



## Curriculum Overview: 2020-2021

### Schools of Sanctuary & the Curriculum

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:

- Be explicitly anti-racist and try to counter prejudice and discrimination of all forms
- Attempt to 'decolonise the curriculum' - with a greater emphasis on world history and the British Empire - including the trans-Atlantic slave trade and decolonisation
- Be community focused - sharing with our pupils, local people, places and histories of interest
- Offer a diverse & inclusive representation of the people of our community and country

Below are some of the things we plan to include in our wider curriculum in order to embed the Schools of Sanctuary principles, themes and ideas throughout everything we do:

Year group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	What can we learn about ourselves and others?	What does it take to be an explorer?	Stone age - savages or civilised society? Stone Age	What is sustainability and why is it important?	What was it like to live as an Ancient Egyptian?	What can we learn from Art?
<b>Books we will study</b>	The Dot by Peter H Reynolds. The Girl Who Never Made Mistakes by Gary Rubinstein. The Fastest Boy in the World by Elizabeth Laird.	First to the Top by David Hill. Race to the Frozen North by Catherine Johnson	Stig of the Dump by Clive King. Ugg – Boy Genius of the Stone Age by Raymond Briggs.	Galimoto by Karen Lynn Williams. One Plastic Bag by Miranda Paul.	Egyptology – Search for the Tomb of Osiris by Dugald Steer.  Extracts from Howard Carter's diary.	The Red Book by Barbara Lehman The Arrival by Shaun Tan.  Cichada by Shaun Tan.
<b>SoS</b>	Different families same love work - talking about a diverse range of family models  Map work – where in the world are our friends and family?	Columbus as a controversial figure – hero or villain?  Viking & African theories of continental discovery.	Where did homo-sapiens come from?	Examples of how waste is used in refugee camps: <a href="https://www.ngi.no/eng/News/Plastic-waste-in-refugee-camps-mat-turn-into-building-materials">https://www.ngi.no/eng/News/Plastic-waste-in-refugee-camps-mat-turn-into-building-materials</a>	Emphasis will be placed on Ancient Egypt being an African civilisation that predates (and was hugely influential in) the development of Ancient Greece.	A variety of artists from a range of diverse backgrounds.



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		Matthew Henson – African-American polar explorer			Examples of other Ancient civilisations in Africa and their achievements.	
<b>Year 4:</b>	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?
<b>Books we will study</b>	Earth Shattering Events by Robin Jacobs Everything Volcanoes and Earthquakes by Kathy Furgane.	Flood by Alvaro F. Villa The Boy at the Back of the Class by Onjali Rauf.	Empire’s End – A Roman story by Leila Rasheed.  Beowulf.	(tbc)	The Lost Words by Robert Macfarlane.	A Planet Full of Plastic: and how you can help by Neal Layton Atlas of Ocean Adventures: A Collection of Natural Wonders by Emily Hawkins
<b>SoS</b>	Displacement of people that can be caused by natural disasters.	Looking at well-known individuals in society who have experienced the need to seek sanctuary.	Ancient Romans - early Black presence in Britain.  Benjamin Zephaniah poem – The British.  Defining terms – colonisation, empire, migration.	Considering the influence of The Strangers on various aspects in Norfolk.	Harnessing the wind.	Climate change as a predicted driver of refugee migration.
<b>Year 5:</b>	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?
<b>Books we will study</b>	Kensuke’s Kingdom by Michael Morpurgo	The Explorer by Katherine Rundell	Aquila by Andrew Norris	Black Powder by Ally Sherrick (tbc)	Malamander by Thomas Taylor	A Midsummer Night’s Dream by William Shakespeare (tbc)



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<p><b>SoS</b></p>	<p>Empires and colonialism in Brazil.</p> <p>Looking at refugee migration in a rainforest - Ak' Tenamit in Guatemala.</p>	<p>The Kingdom of Benin.</p> <p>How museum artefacts have been viewed through a colonial lens.</p> <p>Map work – the partitioning of Africa.</p> <p>British imperialism &amp; the end of the Benin empire</p>	<p>Refugee migration through the use of guided reading sessions using extracts from Phoenix by S.F. Said.</p> <p>Black female mathematicians &amp; the Space Race.</p>	<p>Consider how moral views, norms and the law change over time – considering LGBT+ rights as an example.</p> <p>Black Lives Matter &amp; police discrimination.</p> <p>Introduction to unconscious racial bias.</p>	<p>Revisit The Strangers' influences on Norwich.</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>
<p><b>Year 6:</b></p>	<p>How do rivers and mountains shape the world around them?</p>	<p>How did the monarchy change with the Tudors?</p>	<p>How is Norwich seen through the eyes of artists?</p>	<p>What does it take to be a trailblazer? Nelson Mandella Rosa Parkes</p>	<p>How are we shaped by evolution and inheritance?</p>	<p>What is the journey of a product from idea to reality?</p>
<p><b>Books we will study</b></p>	<p>The Hobbit by JRR Tolkien</p>	<p>Macbeth- William Shakespeare</p> <p>Diver's Daughter by Patrice Lawrence</p>	<p>Framed by Frank Cottrell Boyce or The Norfolk Story Book by Isabelle King</p>	<p>(Child of the Civil Rights Movement by Paula Young Shelton- pending ordering and approval)</p>	<p>Pig Heart Boy by Malorie Blackman</p>	<p>Clockwork by Phillip Pullman.</p>
<p><b>SoS</b></p>	<p>Map work – when deciding which rivers are the longest and which mountains are the largest which map is most useful - Mercator vs Peters projection.</p> <p>Maps -How are borders normally decided compared to in the partition of Africa? Rivers and</p>	<p>The Strangers.</p> <p>Kett's rebellion.</p> <p>Henry VIII's black trumpeter.</p>	<p>Discuss Black Lives Matter mural in Norwich underpass &amp; its vandalism.</p>	<p>Justin Fashanu.</p> <p>Stonewall and pride.</p> <p>The Bristol bus boycott.</p> <p>Greta Thunberg.</p>	<p>Race as a social construct rather than genetic differentiation.</p>	<p>TBC</p>



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