

Wednesday 22nd September
2021

Curriculum Overview

Agenda

- Vision
- What is Cornerstones?
- Curriculum Overview
 - Selected Projects
 - Knowledge Organiser
- Home Learning Projects – Pick and Mix

Our Vision

Christian values are the heartbeat of our school. Seeking to be respectful, responsible, and empowering global citizens, we follow the words of St Paul, 'Whatever you do, work at it with all your heart.' In this context, rejoicing in Jesus' love and compassion for all, we pursue excellence as we celebrate everyone's uniqueness in a broad, rich and balanced curriculum.



25

26

Subject Coverage

- Science
- History
- Geography
- Art
- Design Technology
- Music – Charanga
- P.E – Lancashire PE Scheme
- PSHE – SCARF
- French (KS2) – Rigolo
- Computing – Purple Mash
- Opportunities for cross curricular writing

Curriculum Overview

	Autumn		Spring		Summer	
Reception	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Year 1	Childhood		Bright Lights, Big City		School Days	
Year 2	Movers and Shakers		Coastlines		Magnificent Monarchs	
Year 3	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Year 4	Invasion!		Misty Mountain, Winding River		Ancient Civilizations	
Year 5	Dynamic Dynasties		Sow Grow and Farm		Groundbreaking Greeks	
Year 6	Maafa		Frozen Kingdom		Britain at War	

Knowledge Organiser (Y1-Y6)

- You could use each knowledge organiser at home to enhance your child's learning. Here are some ideas:
- Each knowledge organiser contains key vocabulary and definitions. A great way of learning each piece of key vocabulary and its meaning is to cut up all of the words and definitions, mix them up and have your child try to match them up correctly. They may need to use a dictionary for some of the words. This could be done throughout the term. When a child becomes familiar with each word, perhaps you could extend their understanding by challenging them to write each word in a sentence.
- For topics with an historical focus, knowledge organisers contain timelines. When your child becomes familiar with the key events in their topic, challenge them by asking them what happened on a specific date from the knowledge organiser, for example, "What happened in 1066?" or "When did World War One begin?"
- For topics with a geographical focus, knowledge organisers contain maps. Children could extend their learning by: researching bordering countries, key cities, rivers, mountains, populations etc. When your child becomes familiar with the map, challenge them to create a sketch map from memory, including all of the key aspects of that country.
- Most knowledge organisers contain significant people related to that topic. Children could be encouraged to do some further research into that person. This could be done using the internet or through non-fiction books.

Knowledge Organiser (Y1-Y6)

Movers and Shakers

Dawson's model

A person is historically significant if their actions match most of these statements:

- They made big changes in their lifetime.
- They made a lot of people's lives better or worse.
- They changed the way people think.
- Their ideas are still used today.
- They were a very good or very bad role model.

Categories of significant people

Significant people can be sorted into groups by what they did.

- An **activist** is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.
- An **explorer** is a person who travels to places to find out what is there.
- A **scientist** is a person who discovers or invents new things.
- An **artist** is a person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.
- A **monarch** is a king or queen who rules a kingdom.

Examples of significant people

There have been many significant people throughout history. These are some examples.



Mary Anning studied fossils and shared her knowledge.



Paul Cézanne helped to create a new style of art called Cubism.



Emmeline Pankhurst stood up for women's rights.



Neil Armstrong was the first person to walk on the Moon.



Henry VIII was the king who formed the Church of England.



Rosa Parks wanted black people to have the same rights as white people.



Joseph Lister found out that dirty conditions in hospitals caused infections.



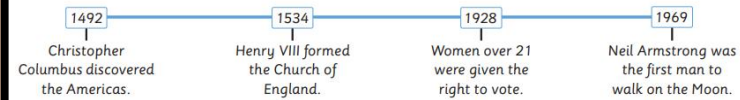
Christopher Columbus was the first European person to discover the Americas.



Vincent van Gogh created a new style of painting.

Timelines

A timeline can be used to put important dates and events in chronological order. The numbers are dates that tell you when an event happened.



Significant people of today

Significant people are still making big changes in the world today.



Malala Yousafzai campaigns for girls to have the right to go to school.



Greta Thunberg campaigns to stop climate change.



Elon Musk is trying to make a rocket to go to Mars.



JK Rowling wrote the Harry Potter books.

Memorials

A memorial is made to remind people of a significant person or event. Memorials can include statues, monuments, plaques and stamps.



Statue of Emmeline Pankhurst



Monument to Captain James Cook



Plaque for Mary Anning



Stamp of Mahatma Gandhi

Time words

There are many useful words that help us talk about time.

- A **year** is 365 days.
- A **decade** is 10 years.
- A **century** is 100 years.

