



**Norfolk
Schools Of
Sanctuary**

Schools of Sanctuary & the Curriculum at Avenue Junior School

The Schools of Sanctuary initiative aims for our school to be a safe, welcoming and inclusive place, especially for those in need of sanctuary. Its chief aim is for us to build a culture of welcome **for all** in school, and in the wider community, and as such the project entails more than just the learning inspired by local histories of refugee migration and lessons that build understanding of the experiences of displaced people. Any work that counters prejudice and discrimination, celebrates diversity and promotes inclusion is Schools of Sanctuary work. With this in mind, our curriculum should:

PROMOTE EQUALITY

Be explicitly anti-racist and try to counter prejudice and discrimination of all forms

DECOLONISE THE CURRICULUM

Attempt to 'decolonise the curriculum' by incorporating previously marginalised voices and neglected histories.

COMMUNITY CENTRED

Be community focused - sharing with our pupils, local people, places and histories of interest

IMPROVE REPRESENTATION

Offer a diverse & inclusive representation of the people of our community and country

Avenue Junior School – Schools of Sanctuary Curriculum Overview 2021-2022

Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	How do rivers and mountains shape the world around them?	How did the monarchy change with the Tudors?	How is Norwich seen through the eyes of artists?	What does it take to be a trailblazer?	How are we shaped by evolution and inheritance?	What is the journey of a product from idea to reality?
<p>PROMOTE EQUALITY Be explicitly anti-racist and try to counter prejudice and discrimination of all forms</p> <p>DECOLONISE Attempt to 'decolonise the curriculum' by incorporating previously marginalised voices and neglected histories.</p> <p>IMPROVE REPRESENTATION Offer a diverse & inclusive representation of the people of our community and country</p> <p>COMMUNITY Be community focused – sharing with our pupils, local people, places and histories of interest</p>	<p>India as a case study. Consider the partition of India.</p> <p>Indian authors studied in the literature spine</p>	<p>The Strangers. Kett's rebellion.</p> <p>Henry VIII's black trumpeter.</p>	<p>Discuss Black Lives Matter mural in Norwich underpass & its vandalism.</p>	<p>Justin Fashanu. Stonewall and pride.</p> <p>The Bristol bus boycott & Rosa Parks.</p> <p>Greta Thunberg.</p> <p>Nelson Mandela</p>	<p>Race as a social construct rather than genetic differentiation.</p>	<p>Exploring diversity in STEM.</p>
<p>Texts studied and suggested class books</p>	<p>Pashmina by Nidhi Chanani</p> <p>The Hobbit by JRR Tolkien</p>	<p>Diver's Daughter by Patrice Lawrence</p> <p>Macbeth- William Shakespeare</p>	<p>The Norfolk Story Book by Isabelle King</p> <p>Framed by Frank Cottrell Boyce</p>	<p>Child of the Civil Rights Movement by Paula Young Shelton</p>	<p>Pig Heart Boy by Malorie Blackman</p>	<p>Clockwork by Phillip Pullman</p>

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Year 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	What makes rainforests remarkable?	What makes rainforests remarkable?	Space: Is there anybody out there?	Did punishments always fit the crime?	What influences our community?	What did the Greeks ever do for us?
<p>PROMOTE EQUALITY Be explicitly anti-racist and try to counter prejudice and discrimination of all forms</p> <p>DECOLONISE Attempt to 'decolonise the curriculum' by incorporating previously marginalised voices and neglected histories.</p> <p>IMPROVE REPRESENTATION Offer a diverse & inclusive representation of the people of our community and country</p> <p>COMMUNITY Be community focused – sharing with our pupils, local people, places and histories of interest</p>	Looking at refugee migration in a rainforest - Ak' Tenamit in Guatemala.	<p>The Kingdom of Benin. Should the Benin bronzes be returned?</p> <p>Empires and colonialism in Brazil.</p>	Black female mathematicians & the Space Race.	<p>Consider how moral views, norms and the law change over time – considering LGBT+ rights as an example.</p> <p>Alan Turing</p>	<p>Revisit The Strangers' influences on Norwich.</p> <p>What it means for AJS to be a School of Sanctuary</p> <p>Defining antiracism at our school</p> <p>The toppling of Colston's statue in Bristol leading to art project.</p>	<p>Democracy – who got to vote in Ancient Greece?</p> <p>Compare with the Suffragettes and women's struggles to gain the vote in the UK.</p>
Texts studied and suggested class books	Kensuke's Kingdom by Michael Morpurgo	<p>The Great Kapok Tree by Lynne Cherry</p> <p>Eyewitness Amazon by Tom Jackson</p>	<p>The Challenger Disaster by Pranas Naujokaitis</p> <p>Hidden Figures by Margot Lee Shetterly</p>	<p>Black Powder by Ally Sherrick</p> <p>The Highwayman by Alfred Noyes</p>	<p>Illegal by Andrew Donkin and Eoin Colfer</p> <p>The Island by Armin Greder</p> <p>Refugee Coat by Frank Cottrell Boyce</p> <p>Poetry - Refugee by Brian Bilston</p>	Who Let the Gods Out by Maz Evans

