

# MIJS Curriculum Journey



*Thank you for taking the time to look at our curriculum journey.*

*Our work is ongoing but this describes in detail, the rationale behind our journey. We use the national curriculum for the majority of our content and interweave key PSHE and RE concepts into all of our topics. This is to ensure that we are supporting our children's understanding of the world around them.*

*We believe this will help them to become Global Citizens.*



# OFSTED's View...



*'All children should study a broad and rich curriculum.' Schools are doing a 'disservice' to their pupils if they are only focussing on English and maths. Experiences and skills gained from the foundation subjects (including Humanities, Art, DT, PE and Music) provide children with a rich variety of knowledge, taking them one step closer to understanding the complex world in which we live.'*

**Amanda Spielman Ofsted Chief Inspector of Education, Children's Services and Skills**



# Our Curriculum



Over the past year, Subject Leaders have worked together to craft a curriculum, based on the National Curriculum, with clear outcomes and high expectations of staff, pupils and parents. Our curriculum progressively builds on the knowledge and understanding of key PHSE and Religious Education concepts - developed by the staff team and parents' views. It builds on a previous year and promotes creative links across the full breadth of subject areas (2 year rolling cycle of planning)

We champion **KNOWLEDGE** of the world and ensure that each curriculum area is celebrated in each of our termly topics.



'From Stones to Steel'  
Clara, Aged 8



# Consulting Parents



In developing aspects of our curriculum, we consulted with parents, both annually through our general Parents' Survey but specifically through a Curriculum Survey, requesting parents to select the importance of non-national curriculum skills, attributes and qualities.

**Dear Parents,**  
To help us reimagine our curriculum over this academic year we'd like your help!

Please fill in the questionnaire below by circling whichever number you choose, depending on how important you think it is for us to teach something at school.  
The numbers mean:  
1: Not important at all  
2: A bit important  
3: A bit important  
4: Important  
5: Very important indeed!

**A Federal Federation**  
C hild is  
res ourceful  
coll aborative  
curiou s  
reflec tive  
crea tive  
resi lent

	1	2	3	4	5
To be able to play a musical instrument					
To be able to speak a foreign language					
To be able to draw well					
To be able to speak formally					
To be able to tell the time from a clock-face					
To be able to build from instructions					
To be able to read a map					
To be able to sew					
To be able to resolve a conflict/disagreement eg share, take turns etc					
To know the Lord's Prayer					
To show good manners, please and thank you and to give and receive compliments					
To be able to happily tackle a hard problem					
To be able to keep going, even when something is hard					
To be able to keep going, even if it feels as if it is going wrong					
To be flexible and adaptable					
To be able to strive to meet high targets					

**Mundesley Junior School**  
Parents' Survey 2019

**'You talk.....we listen'**  
This is a Federation-wide Parent Survey which will help us to improve further what we do. It's really important that you quickly fill it in and return it - thank you.

	Yes /No	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
a My child enjoys reading at home						
b The school helps my child to understand how to 'give and take'						
c My child enjoys spending time outside after school						
d My child gets the right amount of homework						
e If I had a question or problem, I would feel comfortable about approaching the Head of School.						
f The school helps my child to understand right from wrong						
g The school provides ... a good range of educational visits and visitors to the school						
h The school provides .... a good range of lunchtime and after school clubs						
<b>OFSTED Parent View Question 1-14</b>						
1 My child is happy at this school.						
2 My child feels safe at this school						
3 The school makes sure its pupils are well behaved						
4 My child has been bullied and the school dealt with the bullying quickly and effectively						
5 The school makes me aware of what my child will learn during the year						
6 When I have raised concerns with the school they have been dealt with properly						

# Curriculum Statement



Our curriculum is **engaging**, **exciting** and **innovative**, encompassing and celebrating all curriculum areas, helping to ensure that our children develop the knowledge and skills they need to excel, and become creative and curious citizens of the world.

Our curriculum, allows them to ask thought-provoking questions which shapes their learning and enables them to develop into independent thinkers and learners.



'Resourceful Rainforests'  
Tilly, Aged 10



'Our World'  
Year 3,  
Aged 7 and 8

# MIJS View ....

## Active Citizens of the World

(what do we want our children to be ?)



### Technical Overview of Learning

		1 What are we trying to achieve? (Intent)								
A These are areas that enrich the learning for the children	1 What are we trying to achieve? (Intent)	We will ensure they our children become GLOBAL CITIZENS :		Effective Communicators	Confident Individuals	Successful Learner	Responsible Citizens			
				Healthy and Active	Safe and Nurtured	Included and Respected	Reaching their Individual Potential			
B These are the overarching themes to help children with the normal pressures and changes of life, have a sense of purpose, work productively and make contributions to community in which they live	2 How do we organise learning? (Implementation)	A - Learning will be enriched through	Lessons	Learning Environments	Routines	Events	Learning Outside the Classroom	Out of school Activities		
		B - Learners knowledge and skills developed through key concepts	Overarching Curriculum Themes - Responsibility / Impact and Influence / Location (RIIL)							
		C - Developing learning through our core values (IONK)	Curious	Creative	Collaborative	Reflective	Resourceful	Resilient		
		D - All learners will be entitled to a broad and balanced curriculum	The Arts	Understanding English, Communication and Language	Historical, Geographical and Social Understanding	Understanding the World of Work	Mathematical Understanding	Physical Development, Health and Wellbeing	Scientific and Technological Understanding	Religion, Philosophy and Ethics
		E - And apply core skills across the curriculum	Communication		Numeracy		Digital Empowerment			
C These are values that need to be taught so that children will use them to develop all aspects of their lives	3 How Well Are we achieving our aims (Impact)	By evaluating the whole child through	Validation   Teacher   Assessment Moderation   Data Analysis   Learner Voice   Community engagement   Parental engagement   Learning Observations							
		Learners will be prepared for	Accreditation and examinations		World of future work		Future challenges			
		'The bottom line' - our young people will	Make good progress and attain	Show positive attitudes to learning	Demonstrate high aspirations	Make healthy lifestyle choices	Participate in the community	Have respect for self and others		
D Subject areas										
E The core skills underpin all aspects of the curriculum.										