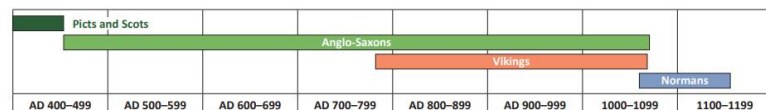
Glossary

- discover** To see or find something before anyone else.
- invent** To design or make something that has never been made before.
- monument** A structure built to remember an event or person.
- plaque** A flat piece of metal or stone with writing on it.
- protest** An event where people come together to show that they are unhappy about something.
- significant** Something that is important.
- statue** An object usually made from stone or metal to look like a person.

Knowledge Organiser (Y1-Y6)

After the Romans

After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. This marked the beginning of a period of invasions from different groups: Picts and Scots from Scotland and Ireland; Anglo-Saxons from Germany, the Netherlands and Denmark; Vikings from Scandinavia and Normans from France. This time in history is called the early Middle Ages.



Timeline showing the periods of invasion and settlement in Britain from AD 410–1199

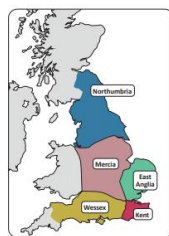
Anglo-Saxons

Invasion

The Picts and Scots tried to invade England after AD 410, because the Britons were undefended. In AD 449, a British leader, Vortigern, asked Hengist and Horsa, two Jutes, to come to England to help the Britons. However, the Jutes realised that the land in England was good for farming, so they, along with the Angles and Saxons, invaded England.



The heptarchy



The five English kingdoms cAD 800

Settlement

The Anglo-Saxons invaded the east and south coasts of England and pushed the Celtic Britons west. They split England into seven kingdoms, which became known as the heptarchy. The rulers of these kingdoms fought each other for land and power. By AD 800, there were five main kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. Celtic Britons still lived in Wales, Cornwall, Scotland and Ireland.

Christianity

Christianity declined in England after the Romans left, so Irish and Roman Christians were sent to Britain to reestablish Christianity. Monks like St Columba, St Aiden and St Augustine converted the Anglo-Saxon kings, and then their people, to Christianity. They also established churches and monasteries.

In Anglo-Saxon England because they spread Christianity, promoted reading and writing and provided help for the poor. Monasteries were usually built in isolated places and were rich with money and precious objects.



Everyday life

Anglo-Saxon society had a hierarchy, with a king at the top. Landowners, called thegns, were below the king and peasant farmers worked on the thegn's land. Slaves were at the bottom of the hierarchy. Most Anglo-Saxons were farmers or craftspeople. They lived in homes made from wood or wattle and daub, with a single room and central fireplace. Settlements were surrounded by high fences to protect animals and villages from thieves and attack.

Legacy

There are still aspects of life in modern England that date back to the Anglo-Saxons, including the English language, the rule of law, place names, Christianity and even the layout of England itself.

Uniting England

Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon warrior. During his reign from AD 924–939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan.



Invasion

The Vikings first visited England in AD 789, when they sailed from Norway to the Isle of Portland on the south coast and killed the reeve, who had greeted them on the shore. However, their first major raid was four years later, on the monastery at Lindisfarne.

Viking raid on Lindisfarne

In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injured the monks and took some as slaves. The Christian world was shocked by this raid on a remote monastery and monks wrote about the attack.

Resisting the Vikings

Over the next 60 years, the Vikings continued to raid England in the spring and summer, before returning to Scandinavia in the winter. To try to stop the raids, some Anglo-Saxon kings paid the Vikings money, called *Danegeld*, to leave. However, the Vikings returned, and *Danegeld* became another way for them to make money.

Great Heathen Army

After 60 years of summer raids, a huge army of 3000 Vikings arrived on the south coast to invade England in AD 865. They conquered every kingdom other than Wessex and took control of Jorvik (York).

Everyday life

The Vikings lived in a similar way to the Anglo-Saxons. Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids. Men and boys trained in boat building, weapon making, crafts and combat. They lived in longhouses, with a central fire and thatched roof. When the Vikings first invaded, they were pagans and worshipped many gods. Over time, they converted to Christianity.

Alfred the Great was the King of Wessex from AD 871–899. He defeated the Viking leader, Guthrum, at the Battle of Edington in AD 876. He made peace with Guthrum and insisted that he was baptised as a Christian. Alfred the Great split England into Viking Danelaw and Anglo-Saxon Wessex.



Normans

Invasion

When the King of England, Edward the Confessor, died in 1066, he left no successor to the throne. His adviser, Harold Godwinson, was crowned king, but the King of Norway, Harald Hardrada, and William, Duke of Normandy, also claimed the throne. Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge in the north of England and then marched south to fight William, Duke of Normandy at the Battle of Hastings. William, Duke of Normandy won the battle and Harold Godwinson was killed. He was crowned king on Christmas Day in 1066 and became known as William the Conqueror. This was the end of Anglo-Saxon or Viking rule in England.



