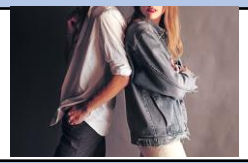
Curriculum Storyboard

Year / Term: Inquiry Title: *WM*	Year 6 – Autumn **Central Idea**: Understanding and respecting our differences can help us to live in harmony. **BIG Question**: Is conflict avoidable? *Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. Events and human experiences are complex, and are perceived, interpreted and represented in different ways. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.*	Essential Questions:	Is conflict a natural part of being human, or something we can learn to control? When does disagreement become conflict? Can understanding differences really prevent conflict, or just reduce it? Is it possible to achieve peace through conflict? What can we learn from WWII about resolving conflict in our own lives?

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Why am I learning this?				
To form positive relationships and manage conflict constructively. To think critically about human behaviour and moral choices. To make considered decisions, rather than reacting impulsively. To learn how to show empathy and respect for different perspectives.	To know how to navigate more complex social dynamics (loyalty, group identity, exclusion). To gain confidence in expressing opinions—which could lead to disagreement. To prepare for transition, where independence and emotional maturity matter more. Understanding escalation gives them tools they'll *actually use* beyond the classroom.	Learners will come to live alongside others in an increasingly diverse and interconnected world. It contributes to the long-term development of learners who can think critically, act with empathy, and participate ethically in society. It will help children to recognise that conflict is a natural part of human interaction, not just something "bad". Children will begin to see that conflict can be managed constructively rather than eliminated.	To recognise conflict as a normal part of human relationships. To distinguish between harmful conflict and productive disagreement. To understand that some conflicts (e.g. standing up to unfairness) can lead to positive change. To begin to explore non-violent ways of resolving or transforming conflict.	To understand that small conflicts, if ignored or mishandled, can escalate. To explore how communication, empathy and courage play a role in resolution. To recognise that standing up for fairness is sometimes difficult but necessary. To reflect on their own behaviours in light of real human consequences.
My experiences as a learner				
Learn peaceful ways to manage conflict in school. Take other opinions into consideration when debating various topics.	Learn different types of conflict, discussions about how disagreements become conflict. Is conflict a greater problem today than many years ago? Why?	Link to real life experiences in their world. Discuss conflicts that appear each day in school and talk through steps to resolution.	R.V.E - If God is so loving, why does he let bad things happen? Discuss whether religion causes conflict.	Visit Swansea Museum and watch a performance Look at primary/secondary sources