Our starting point was to look at what we want our children to be... we want them to be **Global Citizens**;

- Effective Communicators
- Confident Individuals
- Successful Learner
- Responsible Citizen
- Healthy and Active
- Safe and Nurtured
- Included and Respected
- Reach their individual potential



# What does this look like in school ?



**INSTILL**

**CORE VALUES  
J.O.N.K.**

A Coastal Federation

Child is  
 resourceful  
 collaborative  
 curious  
 reflective  
 creative  
 resilient



**UNDERSTAND**

**Concepts**

Key Concepts			
EYF5	Year 1/2	Year 3/4	Year 5/6
Happiness	Happiness	Stewardship	Prejudice
Sharing	Truth	Strength	Virtue
Teamwork	Fairness	Belief	Peace
Confidence	Failure	Passion	Consent
Friendship	Friendship	Rights	Justice
Love	Love	Compassion	Free Will
Care	Forgiveness	Faith	Fear
Consequences	Change	Freedom	Adversity
Choice	Care	Conflict	Service
Belonging	Consequences	Common good	Loyalty
Individuality	Choice	Power	Mercy
Identity	Tradition	Weakness	Trust
	Diversity	Equality	Sacrifice
	Belonging	Hope	Depression
	Beauty	Integration	Protest
	Individuality	Diversity	Judgement
	Identity	Sustainability	Reform
	Community	Cohesion	Duty
			Spontaneity
			Segregation
			Discrimination
			Class
			Democracy
			Value



**LEARN**

**Overarching Curriculum Themes**

- Responsibility
- Impact and Influence
- Location

**R I I L**



**BECOME**



**GLOBAL CITIZENS**  
 Effective Communicators  
 Confident Individuals  
 Successful Learner  
 Responsible Citizen  
 Healthy and Active  
 Safe and Nurtured  
 Included and Respected  
 Reach their individual potential



# The Joy Of Not Knowing



## A Coastal Federation

**C**hild is

res**O**urceful

coll**A**borative

curiou**S**

reflec**T**ive

cre**A**tive

resi**L**ient

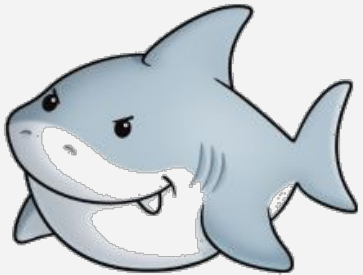
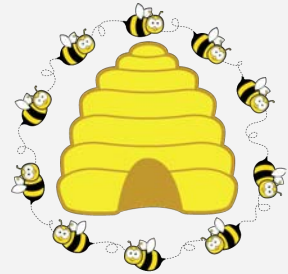


*“The Joy of Not Knowing (JONK) is a values-led philosophy of education and of school leadership that removes barriers and worries associated with not knowing or with finding things difficult by creating a learning to learn culture and ethos in schools where everyone perceives that anything and everything is possible.”*



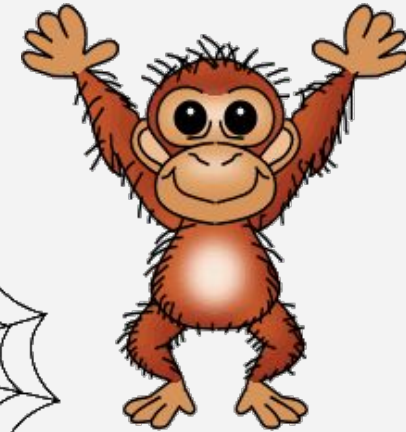


# The Joy Of Not Knowing



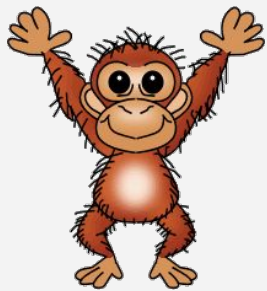
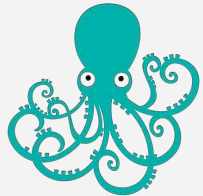
At MIJS we want our children to be **curious**, **creative**, **COLLABORATIVE**, **reflective**, **resourceful** and **resilient**.

We want our children to be able to analyse the world around them and contribute positively to society.

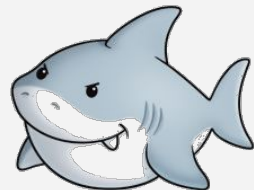
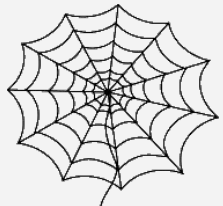


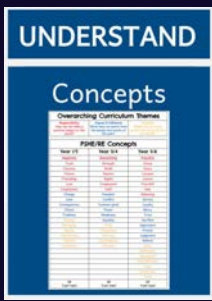


# The Joy Of Not Knowing (JONK)



*“The Joy of Not Knowing approach focuses explicitly on teaching children the value and importance of realising that in order to learn something new they must not know it first, and on then setting up a whole school infrastructure that equips learners with all the values, dispositions, skills and strategies that enables them to develop an intrinsic motivation and enthusiasm to want to learn, evolving as successful individuals, lifelong learners and global citizens with a deep and lifelong love of learning.”*