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<h1>Year 4</h1>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	What causes natural disasters?	Why do people seek sanctuary?	How has the Britain changed over time?	How has East Anglia changed over time?	What is renewable energy and why is it important?	How can we save our oceans?
<p>PROMOTE EQUALITY Be explicitly anti-racist and try to counter prejudice and discrimination of all forms</p> <p>DECOLONISE Attempt to 'decolonise the curriculum' by incorporating previously marginalised voices and neglected histories.</p> <p>IMPROVE REPRESENTATION Offer a diverse & inclusive representation of the people of our community and country</p> <p>COMMUNITY Be community focused – sharing with our pupils, local people, places and histories of interest</p>	<p>Displacement of people that can be caused by natural disasters.</p> <p>Geography - defining continents</p> <p>Japan & Pakistan case study – comparing the response to earthquakes in the global north and south</p>	<p>Looking at well-known individuals in society who have experienced the need to seek sanctuary.</p> <p>Person study: Malala Yousafzai and a Pakistan rural/urban comparison.</p> <p>Online research – well known people who have sought sanctuary</p> <p>Tony Capellan's art installation leading to artwork</p> <p>Norfolk's history as a place of sanctuary</p> <p>Welcome cards for local asylum seeking unaccompanied children</p>	<p>Ancient Romans - early Black presence in Britain. 1st Black emperor</p> <p>Ivory Bangle Lady in York</p> <p>Defining terms – colonisation, empire, migration.</p> <p>Animated history of migration in Norfolk</p>	<p>Boudicca - local history study</p> <p>Migration history of the region – what is the make-up of East Anglia and where did people originate from?</p> <p>Considering the influence of The Strangers on various aspects of life in Norfolk.</p>	<p>Harnessing the wind. The story of William Kamkwambe - Malawi focus</p> <p>Climate change & 'activism'</p> <p>Perfect Planet – David Attenborough doc. Impact of humans & what next</p>	<p>Climate change as a predicted driver of refugee migration.</p> <p>Humans and the impact on the environment – thinking about the garbage patches in the oceans.</p>

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<p>Texts studied and suggested class books</p>	<p>Earth Shattering Events by Robin Jacobs</p> <p>Everything Volcanoes and Earthquakes by Kathy Furgane.</p>	<p>The Boy at the Back of the Class by Onjali Rauf.</p> <p>Flood by Alvaro F. Villa</p> <p>Michael Rosen – On the Move</p>	<p>Empire’s End – A Roman story by Leila Rasheed.</p> <p>Beowulf.</p> <p>Benjamin Zephaniah poem – The British.</p>	<p>Various Bouddica-related texts</p>	<p>The Lost Words by Robert Macfarlane.</p>	<p>A Planet Full of Plastic: and how you can help by Neal Layton</p> <p>Atlas of Ocean Adventures: A Collection of Natural Wonders by Emily Hawkins</p>
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Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	What can we learn about ourselves and others?	What does it take to be an explorer?	Stone age - savages or civilised society?	What is sustainability and why is it important?	What was it like to live as an Ancient Egyptian?	What can we learn from Art?
<p>PROMOTE EQUALITY Be explicitly anti-racist and try to counter prejudice and discrimination of all forms</p> <p>DECOLONISE Attempt to 'decolonise the curriculum' by incorporating previously marginalised voices and neglected histories.</p> <p>IMPROVE REPRESENTATION Offer a diverse & inclusive representation of the people of our community and country</p> <p>COMMUNITY Be community focused - sharing with our pupils, local people, places and histories of interest</p>	<p>Explore aspects of our identities and heritage – similarities and differences</p> <p>Disability inclusion.- the social model of disability.</p> <p><u>Homework task</u> Where in the world did our friends and family originate?</p>	<p>Matthew Henson – African-American polar explorer</p> <p>Columbus as a controversial figure – hero or villain?</p> <p>Viking & African theories of continental discovery.</p>	<p>The East African origins of all homo-sapiens introduced</p>	<p>Isotou Ceesay, an entrepreneurial Gambian woman who has sparked a 'recycling movement' to support thousands of women across west Africa.</p> <p>Links made to Malawi and our partner school</p>	<p>Emphasis placed on Ancient Egypt being an African civilisation that predates (and was hugely influential in) the development of Ancient Greece.</p> <p>Examples given of other Ancient civilisations in Africa and their achievements.</p> <p>Map work. Where in the world is Egypt? Highlight Africa's 54 countries and the diversity of the continent.</p> <p>RE. Combatting stereotypes about Islam. Refugees can be of all faiths, nationalities and ethnicities.</p>	<p>A variety of artists from a range of diverse backgrounds studied. Including William T Williams, a well-known African American artist and Bob and Roberta Smith – art as activism work for Refugee Week.</p>

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<p>Texts studied and suggested class books</p>	<p>The Dot by Peter H Reynolds.</p> <p>The Fastest Boy in the World by Elizabeth Laird.</p> <p>The Girl Who Never Made Mistakes by Gary Rubinstein</p>	<p>Race to the Frozen North by Catherine Johnson</p> <p>First to the Top by David Hill.</p>	<p>Stig of the Dump by Clive King.</p>	<p>Galimoto by Karen Lynn Williams.</p> <p>One Plastic Bag by Miranda Paul.</p>	<p>Planet Omar by Zanib</p> <p>Used as a scaffold to discuss anti-racism and Islamophobia.</p> <p>Egyptology – Search for the Tomb of Osiris by Dugald Steer.</p> <p>Extracts from Howard Carter’s diary and newspaper reports at the time.</p>	<p>The Arrival by Shaun Tan.</p> <p>Cicada by Shaun Tan.</p> <p>Azzi in Between by Sarah Garland</p>
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