Curriculum Threads

Marston Thorold's Charity Church of England Primary School

Our curriculum has been designed to give children key knowledge about their identity and their place in the world. Children need to know how modern-day society has been shaped and the impact they can have in the future. Through our curriculum we ensure that children are ready for the next stage of their learning journey.

We aim to for children to:

- **Widen their horizons and develop as responsible local and global citizens**
- **Unlock their true potential**
- **Flourish as well rounded, unique individuals**
- **Develop their skills as lifelong learners**

We help children to achieve these through our key knowledge threads:

Diversity

Identity

Community

Sustainability

Equity

Diversity and Cultural Understanding

To help children **widen their horizons**, **foster an awareness of the difference they can make as global citizens.** and understand the diverse word around them, we:

- Explore the world around us and learn about a range of different places, people and cultures.
- Investigate discrimination through history and encourage children to be change agents.
- Address prejudice and bullying and support others to reach their potential.
- Learn about the concepts of democracy and power and develop an understanding of authority and justice.
- Learn about inspirational people who have led the way to create a non-discriminatory society.
- Explore historical and modern-day injustices to empower our children to know that they have a part to play in continuing the journey for a better world.
- Interweave this thread throughout our curriculum teaching, from EYFS to Year 6.

Diversity and Cultural Understanding											
	English	**Geography**	**History**	**Art**	**Science**	**RE**	**PSHE**	**Computing**	**French**	**RSHE**	**Music**
EYFS	Handa's Surprise by Eileen Browne				Know how to recognise some environments that are different to the one in which they live e.g. Antarctica			Unit 2.6 (part) Creating Pictures-Study of different artists (Piet Mondrian)			
Year 1/2 Cycle A	Jabari Jumps by Gaia Cornwall Bold Women in Black History by Vashti Harrison Last stop on Market Street by Matt de la Pena					**World Religion Day** How people follow different religions throughout the world.					
Year 1/2 Cycle B	Look Up! by Nathan Bryon Julian is a Mermaid by Jessica Lowe Proudest Blue by Ibtijaj Muhammed	How does living in Chembakoli compare to living in Great Gonerby? What is it like to live in hot and cold places?	How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?								

Year 3/4 Cycle A	Coming to England by Floella Benjamin The Story of the Windrush by K N Chimbiri Malala – For the Right to Learn One Plastic Bag by Miranda Paul	What do we know about our European neighbours?									
Year 3/4 Cycle B	Gregory Cool by Caroline Binch Boy at the Back of the Class by Onjali Rauf Sisters and Champions – The Ture Story of Venus and Serena Williams by Howard Bryant Henry's Freedom Box by Ellen Lavine and Kadir Nelson	How does living in Madrid compare to living in the East Midlands?		Unit 2 – The Willow Pattern Unit 3 – West African pattern and artists (Sokari Douglas Camp and El Anatsui)							

Year 5/6 Cycle A	Radiant Child – The Story of Young Artist Jean-Michel Basquiat Journey to the River Sea Eva Ibbotson The Explorer by Katherine Rundell Young, gifted, black by Jamia Wilson	From Rio to the Rainforest: What do we know about life in Brazil?		Unit 3 – Banksy-Clacton Pigeon Mural							
Year 5/6 Cycle B	Proudest Blue by Ibtijaj Muhammed Black Music Greats by Olivier Cachin Little People, Big Dreams – Nelson Mandela Journey to Jo'burg by Beverly Naidoo Long Walk to Freedom by Chris Van Wyk and	South Africa Study	How has Britain changed since 1948?								

	Nelson Mandela Africa: Amazing Africa by Atinuke										

Identity – Who Am I?

To help children develop into **confident, resilient, curious, independent, well-rounded and unique individuals**, we:

- Help our children to celebrate themselves and their own uniqueness.
- Have a culture of inclusion for all, where everyone feels proud of their identify and is able to participate fully in school life.
- Teach our children about inspirational people who have led the way to create a non-discriminatory society
- Explore what it means to be ‘me’ and that this is different to every single person.
- Explore our past and teach children that they can shape their own future.
- Interweave this thread throughout our curriculum teaching, from EYFS to Year 6.

Identity – Who Am I?											
	English	**Geography**	**History**	**Art**	**Science**	**RE**	**PSHE**	**Computing**	**French**	**RSHE**	**Music**
EYFS	It's Okay to be Different by Todd Parr The Same but Different Too by Karl Newson and Kate Hindley										
Year 1/2 Cycle A	Super Duper You by Sophy Henn The Only Way is Badger by Stella J Jones and Carmen Saldana Introducing Teddy – A story about being yourself by Jessica Walton					**What do Christian's believe God is like?** Know that Christians put their beliefs into practice in worship e.g., saying sorry to God.	Family and Relationships Unit – What is family? What is friendships? Gender stereotypes				
Year 1/2 Cycle B	I am Jazz by Jessica Herthel and Jazz Jennings We are Family by Ryan Wheatcroft		How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?	Unit 3 – Making collage faces: What is beauty? Is it always on the outside/how someone looks? Discussion							

	Julian is a Mermaid by Jessica Lowe Emperor's Egg by Martin Jenkins			around how photos in the media are often edited to change people's appearance.							
Year 3/4 Cycle A	The Spots and the Dots by Helen Baugh and Marion Deuchars Same-sex Parents										
Year 3/4 Cycle B											
Year 5/6 Cycle A	There's a Boy in the Girls' Bathroom by Louis Sachar Wonder by R J Palacio You are awesome by Matthew Syed				Animals incl Humans - The changes of humans in adolescence						
Year 5/6 Cycle B	Flying Tips for Flightless Birds by Kelly McCaughrain Understanding Sexuality by Honor Head	Nelson Mandela		Unit 1: Make my voice heard Unit 2: Still Life	Evolution and Inheritance						

	Can You See Me? by Libby Scott										

Community - What do we know about our area and how can we impact our community?