# PSHE and RE Concepts



We have developed a map of Concepts which are based around our PSHE and RE curriculum. During their primary years children will have an **understanding** of these concepts. Teachers long term plans map-out AND connect these concepts to support the knowledge and skills learning

Overarching Curriculum Themes		
<b>Responsibility</b> How can we make a positive impact on the world?	<b>Impact &amp; Influence</b> What have we learnt from the people and events of the past?	<b>Location</b> Where are we in the world? How do we fit into our world?
PSHE/RE Concepts		
Year 1/2	Year 3/4	Year 5/6
Happiness	Stewardship	Prejudice
Truth	Strength	Virtue
Fairness	Belief	Peace
Failure	Passion	Consent
Friendship	Rights	Justice
Love	Compassion	Free Will
Forgiveness	Faith	Fear
Change	Freedom	Adversity
Care	Conflict	Service
Consequences	Common good	Loyalty
Choice	Power	Mercy
Tradition	Weakness	Trust
Dreams	Equality	Sacrifice
Belonging	Pride	Oppression
Beauty	Integration	Protest
Individuality	Diversity	Judgement
Identity	Sustainability	Reform
Community	Cohesion	Duty
		Spirituality
		Segregation
		Discrimination
		Class
		Democracy
		Value
18 3 per topic	18 3 per topic	24 4 per topic



**LEARN**

Overarching Curriculum Themes

- Responsibility
- Impact and Influence
- Innovation

**RIL**

**KNOWLEDGE**

**+**

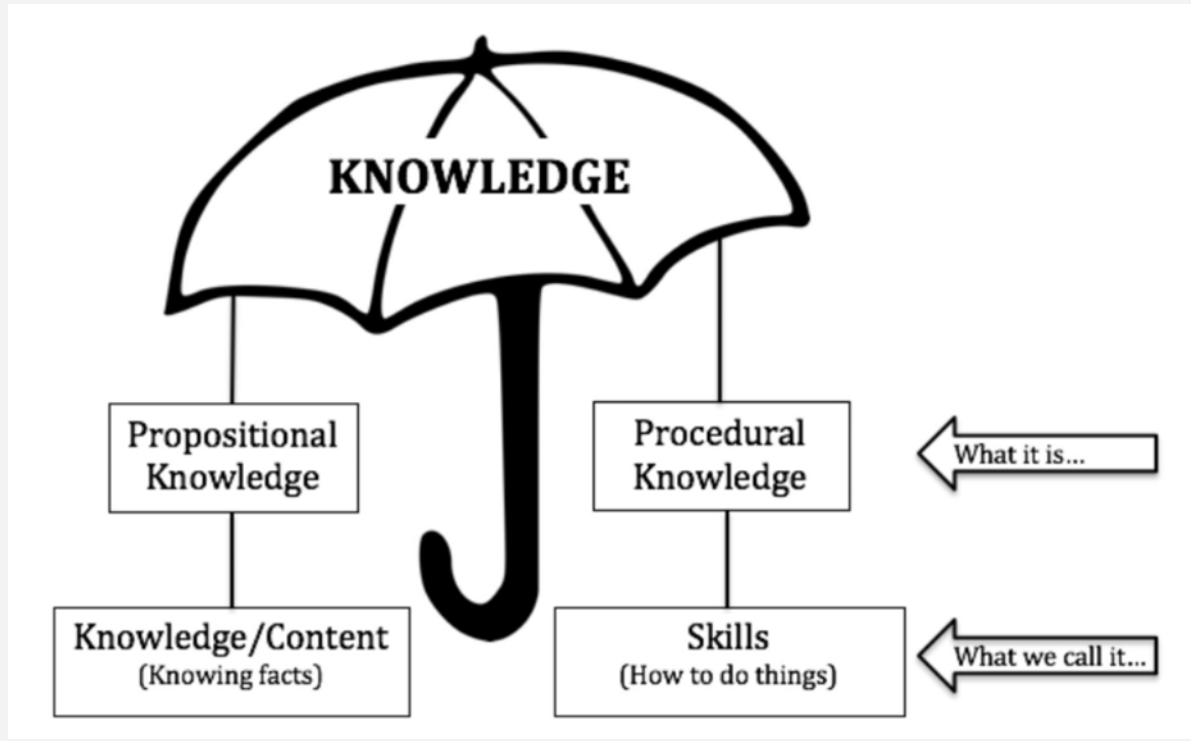
**SKILL**

# Knowledge



Knowledge is developed **through** our school, **across** subjects and **within** year groups.

- Art & Design
- Science
- Geography
- Design Technology
- History
- Music



**LEARN**

Overarching Curriculum Themes

- Responsibility
- Impact and Influence
- Innovation

**RIL**

**KNOWLEDGE**

**SKILL**

+

# Solo Taxonomy

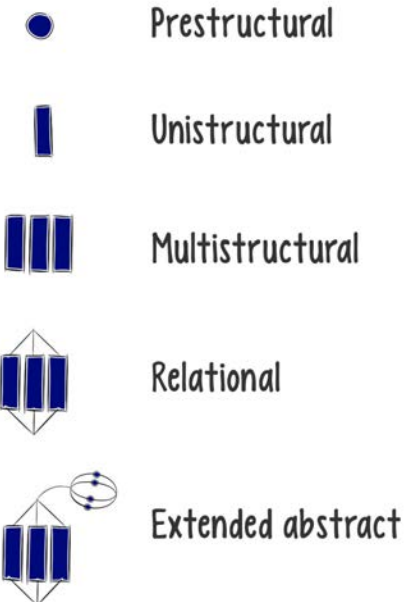


J Biggs and K Collis developed a process of learning which is based around the mastery approach and in **this** school it works like this:

