The Curriculum

A future for Morley Primary –
Presentation for staff September 3rd 2020

A curriculum for ***Our*** Children – who are our children?

- Many are:
- Well travelled
- Articulate
- Confident
- From families with high expectations
- From affluent families
- From career parents

Intent



With great power comes great responsibility

Vast majority of our school community are:

- Well Educated
- Employed/career/high expectation families
- All opportunities available to them
- A small school with countless opportunities
- Travel the world
- Leave Morley very well prepared for their next steps
- We recognise that we have the same high aspirations and expectations for all children including the small minority of families who do not have all of the above characteristics.

Intent

To foster children who are aware of the world and their position within it by knowing how lucky they are and how others are far less fortunate. To actively be able to look out for, support and show kindness and empathy towards others, so they become citizens of the world whose aim is the betterment of society. To know and to be proud of where they are from and to fluently use a wide range of appropriate vocabulary when discussing and writing across our wide curriculum.

Intent – a child's Perspective

To help children to be aware of the world and where they fit into it by understanding how lucky they are and how others are not as fortunate. To be able to look out for, support and show kindness and empathy to others, so they become citizens of the world whose aim is to make the world a better place to live in. To know about and to be proud of Derby and to be able to confidently use a wide range of appropriate words and language when discussing, presenting and writing across all subjects.

Key Knowledge

Class 3 Autumn Term 2020

Are We Looking After Our World (Human Geography):

Our Curriculum Intent:

Half Term 1: Displaced

Half Term 2: Our human impact on Planet Earth

To foster children who are aware of the world and their position within it by knowing how lucky they are and how others are far less fortunate. To actively be able to look out for, support and show kindness and empathy towards others, so they become citizens of the world whose aim is the betterment of society. To know and to be proud of where they are from and to fluently use a wide range of appropriate vocabulary when discussing and writing across our wide curriculum.

During this topic, the children will further develop their understanding of how they can take significant steps to look after their world. Through the work on Running Wild by Michael Morpurgo, children will have an empathic understanding of the effects of deforestation on orang-utans and how growing of quick palm oil trees is affecting animal habitats and the effect on greenhouse gases which affect our planet. Carbon Footprint, Food and Water waste and sustainability will also support children's appreciation of their position in the world. Children will consider how we are looking after the people in our world by considering refugees by showing empathy and the importance of kindness. Children will understand a range of reasons and situations why people are not being looked after the effect of this.

The Morley journey leading to this curriculum focus	
Class 1	Polar Regions - The children learnt about how climate change is affecting Arctic animals such as polar bears. They will have already learnt about how plants need light, water and a suitable temperature to grow. Where I live – local environment, seaside, Julia Donaldson -

Assessment

Key People

Key Information

Derby

Maps/Diagrams

Vocabulary

Seesaw

Derby - Class 1

- Ellen MacArthur
- Rolls Royce
- First Planned Park - Derby's Arboretum - John Claudis Loudon
- Florence Nightingale - stained glass window Derbyshire Royal Infirmary
- John Flamsteed - Denby
- First Fire Service in Derby 1947
- Coalville (Leicestershire) Action Man
- Lucy Locket - Succesful entrepreneur
- Joseph Whittaker - Breadsall - Morley Church - British Botanist - Discovered 300+ plants. On display at Kew Gardens and Derby Museum

Derby - Class 2

- Distance from Derby to significant geographical or historical topics

•Derby Arboretum, also known as Arboretum Park and The Arboretum, is famous for being England'ss first public park. It's Grade II*-listed and inspired the design of New York's Central Park.

Harry M Stevens, born and raised in Derby, invented the hot dog.

The first human settlement of Derby was by the Romans who built a fort on high ground in Belper, overlooking the River Derwent.

Romans settled in Derby for three centuries

River Derwant

Carsington Water

•Derbyshire Flooding - Whaley Bridge Dam Collapse

Derby - Class 3

- Alan Feary - Battle of Britain pilot
- Barnes Wallis - Bouncing Bombs - Ladybower Reservoir
- Rolls Royce - Spitfire Engine - Rolls Royce bombed
- Nottingham Blitz
- Refugees from Syria in Derby
- Products bought including Palm Oil
- Derby comparison 1960s to today
-

Derby Class 3

- Olympics:
- Derby Velodrome
- Huub sportswear designers of cycle gear for olympics
- David Brailsford - British Cycling Coach from Derby
- Adam Peaty - Breaststroke world champion - Derby trained.

