

Curriculum

Threads



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 world 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/DT	Science	RE	PSHE	Computing	Latin	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						
Year 1	Jabari Jumps by Gaia Cornwall Bold Women in Black History by Vashti Harrison			Know about the work of the artists: Beatrice Milhazes; Bridget Riley; Jasper Johns; Kandinsky; Bernal Bolotowsky; Louis Wain; Louise Bourgeois	Know how to ask questions about the world. Know how to look for patterns eg how the trees change with the seasons	Know that Qur'an is the Muslim holy book. Know how Allah is and why is important to Muslims. Know what Muslims learn about Allah and their faith through the Qur'an Know how to think and talk about the objects, features and symbols are important in					

						different religions. Know the importance of prayer for Muslims.					
Year 2	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?			Being Human – Islam Develop an understanding of Muslim beliefs. Life Journey - Islam Compare Muslim birth traditions with Christian baptism and children's own experiences.	Sex and relationship education: Boys and girls, families				
Year 3	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 4	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 1 – West African instrument decorations Unit 2 – The Willow Pattern Unit 3 – West African pattern and artists (Sokari Douglas Camp and El Anatsui)		Hinduism – Learning about the Hindu way of life and the cultural features of a Hindu lifestyle					
Year 5	Radiant Child – The Story of Young Artist Jean-Michel Basquiat Journey to the River Sea Eva The Explorer by Katherine Rundell Young, Gifted, Black by Jamia Wilson Ibbotson	From Rio to the Rainforest: What do we know about life in Brazil?		Unit 3 – Banksy-Pigeon Mural	Islam – Learning about the five pillars and identifying how this way of life is different to ours	Hinduism – Learning about the Hindu way of life and the cultural features of a Hindu lifestyle can affect this.	Racism and Stereotyping Role Models and The Media – Learning about body image and how media and others online.	Internet Safety and eSafety – Inspiring children to becoming change agents and protect themselves	Diversity in the Latin curriculum through learning about legends and sagas.		

Year 6	Proudest Blue by Ibtisaj Muhammed	South Africa Study	How has Britain changed since 1948?								
	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 Nelson Mandela										
	Africa: Amazing Africa by Atinuke										

Do you have to believe in God to be good?
-
Know about different religions and worldviews that do not have a concept of God

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 identity 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/DT	Science	RE	PSHE	Computing	Latin	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	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			Know how to include individual preferences and requirements in a design			Family and Relationships Unit – What is family? What is friendships? Gender stereotypes	Know how to understand the ideas of 'ownership' of their creative work.			
Year 2	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?			Sex and relationship education: Boys and girls, families	E safety Who am I and how can I keep safe online?			

	Julian is a Mermaid by Jessica Lowe Emperor's Egg by Martin Jenkins			Discussion around how photos in the media are often edited to change people's appearance							
Year 3	The Spots and the Dots by Helen Baugh and Marion Deuchars Same-sex Parents									Looking at the origins of the British Romans, real life historic figures and how the romans influenced British us always realising it	
Year 4					Animals incl humans – looking at individuality and teeth.						
Year 5	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	Islam – Identity and responsibilities through the five pillars. Hinduism – Karma and finding the moral path through life.				Know how to explore my opinions on a subject Life	

Year 6	Flying Tips for Flightless Birds by Kelly McCaughrain Understanding Sexuality by Honor Head Can You See Me? by Libby Scott	Nelson Mandela		Unit 1: Make my voice heard Unit 2: Still Life	Evolution and Inheritance	Know how Muslims show they belong.	Autumn 2 – Identity and gender stereotypes			Know that stereotypes can influence us without	
--------	--	----------------	--	---	---------------------------	------------------------------------	--	--	--	--	--

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/DT	Science	RE	PSHE	Computing	Latin	RSHE	Music
EYFS											Harvest Festival Nativity Easter Service
Year 1		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)								Harvest Festival Nativity Easter Service
Year 2		Unit 1 – What is it like to live in Grantham and Lincolnshire?	Unit 3 – How has Great Gonerby changed? – link to the Highwayman			Life Journey - Islam Why is it important to belong? Easter and Christmas services.		E-safety			Harvest Festival Nativity Easter Service
Year 3		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?						Harvest Festival Carols by candlelight Ballad performance in assembly Easter Service KS2 summer production

Year 4		Unit 2 – How does living in Madrid compare to living in the East Midlands?				Celebrations – how different religions celebrate life events such as births, deaths, marriage		E-safety The digital community, the differences between communities and responsibilities			Harvest Festival Carols by candlelight Easter Service including an instrumental performance KS2 summer production
Year 5			Unit 1 – Vikings vs Anglo Saxons: Friends or Foe?		Forces – Isaac Newton (local)						Harvest Festival Carols by candlelight Samba Performance Easter Service KS2 summer production

Year 6			Unit 2 – Local Study – What was life in Grantham during WW2? (visit to International Bomber Command in Lincoln)			Know some practical ways in which Buddhists and humanists respond to and act on ethical issues, e.g. care of the environme nt Know how Islam relates to ideas about community , identity and the value of their religion					Harvest Festival Christmas ukulele performan ce & Carols by candlelight Easter Service KS2 summer production
--------	--	--	--	--	--	--	--	--	--	--	---

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/DT	Science	RE	PSHE	Computing	Latin	RSHE	Music
EYFS					Know that they need to respect and care for the environment and all living things						
Year 1	Here We Are by Oliver Jeffers Leaf by Sandra Dieckmann			Unit 3 – Seaside Collages Know where and how fruits and vegetables grow	Know how to ask questions about the world	Know that humans should care for the world because it belongs to God.					
Year 2	The Great Paper Caper by Oliver Jeffers			Unit 3 – making art through recycling clothes pegs.		Harvest Festival and Thankfulness unit					
Year 3	One Plastic Bag by Miranda Paul										
Year 4	The Lost Words by Robert Macfarlane and Jackie Morris	Unit 1: How does climate affect life on Earth? (link to Greta Thunberg)		Unit 3 – Making sculptures from recycled materials	Living things and their habitats Know that human activity – such as	Unit 2 and 3 – Impact of celebration on the natural world					

					climate change caused by pollution 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	Unit 4 – What do Christians learn from the Creation story?					
Year 5	Great Kapok Tree by Lynne Cherry	Unit 1: How do natural resources affect the way we live?									

Year 6	The Rabbits by John Marsden and Shaun Tan					Know how to response to the idea that humans have great responsibility for the Earth. God as Creator and the place of humans in Creation					
--------	---	--	--	--	--	---	--	--	--	--	--

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	Latin	RSHE	Music
EYFS											
Year 1								Know why it's important to be aware and respectful of people while using devices.			
Year 2							Sex and relationship education: Boys and girls, families	E safety			
Year 3											
Year 4							Democracy . British values, how democracy underpins British system of rule				
Year 5											
Year 6						Do you have to believe in God to be good? - Understand and respect that the word 'good' means different things to different people.	National Parliament Week			Know that I should treat others how I expect to be treated myself Know how people my age can make changes happen	

						Know some practical ways in which Buddhists and humanists respond to and act on ethical issues, e.g., care of the environment, poverty, care of the elderly					
--	--	--	--	--	--	---	--	--	--	--	--