	<p>MULTISTRUCTURAL IS <b>BUILDING KNOWLEDGE</b></p>
	<p>RELATIONAL IS <b>BUILDING ON KNOWLEDGE</b></p>
	<p>EXTENDED ABSTRACT IS <b>THINKING DEEPLY ABOUT KNOWLEDGE</b></p>

## SOLO TAXONOMY

J. Biggs & K. Collis



**LEARN**

Overarching Curriculum Themes

- Responsibility
- Impact and Influence
- Resilience

**RIL**

KNOWLEDGE

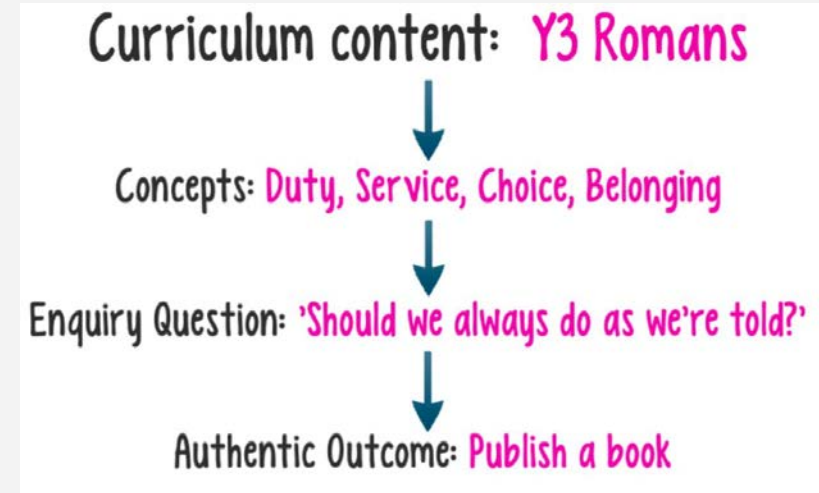
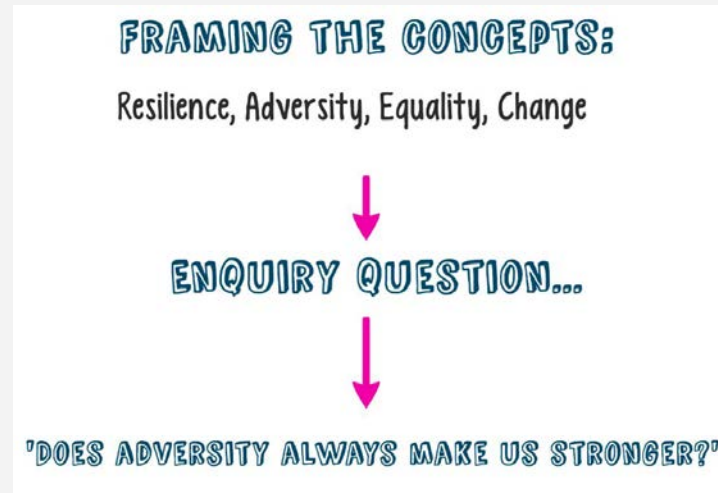
**+**

SKILL

# Topic Planning



Our topics are planned to instil knowledge and develop skills alongside the understanding of our Concepts and each topic will have an authentic outcome. It might look something like this...







