • Help others feel part of the group • Show respect in how you treat others • Know how to help yourself and others when you/they feel upset or hurt • Be able to know and show what makes a good friend	• Understand that everyone is unique and special • Be able to express how you feel when change happens • Understand and respect the changes that you see in yourself and other people • Know how to ask for help if worried about change • Transitioning: expectations and fears of secondary school
Art/DT	Is There Art in Science? – Key Words: line, shading, colour, pattern, shape, texture, focus, realism, abstract, surreal; scaling and digital manipulation of images; charcoal, pastels, metallics, collage, tools; observation, research, analysis, experimentation, creating, collaboration, synthesis, review. Drawings, diagrams, models and photographs produced by physicists, chemists and biologists have aesthetic value. In this unit, learners explore how artists and scientists create visual representations in order to	Can Art Preserve the Past? – Key Words: source materials, artefacts, periods of history, found objects; landscape, foreground, background, horizons, vanishing point, rule of thirds, natural features, man-made features, naturalism, realism. In scientific experiments, it is important for scientists to note changes over time. Learners will have the opportunity to use oil or chalk pastels and digital photography to make a series of images, recording visual changes in the	Learners are encouraged to think and work artistically by responding to the challenge of how to represent objects of different sizes and at different times, and when communicating ideas by realistic and non-realistic artwork. Learners will encounter a range of artwork from the past to the current day and have the opportunity to explore and develop a variety of media including charcoal, pastels and photography. They will gain confidence and independence in making artwork, through building on skills developed in earlier stages as well as through experimentation.	Can Art Create Change? – Key Words: selling point, consumers, target audience, logos, slogans, brand identity, white space, font, typeface, action lines, speech bubbles, mass production, craft, sustainability, ethics, ethical manufacturing, recycling, up-cycling. Vrough sketch, acrylic painting, mixed media, photography, found items; selection criteria, displaying work, mounting and framing pictures, captions and brochures. Art has the potential to change the way we feel as well as the way in which we react. In this unit, learners investigate the power	Working in small groups, learners will explore how found objects have inspired artists and sculptors and will use similar objects from their local environment to create artwork that will tell future generations about life in their area. Learners will show increasing independence in thinking and working artistically and their visual journals will demonstrate understanding of the creative process. Learners will be proactive in selecting examples of existing artwork, as well	In this unit, learners focus on their local landscape, town or cityscape. They carry out research and compare images from the past with how their environment currently looks. They will take photographs or make sketches, before using acrylic paints, or other media, to create a realistic landscape of their local area. Learners are introduced to product design and how the artistic skills used by designers have changed the way we live and have also changed the style of

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	understand and describe the world and the observable universe. This unit encourages learners to develop their observational skills, looking at small objects, large objects and changing objects. They have opportunities to create realistic and non-realistic representations of what they observe. In this unit, learners make detailed, large-scale observational drawings of either shells, flowers, or a section of skin on a living body or from a fish or reptile. There is a focus on accuracy.	appearance of decaying fruit. Learners will investigate examples of explorations into outer space. They will research photographs of planets and stars and compare them with artists' representations of space and how artists represent large planets or star galaxies in order to give meaning. Learners will collaborate to make an imaginative large-scale collage celebrating space exploration.		of art and design within advertising to attract our attention and convince us to buy products. Learners will also explore how artists use their work to promote social change.	as their own observations of their environment, as inspiration. They will experiment more confidently with different media and styles of art. There are opportunities for learners to self-review and also to use feedback from others to support them in refining and developing their landscapes.	items in our schools and homes. Learners will design the visual appearance of a product of their choice for the mass market. In the making process, learners will demonstrate an understanding of the properties of the media they use, the different processes and will justify their choices. In collaborating with each other to exhibit their work, learners will reflect on the artistic experiences and the development of others as well as themselves. In this unit, learners are encouraged to be confident and independent in selecting genres and media to express their ideas. All activities provide opportunities for learners to use digital technology. Learners will show understanding of the artistic process through their willingness to review and refine their own work when they make promotional materials, using it as a source of inspiration and starting point for experimentation.
Music	Understand and explore how music is created, using appropriate musical notations.	Understand and explore how music is created, using appropriate musical notations.	Learn to sing and use their voices.	Listen to, review and evaluate music.	Learn to sing and use their voices.	Review work done and initiate a whole-class performance.

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	Perform music.	Perform music.				
PE	**Games**	**Athletics**	**Sports Day** • Preparation	**Dance**	**Gymnastics**	**Outdoor and Adventurous Activities**
French	Talking about different places around our school and daily routines.	Writing about the world about us and imaginary worlds.	Then and now – talking about clothing and describing someone's appearance.	Out and about – expressing preferences in the context of the cinema.	Creating a café-instructional text on how to make a milkshake.	What's in the news – expressing different opinions about sports, music and culture.