To help our children **appreciate their role as part of a community and to take responsibility for the choices they make**, we:

- Provide our children with the opportunity to explore their local community so they feel connected
- Encourage courageous advocacy within the local community, showing children the importance of speaking out against an issue of injustice, especially on behalf of those whose voice is not heard
- Teach our children about the history of our local community so they understand how our local area has changed and developed
- Interweave this thread throughout our curriculum teaching, from EYFS to Year 6.

Community - What do we know about our area and how can we impact our community?											
	English	**Geography**	**History**	**Art**	**Science**	**RE**	**PSHE**	**Computing**	**French**	**RSHE**	**Music**
EYFS											
Year 1/2 Cycle A		Unit 1 – What can we see around our village?	Unit 2 – How have local people impacted on history? Unit 3 – What were seaside holidays like in the past? (trip to local seaside)					Unit 1.1 Online safety and exploring Purple Mash Digital Literacy (Safe logins)			
Year 1/2 Cycle B		Unit 1 – What is it like to live in Grantham and Lincolnshire?	Unit 3 – How has Great Gonerby changed? – link to the Highwayman					How can we be safe, responsible, and respectful online? Unit 2.2 Online Safety Digital Literacy			
Year 3/4 Cycle A		Unit 1 – How can we use maps to find out about the counties and cities of the UK? Unit 3 – Why are rivers important? (River Witham)	Unit 2 – How did the Romans change Britain? (Study of Roman Lincoln)	Rocks – what rocks can we find in Lincolnshire?				Online Safety Digital Literacy (Staying safe online)			

Year 3/4 Cycle B		Unit 2 – How does living in Madrid compare to living in the East Midlands?									
Year 5/6 Cycle A			Unit 1 – Vikings vs Anglo Saxons: Friends or Foe?		Forces – Isaac Newton (local)						
Year 5/6 Cycle B			Unit 2 – Local Study – What was life in Grantham during WW2? (visit to International Bomber Command in Lincoln)					Online Safety Digital Literacy Digital Citizenship			

Sustainability – How can we care for our world?

To help our children **take responsibility for the choices they make** and **foster an awareness of the difference they can make as global citizens**, we:

- Show our children that the future of the world is vulnerable and the way we choose to live our lives can impact upon future generations.
- Learn about the current fragility of the world.
- Teach children the how we can all play our part in looking after the planet.
- Run an ‘Eco Council’ to help children take responsibility for the world around them and share ways to improve our impact on the environment.
- Interweave this thread throughout our curriculum teaching, from EYFS to Year 6.

Sustainability – How can we care for our world?											
	English	**Geography**	**History**	**Art**	**Science**	**RE**	**PSHE**	**Computing**	**French**	**RSHE**	**Music**
EYFS					Know that they need to respect and care for the environment and all living things						
Year 1/2 Cycle A	Here We Are by Oliver Jeffers Leaf by Sandra Dieckmann			Unit 3 – Seaside Collages	Know how to ask questions about the world						
Year 1/2 Cycle B	The Great Paper Caper by Oliver Jeffers			Unit 3 – making art through recycling clothes pegs.							
Year 3/4 Cycle A	One Plastic Bag by Miranda Paul										
Year 3/4 Cycle B	The Lost Words by Robert Macfarlane and Jackie Morris	Unit 1: How does climate affect life on Earth? (link to Greta Thunburg)		Unit 3 – Making sculptures from recycled materials	Living things and their habitats Know that human activity – such as climate change caused by pollution -	Unit 2 and 3 – Impact of celebration on the natural world Unit 4 – What do Christians learn from the Creation story?					

					can change the environment for many living things, endangering their existence Know that changes to the environment can make it more difficult for animals to survive and reproduce; in extreme cases this leads to extinction, where an entire species dies						
Year 5/6 Cycle A	Great Kapok Tree by Lynne Cherry	Unit 1: How do natural resources affect the way we live?									
Year 5/6 Cycle B	The Rabbits by John Marsden and Shaun Tan										

Equity – How can we be fair people?

To help our children **flourish as unique, well-rounded individuals** who are fair and just and believe that everyone has the right to **unlock their true potential,** we:

- Explore how to live without bias and grow into fair and just adults.
- Learn about inspirational people who have led the way to create a fair world and society.
- Explore historical and modern-day injustices.
- Learn about democracy through UK Parliament Week and school elections.
- Provide the opportunity for all children to have their voices heard through School Council and Eco-Council
- Empower our children to know that they have a part to play in continuing the journey for a better world.
- Interweave this thread throughout our curriculum teaching, from EYFS to Year 6.

Equity – How can we be fair people?											
	English	**Geography**	**History**	**Art**	**Science**	**RE**	**PSHE**	**Computing**	**French**	**RSHE**	**Music**
EYFS											
Year 1/2 Cycle A						**What do Christian's believe God is like?** -explore how Christians show their belief in God as loving and forgiving e.g., saying sorry, being welcomed back, forgiving others.					
Year 1/2 Cycle B											
Year 3/4 Cycle A											
Year 3/4 Cycle B											
Year 5/6 Cycle A											
Year 5/6 Cycle B											