# Our Overarching Curriculum Themes (RIIL)

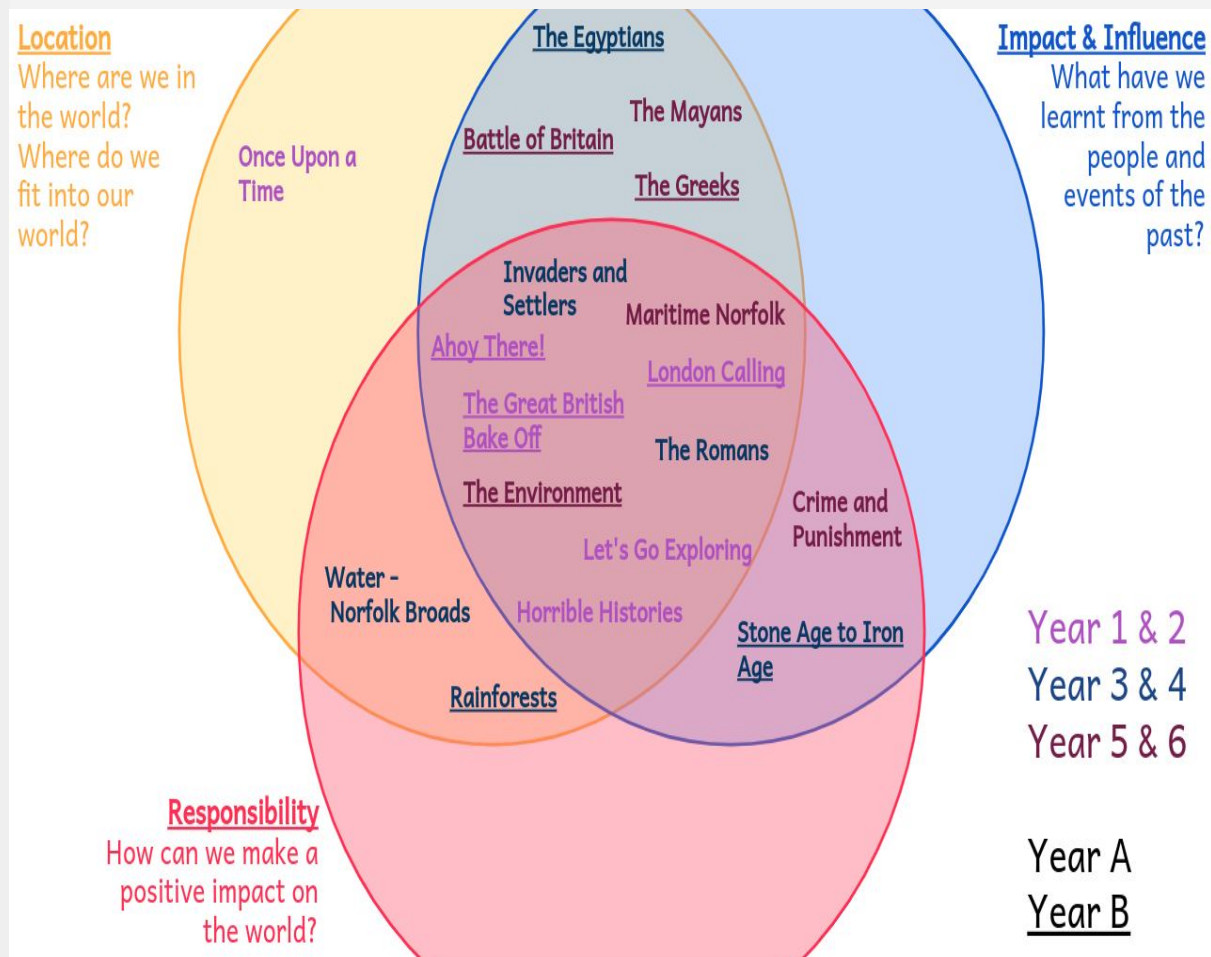


Our 'Big' themes help our children to develop deeper knowledge and understanding by offering opportunities to link, review and put knowledge into context across a range of subjects. Our Overarching Curriculum Themes are:

**Responsibility**

**Impact and Influence**

**Location**





# WHY... 'Responsibility'?

## (RIIL)



We need to support children's understanding of individual and collective responsibility for our school community and how that can potentially impact on the rest of the world.

British Values; Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, runs through this theme.





# WHY... 'Impact and Influence'?

## (RIIL)



Each one of us has an impact on each other during our day to day communications. We want children to learn from history, to ensure that our future influence is positive, benefitting all members of our global society. They will have a deeper understanding of conflict and resolution and the evolution of societies and populations from around the world.







# WHY ....'Location' ? (RIIL)



It is crucial that our young people have a clear understanding of our local area, whilst being mindful of where that 'sits' within and beyond the UK. Ever increasing knowledge and understanding of world issues is critical, if they are to become informed future leaders and decision makers.



**LEARN**

Overarching Curriculum Themes

- Responsibility
- Impact and Influence
- Innovation

**R I I L**

KNOWLEDGE


**+**

SKILL

# Curriculum Overviews



From our big themes Venn Diagram, we created high quality links across the subject disciplines to create a varied curriculum overview that values knowledge and skills but also ensures progression.

 <b>Mundesley Junior School</b> <b>Year 5/6 Long Term Overview</b>						
Year B						
	<u>Autumn 1</u> Battle of Britain	<u>Autumn 2</u> Battle of Britain	<u>Spring 3</u> The Environment	<u>Spring 4</u> The Environment	<u>Summer 1</u> The Ancient Greeks	<u>Summer 2</u> The Ancient Greeks
	English: Goodnight Mr Tom	English: Letters from the Lighthouse	English: The Promise The Viewer	English: One Plastic Bag The Rabbits	English: Greek myths and legends	English: The girl of ink and stars
YR 5/6	History: Battle of Britain		Geography: The Environment		History: The Ancient Greeks (Y5 local history-Paston Project)	
	Geography: World countries and UK cities				Geography: Greece (Y5 local and Tottenham geography)	
	Science: Electricity		Science: Animals including humans		Science: Earth and Space	Science: Forces
	Art/DT: Blitz Artwork Rag Rugs	Art/DT: Propaganda Posters Rationing	Art/DT: Electric Car/Windmill		Art/DT: Make a Labyrinth or Parthenon	Art/DT: Clay Pots
	Computing: E-safety	Computing: Multimedia	Computing: Programming	Computing: Data Handling	Computing: Technologies in Our Lives	Computing: Project

**LEARN**

Overarching Curriculum Themes

- Responsibility
- Impact and Influence

RIL

KNOWLEDGE

+

SKILL

# Knowledge and Skills



Knowledge and skills are intrinsically linked: the capacity in which knowledge provides to apply skills and deepen understanding are, therefore, essential ingredients in helping our children deepen their understanding further.

		Year A						Year B					
Knowledge	The Romans		Invaders & Settlers		Water - Norfolk Broads		Stone Age to Iron Age		Rainforests		The Egyptians		
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	
	Be able to explain how to use some of the tools and techniques they have chosen to work with.	Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Be able to explain how to use some of the tools and techniques they have chosen to work with.	Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Describe the work of some artists, craftspeople, architects and designers	Describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.	Be able to explain how to use some of the tools and techniques they have chosen to work with.	Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Be able to explain how to use some of the tools and techniques they have chosen to work with.	Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Describe the work of some artists, craftspeople, architects and designers	Describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.	Be able to explain how to use some of the tools and techniques they have chosen to work with.

Throughout our planning, Knowledge and skills are repeated and reviewed throughout each year group.'



# Long Term Planning



With this in mind, our curriculum carefully builds in the opportunity to revisit knowledge and skills throughout KS1 and KS2.