- the name **Derby** is explained as DjÃºrabÃ½, comprising Old Norse djÃºr 'deer' and by 'farm, settlement
- Vikings impact on Derby
- Jim Campbell CBE Forensic Scientist at Surescreen Centre in MorleyÂ

- Joseph Wright - Significant Artist from Derby 1734-1794.

Derby Class 3

- Peak Distract mountains - Mam Tor (517m), Win Hill, Lose Hill, Bleaklow (633m), Higger Tor (434m), Grassmor (852m) Comparison to world mountains
- USAF Boeing RB-29A Superfortress at Higher Shelf Stones - crashed in 1948 Glossop Derbyshire (near where LS Lowry lived in later life)
- Compare Derby's historical earthquakes 1957 and 2008 with significant earthquakes around the world for size and impact.Â Identify reasons why.

Curriculum Assessment

Seesaw

Implementation – How do we do this? Class 3:

- Journey Around the World:
  - Children's bedrooms around the world in comparison to theirs. Go home at night and appreciate the ceilings, windows and radiator.
  - How children get to school around the world: Consider their luxurious and safe journey to school compared to the dangerous and challenging journeys of others and the power of education this gives.
  - Appreciate the safety of their location and house compared to challenges other face living near volcanoes, earthquake zones etc.
  - Racism – how others are treated differently (Holes and 1960s) and to accept others for who they are.
  - Wonder RJ Palacio (Atm 1 English Book Study) – Acceptance of others.

How do we do this in Class 3:

- WW2 Holocaust. Understanding and acceptance of others.
- War link to modern war impact of refuges – The Island by Armin Gredner
- Plastic Pollution – impact we can have as individuals
- Art of Being Brilliant – how our impact can be had on others.
- Power of the Eyam sacrifice
- "You are all superheroes" **you have the ability to ruin someone's day and make them upset, scared or anxious OR you have the power to make someone feel on top of the world.**

Class 2

- Malawi – very few schools, girls are not allowed to attend.
- Children's lives throughout history – Romans and Egyptians
- Rights of girls – political system of Romans and Egyptians
- Parliament Week – suffragettes
- Respect of religious belief systems linked to light.
- English – Empathy Christmasaurus – child with a disability/bullying
- Settlements within climates, compared to their lives
- Fairtrade workers.
- Bourneville community – Cadbury brothers

Class 1

- Empathy – Julia Donaldson book characters
- Local scientists – John Flamsteed
- Local area and comparing to polar regions, equator
- Development of cars and toys throughout history showing they are lucky with what they have today. Appreciation of what they have.
- Kings and Queens – being proud of being British
- Fire of London – lucky – fire service…consider whether everyone is this lucky today
- Everyday Superheroes – thankful of people who look after us. Different in previous times. NHS.
- Plants and animals – being grateful for our world

Whole School:

- Careers Week
- Aspirations
- Fundraising Opportunities: Brain Tumour Research Afternoon Tea, Children in Need, Red Nose Day, Remembrance Day, Individual children raising money: Prince's Trust, Cancer Research.
- Twice Yearly Whole School focus on Derby
- New PSHE curriculum
- Significant Celebratory Anniversaries.

How do we do this

- Consider:
  - Poverty
  - Climate
  - Opportunity
  - Disability
  - Race
  - Or any number of ways the human race use to discriminate

Ideas for Inspiration:

- *Don't become over preoccupied by your child's academic ability, but instead:*
- *Teach them to sit with those sitting alone.*
- *Teach them to be kind.*
- *Teach them to offer their help*
- *Teach them to be a friend to the lonely*
- *Teach them to encourage others*
- *Teach them to think about other people*
- *Teach them to share*
- *Teach them to look for the good*
- *This is how they'll change the world.*