Bayeux tapestry, depicting the Battle of Hastings

Christianity

A religion based on the teachings of Jesus Christ.

conquer

Overcome and take control of a place or people.

Danegeld

A tax collected from the Anglo-Saxon people paid to the Viking invaders in exchange for peace.

invasion

When a foreign army enters a country by force.

monastery

A building where monks live, work, study and pray, separate from the outside world.

monk

A member of a male religious community who lives in a monastery.

pagan

A person who believes in many gods, or does not follow one of the world's major religions.

raid

A sudden attack, which aims to cause damage.

reeve

A local official in Anglo-Saxon England.

Scandinavia

An area of Europe, which includes Sweden, Norway and Denmark.

wattle and daub

A traditional building material made from woven twigs or sticks and mud.

Pick and Mix

Maafa

Year 6

Autumn Term

Here are some suggested activities that you could try at home. Some of them can be done as we begin our topic and some could be done when you have found out a little more about Africa past and present and the development of the slave trade. Please bring your work to school so that we can celebrate it with the rest of the class and display it on our Maafa working wall. I have also included some websites and books that you may find interesting as we study this topic.

<p>Find out about Africa using information books and the internet. Create a non-chronological report about the continent. You might like to include details about its area, population, geography, land use, languages spoken and the names and locations of particular countries. Once complete, share with a family member.</p>	<p>Create a glossary of Maafa project terminology. Present your glossary in alphabetical order with a definition for each word. How many new words have you learned that are connected to black history?</p>	<p>Create an infographic about an aspect of your Maafa project, such as the slave trade, middle passage, resistance and rebellion or abolition. Use your knowledge, books and the internet to provide facts and figures and use images from the Slavery Images website. Examples of infographics can be found online.</p>																											
<p>View examples of art made by the skilled craftspeople in the ancient Kingdom of Benin on the British Museum's website. Focus on one artefact that interests you. Sketch and name the artefact and describe what it is made from, when it was made, who made it, who owned it and any significant features.</p>	<p>Choose and research a significant black figure from the present day from sport, music, politics, education, art, theatre, film, human rights or the local community. Create an information poster about your chosen figure using paper and art materials or computer software.</p>	<p>Draw, paint or sculpt a bust of a significant figure from black history and write a short paragraph to accompany your artwork, explaining why this individual is significant. Figures might include Olaudah Equiano, Claudia Jones, Mary Seacole, William Cuffay, Lenford Kwesi Garrison, William Wilberforce, Thomas Clarkson or Elizabeth Heyrick. Invite your family to learn about your chosen significant figure.</p>																											
<p><u>Useful Websites</u> Britannica Kids – Africa National Geographic Kids – South Africa British Museum – Benin Bronzes Slavery Images BBC Newsround – Black History Month – The men who made history in Britain BBC Newsround – Black History Month – Great women you should know The British Library – Abolitionist campaigners</p>	<p><u>Suggested Books</u></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Author</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>Africa, Amazing Africa: Country by Country</td> <td>Atinuke</td> <td>9781406376586</td> </tr> <tr> <td>Africa – Mathalon Maps</td> <td>Joanne Randolph</td> <td>9781474715980</td> </tr> <tr> <td>Black and British: A short, essential history</td> <td>David Olusoga</td> <td>9781529063394</td> </tr> <tr> <td>Africa and the Slave Trade (Black History)</td> <td>Dan Lyndon</td> <td>9781445180748</td> </tr> <tr> <td>The History of African and Caribbean Communities in Britain</td> <td>Hakim Adi</td> <td>9781526317971</td> </tr> <tr> <td>Black History Matters</td> <td>Robin Walker</td> <td>9781445166896</td> </tr> <tr> <td>Young Gifted and Black: Meet 52 Black Heroes from Past and Present</td> <td>Jamia Wilson</td> <td>9781786039835</td> </tr> <tr> <td>Coming to England</td> <td>Floella Benjamin</td> <td>9781509835492</td> </tr> </tbody> </table>		Title	Author	ISBN	Africa, Amazing Africa: Country by Country	Atinuke	9781406376586	Africa – Mathalon Maps	Joanne Randolph	9781474715980	Black and British: A short, essential history	David Olusoga	9781529063394	Africa and the Slave Trade (Black History)	Dan Lyndon	9781445180748	The History of African and Caribbean Communities in Britain	Hakim Adi	9781526317971	Black History Matters	Robin Walker	9781445166896	Young Gifted and Black: Meet 52 Black Heroes from Past and Present	Jamia Wilson	9781786039835	Coming to England	Floella Benjamin	9781509835492
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