## Mundesley Junior School Long Term Theme Planning Year B - 2019/2020

Autumn Term 'Battle of Britain'	Spring Term 'The Environment'	Summer Term 'The Greeks'
<p>Can I explain that an event can have more than one cause?</p> <p>Can I use a range of local history resources to describe how an event affected a local town or village?</p> <p>Can I describe the negative and positive impact of a period of history on contemporary society?</p> <p>Can I describe how their own lives have been influenced by a significant individual or movement/group of people?</p> <p>Can I acknowledge different points of view expressed and explain why these are important in understanding and interpreting history?</p> <p>Can I describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur?</p> <p>Can I provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world?</p>	<p>Can I evaluate the effectiveness and impact of environmental schemes in place to sustain or improve?</p> <p>Can I explain how extreme climate affect the lives of people living there and the human and physical geography?</p> <p>Can I compare land use and geographical features on different types of maps?</p> <p>Can I explain the effect of commercial and industrial activity on the environment and suggest ways to improve it?</p> <p>Can I describe how physical and human processes give a continent its unique characteristics?</p> <p>Can I describe how human activity has impacted and changed the physical and human characteristics of a place in the world. (Settlement/Land use)?</p> <p>Can I describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America?</p>	<p>Can I use in context and understand the terms relating to different types of history (e.g. cultural, economic, political, religious and social)?</p> <p>Can I acknowledge different points of view expressed and explain why these are important in understanding and interpreting history?</p> <p>Can I describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur?</p> <p>Can I explain how time zones (including day and night) in different countries around the world affect the human and physical geography of a place?</p> <p>Can I locate and explain the significance of latitude and longitude and Prime/Greenwich Meridian?</p> <p>Can I recognise and describe the human and physical features of places and appreciating the importance of wider Geographical location in understanding places?</p> <p>Can I locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities?</p>

# Medium Term Planning



 <b>Spring Term: Rainforests Curriculum Planning</b>					
Topic Focus: Rainforests		Spring Term 2020		Time Given: Whole Term	Year Group: 3 and 4
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Protecting our planet and the environment</li> <li>Sustainability</li> <li>How humans impact our planet in a negative and positive way</li> </ul>			<b>Educational Visits or Opportunities:</b> <ul style="list-style-type: none"> <li>-Visit to zoo - looking at animal adaptations linked to Science</li> <li>-Bacton Woods</li> <li>-Visitor</li> </ul>		
Key Questions	Area of the curriculum	Curriculum Objectives (Can I statement)	Key Knowledge (Links with the NC/Long Term Plan)	Skills	Key Vocabulary
Pre Assessment and Vocabulary Check					
What is a rainforest?	Geography	Can I describe what a rainforest is?	Tropical rainforests are found between the Tropics of Cancer and Capricorn, 23.5° north and south of the equator.  Know about a range of geographical features.	Children will be able to compare and contrast areas of vegetation and biomes in two different locations (Amazon and local woods).  Children to make comparisons of the same geographical features in different countries including hills, mountains and rivers	<ul style="list-style-type: none"> <li>- Biome</li> <li>- Tropical</li> <li>- Climate</li> <li>- Tropic of cancer/capricorn</li> <li>- Conditions</li> <li>- Environment</li> <li>- Equator</li> </ul>
	Geography	Can I explore the layers of a rainforest?	Knowledge and understanding of the forest layers: <ul style="list-style-type: none"> <li>• Forest floor</li> <li>• Understory</li> <li>• Canopy</li> <li>• The emergent layer</li> </ul>	Children can order layers correctly and explain the significance of each for different ecosystems.  Children can draw and label a diagram correctly using rulers and straight lines.  Children can write in coherent sentences to explain each layer.	<ul style="list-style-type: none"> <li>- Emergent</li> <li>- Layer</li> <li>- Canopy</li> <li>- Understory</li> <li>- Forest floor</li> <li>- Biome</li> <li>- Tropical</li> <li>- Climate</li> <li>- Environment</li> <li>- Ecosystem</li> </ul>
	Art	Can I design and make a shoebox rainforest?	Children will recap on their previous learning about rainforest layers to make their shoe boxes - they will need to know about emergent, canopy, understory and forest floor layers.	Children to develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Cutting/Sticking	<ul style="list-style-type: none"> <li>- Layers</li> <li>- Emergent, Canopy, Understory, Forest Floor</li> </ul>
Assessment Quiz & Layered Learning Grid					

A rich web of knowledge is what provides the capacity for our pupils to learn further and develop a deepened understanding.

Our planning ensures that knowledge and skills are planned in sequences and not isolated chunks.

# Vocabulary



Vocabulary breadth and depth are two of the most important factors in helping pupils to understand what they read and to express themselves as independent, confident learners. Our curriculum focuses on improving our children's vocabulary by reviewing and recovering key words regularly.

### Vocabulary

<b>lugged</b> [drag or tug]	<b>motley</b> [A mixture in a group]	<b>wake</b> [the air/water left behind a plane/ship] [Behind/following]	<b>stowing</b> [pack tightly] Store until needed	<b>haul</b> [pull or drag]
<b>sullen</b> [sulky, sad, lonely] gloomy, grey	<b>convoy</b> [a group of ships travelling together]	<b>Fleet</b> [a group of warships]	<b>Economical</b> [To do with money (not work it)]	<b>Derelict</b> [broken, old and left alone]
<b>bayonet</b>	<b>Precaution</b> chapel	<b>trading</b> (swap)	<b>despondently</b> (sadly, not really paying attention)	<b>a withering look</b> (scornful, cross)
<b>feeble</b> (weak)	<b>flimsy</b> (thin and weak)	<b>embedded</b> (stuck into something)	<b>engulfed</b> (enclosed around something)	<b>confided</b> (tell somebody)
<b>flushed</b> (red/pink)				

### Writing Tips

<b>Purpose</b>	Why are you writing it?	<b>Synonyms</b> Similar in meaning
<b>Audience</b>	Who is it written for?	<b>Clause:</b> Part of a sentence with a verb were going to the shop (no capital letter or a)
<b>Contractions</b> he is → he's will not → won't	<b>Parenthesis</b> Extra detail	<b>Start a new paragraph to start</b> <b>Change in:</b> • Place • Time • Speaker • Point of view • Topic

*The car (which was blue) was parked on the road.  
The car, the red one, was parked on the road.  
The potatoes - grown in my garden - were delicious.  
It was a long wait - the longest I've ever had.*



# Knowledge Organisers



We want our children to gain specific knowledge in each curriculum subject that builds up over time. Knowledge organisers play a useful role in this.

### Knowledge Organiser: From Stones to Steel

**The Stone Age** (15,000 - 13,000 BC): People make cave paintings.

4000 - 3000 BC: People begin to make simple pottery and farming starts to spread.

2000 BC: Woolly mammoths start to die out.

4000 - 3000 BC: People start to domesticate animals and ride horses.

3000 BC: Construction starts on Stonehenge.

The story of prehistoric Britain began when the first humans arrived in Britain. It ended when the Romans conquered the ancient Britons.

The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat.

"We had to catch or find everything we ate. We moved from place to place in search of food and hunted with sharpened sticks. Later on, we used bows and arrows and spears tipped with flint or bone. We gathered nuts and fruits and dug up roots. One of my favourite things to do was fishing - I would use nets and harpoons to catch fish."

First they learned to herd animals and grow crops. Later they discovered the secrets of making bronze and iron.

### Knowledge Organiser: Battle of Britain

The Battle of Britain was an important battle in World War II. After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain. Germany wanted to invade Great Britain, but first they needed to destroy Great Britain's Royal Air Force. The Battle of Britain was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion.

**When was it?**  
In July 1940, Hitler gave orders for the preparation of a seaborne invasion of Britain, called Operation Sea Lion. To make this easier, he sent the Luftwaffe (German air force) to destroy Britain's Royal Air Force (RAF) first.

**Battle of Britain Day**  
On September 15, 1940 Germany launched a large bombing attack on the city of London. Many of the children were evacuated from the cities for their own safety.

Germany continued to bomb London at night until May of 1941. This series of bombings was called the Blitz. At one point London was bombed for 57 nights in a row.

### Knowledge Organiser: Rainforests

There are two types of rainforest, temperate and tropical. Temperate rainforests lie in the temperate zones (between the tropics and the polar circles) of the globe. They are found in a few regions scattered around the world such as western North America, south-eastern Australia and New Zealand. Tropical rainforests lie in the tropics (between the Tropics of Cancer and Capricorn, 23.5° north and south of the equator). They are found in many areas near the equator such as Asia, Africa, Central America and the Pacific Islands.

A wide variety of animals live in rainforests. Rainforests used to cover 14% of the Earth's surface but due to deforestation now only cover around 6%.

Only a small percentage of the animals live on the forest floor. Many live in the trees.

Only around 6% of Earth's land surface is rainforest - but about half of all animal and plant species live there!

### Knowledge Organiser: The Ancient Egyptians

The ancient Egyptians were around for over 3,000 years. They were the longest surviving civilisation ever! We know about the ancient Egyptians from the discovery of lots of buildings, monuments, objects and mummies. The practice of studying these items is called Egyptology and the people who study them are called Egyptologists.

The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years.

The ancient Egyptians were ruled by kings and queens called pharaohs. Religion was an important part of their civilisation. They worshipped over 2,000 gods and goddesses!

The Ancient Egyptians were absolutely fascinated with cats, and it is thought that most Egyptian families kept at least one as a pet.

Ancient Egypt was ruled by about 170 pharaohs.

**The Old Kingdom** (about 2,700-2,200 BC)

**The Middle Kingdom** (2,000 - 1,800 BC)

**The New Kingdom** (about 1,550-1,100 BC)



# Curriculum Homework


Our curriculum homework sheets enhances learning and allows our children to reinforce what they have learnt in the classroom at home. It also gives our children the opportunities to develop perseverance and creativity with a range of tasks and projects.

**Stones to Steel Homework Projects**

This term, we would like to set you homework tasks based around our learning theme: 'Stones to Steel'. These tasks are optional and can be completed throughout the term at your own pace. Each task completed will allow you to gain house points and a certificate at the end of term. Homework projects can be handed in at any time, however the last date to complete them is: **Friday 13th December**.

Homework Project	Details	Completed
B R O N Z E	Stone Age Quiz	Make up a quiz with facts about The Stone Age. Make sure you also have the answers! <input type="checkbox"/> (2 House Points)
	Design a Cave Painting	We know that the first recordings of art were Cave Art. Design a piece of cave art using materials of your choice. i.e. paint, chalk, crayon. <input type="checkbox"/> (2 House Points)
	Stone Age Counting	Stone Age people seemed to have their own method of counting. Can you create your own method of counting? Will you count in sets of ten or do it another way? What symbols might you use? <input type="checkbox"/> (2 House Points)
S I L V E R	Stone Age Jewellery or Axe	Make a Stone Age necklace or axe. You can use any materials you want for this art project. i.e. salt dough, clay, paper mache. <input type="checkbox"/> (3 House Points)
	Stone Age to Iron Age Poster	Research an aspect of prehistoric Britain; the Stone Age, Bronze Age or Iron Age and use what you find out to create a poster. <input type="checkbox"/> (3 House Points)
	Stone Age Board Game	Create a board game based on the Stone Age. Remember to use your research to formulate your questions. <input type="checkbox"/> (4 House Points)
G O L D	Write a Stone Age Story	Write a story based in the Stone Age. Design a front and back cover for your story. Write the blurb on the back. <input type="checkbox"/> (5 House Points)
	Create a 3D model of Stonehenge	Design and make an ancient stone circle or a replica of Stonehenge. Be creative in the way you make your stone circle. <input type="checkbox"/> (5 House Points)

If you have any questions or are stuck about any of the projects, please speak to Miss Croft or Miss Rackham for more details.





# Curriculum Assessment



*‘The key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education.’*

**Sean Harford, National Director for Education at Ofsted.**



Our low stakes assessment system has been developed to enhance pupil’s progress, deepen knowledge, promote understanding and develop skills without unnecessary pressure on our children.

Resourceful Rainforests			
Key Questions	Area of the Curriculum	Curriculum Objective	Assess
What is a rainforest and why are they so important for our planet?	Geography	Can I describe what a rainforest is and explain why they are called rainforests?	<input type="radio"/>
	Geography	Can I identify each layer of a rainforest and explain its characteristics?	<input type="radio"/>
	Geography	Can I describe the differences between the Amazon and the UK?	<input type="radio"/>
	Geography	Can I explain what a biome is?	<input type="radio"/>
Where would you find a rainforest?	Geography	Can I locate continents and countries on a map?	<input type="radio"/>
	Geography	Can I explain why rainforests are found near the equator?	<input type="radio"/>
	Geography	Can I explain what a hemisphere is?	<input type="radio"/>
Why are rainforests so diverse?	Science	Can I explain what classification means?	<input type="radio"/>
	Science	Can I explain what an adaptation is?	<input type="radio"/>
	Science	Can I recognise that living things are grouped in a variety of ways?	<input type="radio"/>
	Art	Can I explain who Rousseau was and how he was inspired by the rainforest?	<input type="radio"/>
Why are rainforests so important for food production across the world?	Geography	Can I identify which food products are grown in the Amazon rainforest?	<input type="radio"/>
	Geography	Can I explain why certain foods can only grow in a rainforest?	<input type="radio"/>
	Geography	Can I explain how food is transported from the rainforest to the UK?	<input type="radio"/>
	DT	Can I explain what a healthy diet is?	<input type="radio"/>
	DT	Can I give examples of some hygiene and safety rules when cooking?	<input type="radio"/>
Why is it important to protect rainforests?	Geography	Can I explain some negative impacts humans are having on the rainforest?	<input type="radio"/>
	Geography	Can I explain what sustainability and unsustainability is?	<input type="radio"/>
What do rainforests	Music	Can I identify different musical instruments from what they look like?	<input type="radio"/>



# Aspiration is key .....



We know that if our children are to succeed, particularly our Pupil Premium children, then we need to create a culture that allows children to succeed - we need to be aspirational for them.

The following slides unpick how we do that...



# The Arts

The 'Arts' allow our children to find new ways of expressing themselves, helping them understand the world in different ways. We feel that by involving our pupils with opportunities across art, design, dance, drama and music, we hope that our pupils' enjoyment of school life will be enhanced and that they develop personal skills and a cultural appreciation of the Arts that will last a lifetime.





# Historical, Geographical and Social Understanding



Our curriculum ensures that our children are aware of the geographical, historical and social aspects of the local community and, in comparison, the wider world in which they live.

We have designed a carefully planned curriculum which fires children's curiosity and imagination. It connects Britain's past with the present and the future; helps children make sense of our place in the world; and is central to their development as informed, active and responsible citizens.





# Historical, Geographical and Social Understanding



They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together.



# Understanding English, Communication and Language



Reading and Language is at the heart of our curriculum, allowing our children to develop their imagination, see the world through the eyes of others, widen their horizons and read and write for pleasure. Our curriculum focuses on enhancing vocabulary and language which will lay the foundations for active involvement in cultural life, society, work and lifelong learning.

We've all got both light and dark inside us.  
What matters is the part we choose to act on.  
That's who we really are.  
JK Rowling, Harry Potter and the Order of the Phoenix





# Scientific and Technological Understanding



We understand that our children live in an age of fast-moving science and technology. Our Science and Computing curriculums allow our children to explore and understand the natural and made worlds in which we live. Our curriculum offers a wealth of experiences and ideas that encourage our children's natural curiosity and creativity, inspiring awe and wonder.







# Physical Development, Health and Wellbeing



At MIJS we champion the positive impact sport and physical activities have on our children's physical development, health and wellbeing. Through sport and other physical activities, our children learn to increase body control, coordination and dexterity. They learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.





# Religion, philosophy and Ethics



Religion, philosophy and ethics helps our children build empathy, understanding and respect in a world often characterized by diversity, conflict and change. Our curriculum provides a unique opportunity to learn about, and from, faiths, cultures and people in an open, respectful and objective way.





# Educational Visits



We believe, school trips and educational visits are a powerful, positive teaching tool that help enhance the social, personal and emotional development of all our learners. Educational and residential visits are an integral part of our curriculum, allowing our children to broaden their horizons and experience new and exciting opportunities, making long lasting memories!



# Understanding the world of work and higher education



**RIIL** will support our children's aspirations. Providing children with leadership opportunities and an understanding of higher education and the jobs currently on offer will offer them a vision of their potential.





# Outdoor Exploratory



Playing outside is fun, exciting and important for children's learning and development. We have invested significant lottery grants into creating large scale structures which create a sense of adventure for all abilities. The outdoor Gym and classroom are a well-used resource





Thank you for taking the  
time to read all about our  
curriculum.

